|  |
| --- |
| Beckfoot Trust**Beckfoot Allerton Primary School & Nursery** |
| **Autumn Term Recovery Curriculum - Key Information Sheet** |
| **What is a recovery curriculum?** Recovery Curriculum Logo*“It’s pretty obvious that we can’t just pick up, without missing a beat, exactly where we left off. We need to acknowledge the big event everyone will have experienced in terms of the lockdown – and for some, the significant loss associated with it – before we can hope to get back to the business of teaching and learning.”****Mary Myatt, 2020*** *“Now is the time to return to more humane approaches, concerned with the fundamental wellbeing to secure positive development of the child. Without this there will be no results that have true meaning and deep personal value to the child in terms of their preparation for adulthood. ”* ***Carpenter B. & Carpenter M. 2020*****What has been lost? What are we trying to recover?*** Routine
* Structure
* Friendship
* Opportunity
* Freedom

**What might be the consequences of these losses?**It is anticipated that for children the losses may include: anxiety, trauma, bereavement and attachment.  | **Core Texts** Across school, we will be using core texts in all year groups for the first 2 weeks of the Autumn Term. To support transition, the work would start with the child’s 19/20 class teacher and would continue with the child’s 20/21 class teacher in the second week. The two core texts are: **The Boy, The Mole, The Fox and The Horse: Amazon.co.uk: Charlie ...The Boy, the Mole, the Fox and the Horse by Charlie Mackesy** which is is primarily about relationships and regulation. Charley Mackesy says “*I hope this book encourages you, perhaps, to live courageously with more kindness for yourself and others. And to ask for help when you need it – which is always a brave thing to do*.” Although there is a story running through, it is written in such a way that it can be picked up at any page. It is rich in learning opportunities in speaking and listening, writing, PSHE and art. Save for PE, it will be the focus for all afternoon lessons in every class during this time.**https://images-na.ssl-images-amazon.com/images/I/51BtrRnSECL._SX455_BO1,204,203,200_.jpgHere we are by Oliver Jeffers** which inspires a sense of awe, wonder and hope about the amazing world we live in. The Guardian reviewed it as “*An optimistic snapshot of contemporary life, this heartfelt hug of a book ought to become a classic*”. These texts are aligned to our school values and explore big questions that are very relevant to the world our children have found themselves living in recently. It will enable all year groups to reflect on, talk about and make sense of the challenges faced by our community and the wider world recently. The outcomes from all years will form the basis for an Exhibition of Hope in the Autumn Term which will also celebrate some of the amazing work produced in the Bubbles in the Spring and Summer Term.  |
| **What does this mean for our curriculum?** In the Autumn Term, our Recovery Curriculum will be premised on the 3 Rs of **Relationships**, **Regulation** and **Re-engagement**. We recognise that positive relationships between staff and children and between children sit at the heart of a great school. Our new Relationships and Regulation Policy will be central to our work in the Autumn Term. We want compassion and kindness to be woven throughout our school and our interactions with one another, children and their families as we support children to develop their resilience and self-regulation and to re-engage them in learning in the school environment. |
| **What are our 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. |
| ***Teaching is a relationship-based profession* - Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University.** |