

Laleham Primary School Recovery Curriculum

When the children return to school there needs to be a Recovery Curriculum in place. Suddenly daily routines have evaporated and with it, any known curriculum framework. For most children their daily goal in going to school is not just to learn but to see their friends and to feel a sense of self-worth that only a peer group can offer.

Our plan is based on the work of Barry Carpenter and the Evidence for learning team: "A Recovery Curriculum: Loss and Life for our children and schools post pandemic"

We need to remember that

"School is no longer the safe, constant place we thought it was. We must be ready to understand, to reframe their perception, and show that we are trustworthy" (Barry Carpenter & Matthew Carpenter 2020)

At the heart of our return to school plan is Social, Emotional and Mental health and Wellbeing. Every child, every family and every adult that walks through our school doors, when they officially reopen, will be very different to the child or adult that walked out of the doors on Friday 20th March 2020. Everyone's experience of Lockdown and COVID 19 will, and we all need to be kind, compassionate and patient. Nobody knows what it will look like, feel like, be like and no one understands the impact it has made and what the healing and recovery process needs to be.

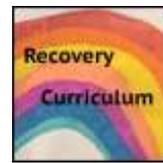
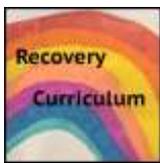
You cannot underestimate the impact of the loss of that social interaction. It is as key to their holistic development as any lesson. Human beings are fundamentally social creatures, and the brain grows in the context meaningful human-to-human interaction.

For many children the loss of structure will be devastating. This is why parents have been encouraged to establish clear routines in home schooling their children. Children need to know what they are doing now and what will come next. If they do not, the child will become anxious and concentration levels drop; they become frustrated with themselves and their parents as makeshift educator.

The five losses, of routine, structure, friendship, opportunity and freedom, can trigger the emergence emotionally of anxiety, trauma and bereavement in any child. The overall impact cannot be underestimated. It will cause a rapid erosion of the mental health state in our children.

Now is the time to return to more humane approaches concerned with the fundamental wellbeing, and 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.

Our quest, our mission as educators, should be to journey with that child through a process of re-engagement, which leads them back to their rightful status as a fully engaged, authentic learner.



Our recovery plan has been designed to specifically meet the needs of our children and includes what we feel best for our whole school community. It is based on the 5 Levers which is a systematic, relationships-based approach to reigniting the flame of learning in each child and is outlined in Barry Carpenter and Matthew Carpenter's paper 'A Recovery Curriculum: Loss and Life for our Children and Schools post pandemic' (2020). Many children will return to school disengaged. School may seem irrelevant after a long period of isolation, living with a background of silent fear, always wondering if the day will come when the silence speaks and your life is changed forever

The recovery plan be initially for the first term when we return to school. Some children may need a different time scale but we will personalise that experience as necessary in response to individual need. During the term, time will be used for staff to observe and gently assess the children in order to identify any gaps in learning and ascertain needed to make them become successful engaged learners.



(The Rainbow Curriculum 2020)