



The Bridge School

The Recovery Curriculum

We have been thinking about what a curriculum might look like for children in this next phase of school and have used some guidance from a researcher of education for children with complex learning needs and difficulties (Barry Carpenter) to help us with this. The intention of a Recovery Curriculum is to provide opportunities to rebuild relationships and a sense of community, space to re-establish a sense of self and to relearn behaviour for learning skills.

We will be implementing a “recovery curriculum” which acknowledges that there have been big losses to children as they have stayed at home and that these losses can contribute to pupil’s mental health with anxiety, trauma and bereavement playing a large role. Children will perhaps have experienced these aspects all at once and in a sudden and unplanned fashion which can leave children feeling vulnerable. Equally whether we have intended to or not, children will have been exposed to adults who are anxious and may not be acting in their normal way or maintaining the normal routines which they are used to.

At The Bridge we have put the child’s well-being at the centre of our thinking. We acknowledge that the children will have had different experiences during the past 4 months. However, the common thread running through all is the loss of routine, structure, friendship, opportunity and freedom. These losses can trigger anxiety in any child. Some of you may have experienced this with your own children.

We know that an anxious child is not in a place to learn effectively. So with this in mind, the school community has thought about the most effective way to support your child’s ability to learn. This approach will encompass and support the academic expectations for your child.

The 5 Levers of Recovery

Lever 1: Relationships – we can’t expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Lever 2: Community – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

Lever 3: Transparent Curriculum – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

Lever 4: Metacognition – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

To help us support children with this, our recovery curriculum will focus on the following areas which link to the 5 Levers.

Supporting me to build positive relationships with others

What this area will help pupils to learn?	What that may look like?
<p>Supporting pupils to rebuild relationships and re-learn how to: interact and build relationships with others including sharing, turn taking, greeting and interacting with others positively, playing alongside and with peers, responding to familiar and new adults, seeking adults to help, support and comfort them when they need them, knowing which adults help them and can support them to keep safe.</p>	<p>There will be opportunities within the day where the focus is on rebuilding relationships with peers and adults. This may be in the form of:</p> <ul style="list-style-type: none"> ✓ Adult to use a PACE stands for PLAYFULNESS, ACCEPTANCE, CURIOSITY, EMPATHY approach. ✓ Independent learning to nurture parallel and joint play ✓ Turn taking games and activities ✓ Sharing games and activities ✓ Establishing/re-establishing 'school' and the new class groups: What is my school called? Who is in my class? Where are the other people I know at school? Where are my other friends? etc. ✓ Regular opportunities for pupils to come together with their class group e.g. circle time, collective worship ✓ Intensive interaction opportunities using call and response games and songs. ✓ Time where adults can give sole attention to pupils re-building relationships ✓ Games and activities where pupils can work together such as board games or outdoor PE games. ✓ Re-establishing/establishing communication systems ✓ Safety work about who keeps us safe and who can keep us safe at school and at home and in the community. ✓ Identifying key adults who are easily accessible and available to help quickly ✓ Safety work about how adults can help us ✓ Activities to link with children's interests to show we are interested in them

Supporting me to manage my feelings and behaviour

What this area will help pupils to learn?	What that may look like?
<p>Supporting pupils to understand their emotions and feelings and begin to process the experiences they have had. Supporting pupils to relearn some positive behaviour which they may have forgotten being outside of the school environment. Supporting pupils to engage with self-regulation strategies and tools which help them to feel safe and calm. Supporting pupils to understand the world we live in with tools and strategies to help them process what is different and what we can do to help.</p>	<p>There will be clear routines which are supported by multi-modal communication systems which may include use of visual timetables/songs of reference/OOR/signing so pupils know what is happening each day and at each part of the day.</p> <p>Some structures and boundaries will be different in school because of social distancing and processes related to this so some tools we will use are social stories and use of visuals to guide and support.</p> <p>The structure will be supportive and provide opportunities within this that enables and allows pupils to express themselves and express the experiences they have had whilst they were not at school.</p> <p>We will do this by being clear with boundaries and using therapeutic approaches to supporting behaviour and emotions.</p> <ul style="list-style-type: none"> ✓ We will also be using therapeutic tools to support pupils in communicating with us such as building

	<p>in regular circle time, therapeutic play times, tools such as comic strip conversations, emotion coaching.</p> <ul style="list-style-type: none"> ✓ Regular opportunities to pause and reflect on what has happened and is happening now: Use of stories about Covid-19 with talk about individual experiences, class assemblies, current affairs. ✓ Helping children to remember and learn new ways that can help them feel well and support positive mental health e.g. a treasure box/toolkit of wellbeing activities. ✓ There will be regular sessions where we explore and express emotions through a range of activities e.g. creative arts, small group, paired and 1:1 sessions ✓ Support pupils to explore their feelings and related sensations, as well as modelling processing and talking about feelings and emotions linked to this experience. ✓ Regular links to interoception (as per OT training) ✓ There will be regular opportunities for pupils to engage in self - regulation activities such as with sensory breaks, active breaks, relaxation and use of resources which support individuals. ✓ Review individual pupil plans that support pupils e.g. RRP in light of the child's experience during lockdown and make swift changes as necessary. ✓ In addition there will be lots of opportunities for pupils to practise their communication so that they are able to feel like they have a voice and are able to express their wants and needs.
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Supporting me to enjoy and achieve

What this area will help me to learn?	What that may look like?
<p>Supporting pupils to have moments here where they feel success and can engage in moments of enjoyment and achievement which may feel usual to being in school. This will be within pupil's abilities and easily accessible recognising that when pupils have experienced trauma, their abilities to learn new concepts and be challenged is less. Pupils often use schemas of learning which they are familiar to explore when processing events in their lives and planned provision will focus on what is familiar. i.e. play provision that enables schematic exploration, familiar structures in the day like what's in the box? Relaxation time, independent learning, hello and circle time, phonics.</p>	<p>We will use familiar curriculum type sessions that pupils will be used to that provide children with experiences that feel like "the norm". Using what we know about schematic learning and how children process, this will look like familiar structured sessions in pupils' day and opportunities to engage in play opportunities.</p> <ul style="list-style-type: none"> ✓ We will be providing enjoyable activities which provide children with "fun" so that they can rejuvenate with positive endorphins and want to engage. ✓ Sessions which will feel familiar will be different for each class group ✓ Curriculum sessions that provide familiar structures (like phonics, maths, story sessions) Independent learning where provision takes account of schematic learning. ✓ Regular use of praise, reward and sharing good news with parents for all children e.g. home school diary, certificates, phone calls home etc. ✓ ICT songs and learning on whiteboard where these are familiar

	<ul style="list-style-type: none"> ✓ Outdoor play ✓ Story times ✓ Learning in these sessions will link to previous and current topic learning or children’s key interests and motivators. ✓ Gentle encouragement of pupil independence through e.g. re-establishing class routines and learning new ones e.g. around use of equipment and taking care of personal belongings. ✓ Children will have missed out on many opportunities being at home that they are naturally exposed to at school like peer play, active opportunities and experiences which develop their cognition and learning and these will be built into each day to support children to have a broad range of opportunity, experience and fun.
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Supporting my physical health and wellbeing

What this area will help pupils to learn?	What that may look like?
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<p>Supporting pupils to re-engage with physical health and wellbeing routines as well as learn new routines which will support pupils to keep safe and enable infection control. This will include hand washing, social distancing, understanding of new school routines as well as supporting pupils with their personal care and tolerating differences in these routines such as use of an alternative hygiene room facility or being supported in a different way for eating/ drinking. Supporting pupils to be independent through their own dressing and undressing where needed and supporting pupils to be physically well through active sessions, use of outdoor space and understanding about keeping physically well.</p>	<p>We will be planning in lots of time where children are able to explore and reinvestigate their environments to become familiar with what might be different (i.e. one way systems in school, different entrances, ‘bubbles’, different markings in school, different access to resources in the classroom, some rooms which are closed or for limited usage). We will be supporting children to understand these differences will be they will be supported with social stories, photos and pictures. Learning to support physical health and wellbeing will focus on managing and coping within new processes keeping safe.</p> <p>This will include:</p> <ul style="list-style-type: none"> ✓ Daily ‘mile’/movement session ✓ Regular opportunities to take the learning outside (weather and new rules permitting) ✓ Regular opportunities to take part in activities that are known to calm and de-stress such as: regular movement breaks, yoga, mindfulness, re-connecting with friends, playing and having fun, developing interests and hobbies. ✓ Raise self-esteem and confidence: build on success, praise effort, develop independence, positive reinforcement. ✓ Working in partnership with parents and other supporting professionals e.g. re-establishing assessment advice/plans for individual children at school and seeking further advice quickly if needed (e.g. Physio, SALT communication and/or eating and drinking, School Nurse, FTB, OT). ✓ Understanding what is different about school and how to navigate this environment ✓ Learning new boundaries, rules and routines. ✓ Hand washing and hygiene measures. Adapting to using areas of the school that may not be usual and being in environment and with staff that are not usual.
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	<ul style="list-style-type: none">✓ Regular explicit teaching of good hand washing techniques and personal hygiene.✓ Keeping and maintaining social distancing✓ Catch it, kill it, bin it messages✓ Health and hygiene sessions focussing on washing, being independent and looking after yourself.✓ Pupil voice: individual communication systems developed, frequent planned opportunities to talk and chat. Class council.✓ Puberty lessons for Y5 and 6 pupils. Supporting those children who may have experienced changes due to puberty while away from school e.g. started period.
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We recognise that moving forward children and families may require extended support as the country continues in this journey of recovery also. This recovery curriculum will be in place supporting learning of all our pupils throughout this time. As a school team, our priorities are in supporting children with these four areas and the health and safety of our community.