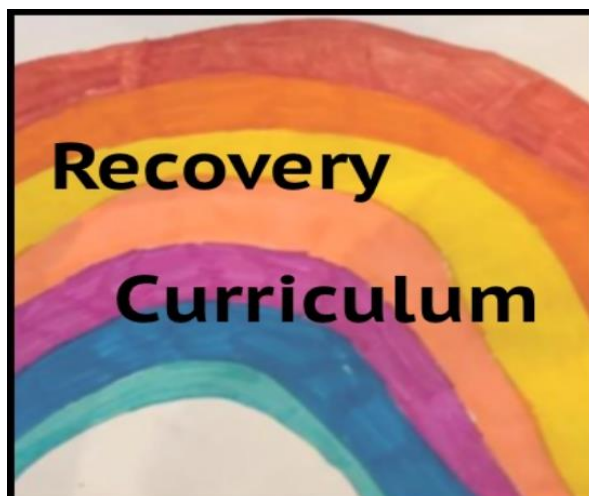




Percy Main Primary School Recovery Curriculum



Context

From 20th March 2020, schools were closed for all except a few pupils because of the worldwide pandemic. The UK went into lockdown, meaning that people could only leave their homes to buy food, exercise and carry out critical work.

This left parents and carers home educating their children with the support of school. Children have experienced loss of social interaction with their friends, extended family and their teachers. They have lost their usual structure and routines as they are not able to attend school and extracurricular activities. They have been without their usual freedoms, playing outside and visiting leisure areas. Some may have experienced bereavement of friends or family. All of our children have suffered some form of loss.

Percy Main will address this through the development of a recovery curriculum.

What is a recovery curriculum?

The recovery framework is based upon the work of Barry Carpenter and the Evidence for Learning team, which sets out the importance of recognising the trauma and loss that children will have been through during the Covid-19 pandemic.

Successful transition for children to enable them to once again become efficient and confident learners is key. The way in which we do this is to acknowledge and accept the losses that we have all been through during the pandemic.

Loss of routine means that we are likely to have at some point had disrupted sleep patterns, change in coping mechanisms, worried or become confused at lack of routine.

Loss of structure would indicate that we may not have been following the same structures for learning that we have previously been accustomed to, we may have worries over lack of control and in particular change, we may have lost out on our right to carry out important transitions in our lives such as SATS, end of year parties, plus other end of term celebrations.

Loss of friendship whilst we haven't lost friendships and those people still remain in our lives we will not have been able to interact with them in the way we were previously used to, we grieve for the deeper social interaction and connectedness that friendship and relationships bring.



Loss of opportunity many children and adults do not understand why school was closed, why we were no longer able to meet up with our friends and had to remain at home and indoors for most of the day. We do not understand fully why the decisions were made and for children in particular, they do not have the understanding that the Government made the decisions to partially close schools and that it wasn't their teachers or other school staff who took those decisions. For this reason, it is vitally important that we help children to understand that their safety was and is our primary concern.

Loss of freedom for some children and adults school offers a place of escape, somewhere that they can be who they want to be and allows a sense of freedom to explore, make mistakes and to learn from them

The primary focus of the recovery curriculum is to '**help children to recover from their loss of routine, structure, friendship, sleep, opportunity and freedom**'

<https://www.evidenceforlearning.net/wp-content/uploads/2020/04/Recovery-Curriculum-Loss-and-Life-for-our-children-and-schools-post-pandemic-3.pdf>

Aims

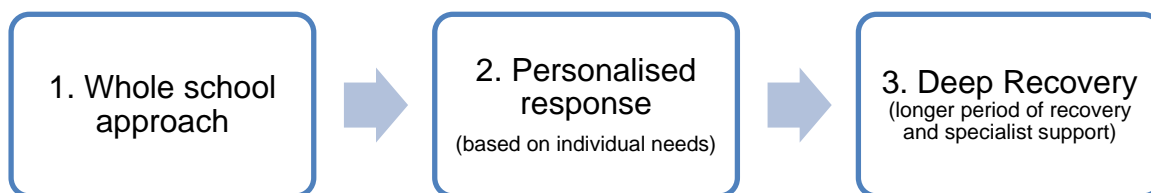
Our recovery framework aims to restore the mental health and rebuild the resilience of our children to allow them to become engaged learners again by:

- recognising the experiences had by all
- restoring trust and relationships with staff
- re-establishing friendships and social interactions
- regaining structure and routine
- rebuilding a sense of community
- regulating their emotions and managing behaviours
- re-engaging them in learning
- preparing them for transition
- using PACE as a model for recovery for all children

When considering the element of the 5 levers, it allows us to consider the approach we need to take towards recovery that places the child at the centre of the recovery journey, acknowledging the importance of their lived experiences with a focus on instilling felt safety, security and stability.

How to support pupils:

There will be a three phased approach:



1. Whole school approach

This will encompass the main curriculum upon our return. For most pupils, this will be sufficient to meet the aims set out above, although their journeys will happen over different



time frames. From the activities planned, staff will be able to identify those who need more support in their recovery which will lead to a personalised response.

2. Personalised response

Where pupils are unable to engage in the holistic curriculum, further work will be undertaken by school staff such as Thrive Practitioners and SENDco to enable them to meet the above aims.

3. Deep recovery

For pupils who have experienced severe trauma or bereavement, specialist support may be required in their recovery.

Whole school approach

“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.” (Barry Carpenter & Matthew Carpenter 2020)

Lever	How?	Why?	How will we know we are successful?
Lever 1 – Rebuilding relationships	Greet each morning with a smile, a relaxed body language that shows the child that they matter and that you are genuinely pleased to see them.	This can be achieved through attuned, positive and purposeful over exaggerated interactions, that help our pupils feel that they are important.	Children will be happier to come into school, reduced levels of anxiety
Lever 2 – re-establishing community	Assess children’s individual needs, allow them to share their experience of lockdown and the pandemic, this may be done through discussion, drawings, stories and other creative mediums that allow for exploration in a safe and supportive way. Acknowledge and validate their feelings	Children will have experienced lockdown very differently to one another, through creating an atmosphere of openness and honesty the children will begin to reconnect with their environments and redevelop their sense of belonging within the school community	Ensuring the pathway of support identifies the child’s needs at an individual level and appropriate provision is put in place.
Lever 3 – Transparent curriculum	Being open and honest about the way in which the losses have affected us as adults will help children understand	Children will have heard a lot about the pandemic in the media and by overhearing discussions within the environment at	Children will be confident to share what they know and understand. They will use the relationships that they



	<p>the internalising emotions that they too may have been carrying since school closed. Seek to understand what the children already know and help them to find the facts to questions like</p> <p>Why did school close so quickly?</p> <p>* Why is school so different now?</p> <p>* When will I see my friends?</p> <p>* Why am I allowed to return to school and some of my friends aren't? (if relevant)</p> <p>Along with all of the questions that children want to share and discuss</p>	<p>home/shops etc. and some will be factual whilst others will be someone else's interpretation of a situation. They may have heard about somebody dying or have had to deal with the death of a close family member/family friend. It is important that as adults we offer the children the real facts and use open and honest dialogue to help them to problem solve.</p>	<p>have with adults to support them.</p>
<p>Lever 4 – Metacognition (thinking about thinking)</p>	<p>Children will have been learning in different ways through home schooling, it is essential that we re-teach the way in which we learn at school. We can do this by setting out the routine of the day, encouraging opportunity for thinking, reflecting and evaluating. Children will respond to a thematic approach where they can become fully immersed in a topic of interest that can be explored through each subject and using both the indoor and outdoor environment, learning becomes embedded when we use the whole body.</p>	<p>It is vital that children learn to love learning once again and can begin to recall the passion that was instilled in them before the lockdown. Children will naturally feel safe and secure within a classroom environment, if they are enthused by the well planned teaching and learning that takes place with an emphasis on the way it is delivered by the adult through the use of PACE</p> <p>Playfulness Acceptance Curiosity Empathy</p>	<p>Children will be curious, inquisitive, they will ask questions that require higher order thinking. They will have FUN and will demonstrate an eagerness to keep going.</p>



<p>Lever 5 Space Time and space to rediscover self and to find their voice</p>	<p>Ensure children are provided with time and space to readjust to the new classroom layout, adult they are working with and changes that have been made. Carefully explain and offer reasons for the change. Explore a whole bubble agreement and share stories of being in a bubble and what that means Ensure time is planned in for movement breaks and sensory circuits</p>	<p>Children will need time and space to readjust and to begin to trust in the safety, stability and security of the classroom environments. As adults we can support our children by firstly regulating, acknowledging and validating feelings and emotions which will the support us in beginning to re-establishing safe and trusting relationships</p>	<p>Children who are settled to learn within their classroom environment and confident to share thoughts, feeling and ideas freely.</p>
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Children may commence their recovery journey at the universal stage and as they return to school adults may identify that needs differ from how they presented within the home environment, through assessment and further discussion with the SENDco it could be necessary to move a child onto a targeted or specialist pathway of support, this support will be discussed and agreed with parents/carers.



Recovery pathway of support

All discussions about children's experiences with parents/carers will start here and must be completed prior to their return (Phone calls in last week of term)

Parents/carers

We need to find out what their lockdown experience has been

1. Have they suffered bereavement?
2. Have they interacted with anyone outside of the family home?
3. Have parents/carers sought help from other agencies/professionals? if so who and why?
4. Has there been a change in emotional and social presentation? What and reasons?
5. How have parents/carers coped?
6. Has there been a routine/structure in place?
7. Have they managed to engage in curriculum tasks?
8. How do parents/carers feel about their child's return to school?
9. How does the child feel about returning to school?

Concerns raised from questions 2,6,7,8,9 indicate a universal approach

Universal offer includes a thematic cross curricular approach to learning that supports children to reconnect with their environment, re-establish relationships, share experiences of lockdown in a safe and supportive environment and re-discover a love of learning through an inclusive, play based curriculum which fosters creativity and enjoyment.

Parents will be supported to contact school to discuss their anxieties of school re-opening and staff will work hard to allay fears and instil confidence

Concerns raised from questions 1, 3, 4, 5 indicate a more targeted approach

Targeted offer may include

- Thrive support
- Parental support
- Risk assessment of need

Concerns raised from questions 1, 3, 4, 5 indicate a more specialist approach

Specialist offer may include

- Drawing and Talking Therapy
- CAMHS referral
- Bereavement support
- EP referral



in the parent/carers decisions.

Leuven Scale

As a tool to assess the children's wellbeing and engagement for learning we intend to use the Leuven scale which looks at how well the children engage with learning tasks and how they present in terms of their emotional wellbeing. This assessment will take place at the end of their first week in school and will be compiled using the Leuven scale through teacher observations throughout the week. We do not expect that these are written observations; they will be based upon what you have noticed about the child during their everyday interactions with peers, adults and family members. They will also take into account the child's ability to stay focussed, how attentive they are within lessons, are they keen to have a go at a task. By assessing the children in this way we will be able to track noticeable changes in their presentation and will ensure that the right level of support is provided at the most appropriate time.

The Leuven Scale for Well-being

Level	Well-being	Signals
1	Extremely low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/ herself or others.
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely high	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expressed self-confidence and self-assurance.

The Leuven Scale for Involvement

Level	Well-being	Signals
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1	Extremely low	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2	Low	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
3	Moderate	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
4	High	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
5	Extremely high	Continuous activity with intense moments. They child's activity has intense moments and at all times they seem involved. They are not easily distracted.

How to embed the six principles of nurture in supporting recovery

Nurture is at the heart of our school practice and provision for our children, their families and the staff community. It is essential as we move forward we thread the principles of nurture into all interactions and connections made with children, their families and the staff team.

Learning is understood developmentally

This principle requires staff to accept children at their age and stage of development, we need to remember that all children have had their own individual experiences of lockdown and when they left us may have presented as more able both academically, socially and emotionally but on return to school it is possible that some will have regressed socially and emotionally, it is also highly likely that academic levels will have taken a dip, which is something we can focus on once the individual child is settled and ready to learn. It is essential we meet the child where they are at and use the pathway of support to identify additional interventions that will ensure progression in their recovery journey is dealt with swiftly and effectively.

How?

- In contrast to the notion of catching up, we may have to repeat and reinforce previous concepts and skills that have been disrupted by trauma. This might involve revisiting past topics and reminding children of their success. We need to ensure that the building blocks are secure before expecting children to leap ahead to unfamiliar and novel learning experiences.
- We may need to initially focus on providing positive and fulfilling experiences. One of the most enriching is play. Children young and old thrive when they smile, laugh and



engage in games and activities that help them to recognise and appreciate their personal strengths. First and foremost, the return to school should be fun.

- For new learning activities, we should aim to provide meaningful, practical and multi-sensory experiences. Tasks may need to be initially broken down into smaller steps, with clear and simple instructions and active modelling from key adults.
- Those who are reluctant at first to engage with adults may need tasks which they can work on independently, so they can develop a gradual tolerance of an adult's presence. Those who are preoccupied with being connected to key adults may require learning tasks to be time-limited, with more regular feedback and reassurance.

The classroom offers a secure base

It is essential with all of the changes to the school environment that children are offered time to readjust and realign themselves with the new structures and routines in place. The adults will need to ensure that they initially are the secure base from which children will begin to explore, it is essential that we remain consistent in routines and expectations to reduce the levels of anxiety. We will need to ensure the mental health and behaviour policy is reinforced, so that children have safe and secure boundaries to work within.

How?

- The use of social stories that can be used by parents/carer and the adults in school to share returning to school, social distancing, transition.
- Structure and predictability will be essential. Visual timetabling can inform the children of what is happening now and next. Seating plans and classrooms that children will be accessing may have changed both in physical appearance and location, since the children left and therefore it is essential that on the first morning new routines, seating plans and structures are established to support in redefining the classroom as a safe base.
- Decorating a wall with photographs of each child and key staff in the classroom and playground can create a sense of belonging; especially if the children are acclimatising to a different peer group or different members of staff for the foreseeable future. Reassurance can be provided through positive messages such as "You are safe here", "We remember you", "You can talk to me any time" and "All of your feelings are ok".
- Children will still need to be able to access safe spaces. It must be discussed as part of your class agreement and the expectations of its use identified and agreed.

The importance of nurture for wellbeing and self-esteem

Children need to feel that they are valued, thought about and held in positive regard. The return to school will be a stressful time for both parents/carers and the children, it is important for us that we boost their wellbeing at every given opportunity, ensuring that they know how important they are to the adults who are currently caring for them and also by their own class teacher/team.



How?

- Parents and caregivers have been asked to share photos and videos of what their children have been doing at home. These might include rainbow paintings for the NHS, workouts with Joe Wicks, dens made from duvets and pillows, Lego constructions, etc. It is vitally important that we acknowledge the learning and development of new skills that has taken place whilst the child has been at home, all accomplishments no matter how big or small should be recognised and celebrated.
- Finding ways to provide them with choice and control in a task or routine can help them to feel “held in mind” and promote autonomy. This could be a great way to help them feel competent and successful.
- When they encounter more challenging tasks, we can give them hope by commenting on what they are doing well, complimenting their effort and persistence and emphasising that they are making progress and getting better. This is important in challenging negative beliefs and putting setbacks into perspective. Emphasising the notion of learning through practise and taking small steps will help to prevent shame.

Language is a vital means of communication

Ensuring children have a voice and that their ideas, thoughts and feelings are celebrated and validated will help the child to feel valued and that they are an important member of their group, it helps them to understand that their contributions matter. Helping children to put their feelings into words is of vital importance. As adults we need to place an emphasis on what we say, what we do and how we act in front of our children, they pick up on the verbal and non-verbal cues.

- Our children require us to become the storytellers of our own lives so that they can see we are human and have the same feelings and anxieties in life that they do. We worried about when school would be open to see our friends and the children, we felt anxious going to the supermarket for the first time. We can use the power of storytelling to help them to not only share their worries and feelings but also to provide opportunities to talk through a situation leading to a specific action and label the emotion. We can support the child in narrating the experience, keeping to their pace and asking what happened next at different intervals. Our calm brains help them to connect the dots and allow the fight/flight/freeze response to subside.
- We can encourage them to communicate their feelings and consider what to do about them through emojis, short scripts or role-plays – for example, “I am feeling _____ because” and “When I feel _____, I can _____”. There should be explicit methods of asking for help. Some children may benefit from a Social Story which can be talked through with a key adult. Others may need a more concrete and discreet method of asking for a break, such as a coded phrase that only their teacher recognises or an exit card on their desk which can be flipped over. As adults we can use a help script, which guides us to reflect back what we are seeing, labelling it and offering supportive strategies to deal with the situation/feeling/emotion.



- We will also need to think about the language we use. Whether it's a child who is anxious about coming back to school or one who actually preferred being at home, we need to be welcoming and show that they have been thought of fondly. For example: "I'm so happy to see you again", "I've missed seeing your smile" and "When I saw ____ on TV, it reminded me of you and made me wonder what you were up to at home". Being held in mind is of vital importance for our children to feel valued, important and to understand that they matter, even when you are not together. It would be helpful for class teachers/teams to create videos to all of their children particularly as not all children will have returned to the same class, teacher or group that they were in pre-lockdown.
- Some of our pupils will only have experience the 5 losses discussed earlier but they may also have suffered bereavement of a close family member, friend, pet. It is essential that we support the child to come to terms with their grief and through the use of the school bereavement policy offer the support required as it is required.

All behaviour is communication

This is a well-known perspective which is not exclusive to nurturing provision. It emphasises the importance of looking underneath a behaviour and asking "What is the child trying to tell me?". In the current context, we need to be open-minded. The child who throws equipment or swipes items off their desk may be anxious about being in proximity to other children and adults; after months of being told to avoid contact as far as possible with the outside world. The child who refuses to follow instructions or comply with new routines may be feeling hurt or abandoned by a key adult, given the sudden experience of separation and loss when the restrictions were introduced at short notice. Remember we first must:

1. Regulate 2. Relate 3. Reason 4. Repair

Dan Hughes highlights the need for connection before correction and his formula of PACE can be applied to our work in a post-lockdown world.

How?

- Playful interactions with children in the early stages of returning to school will help to create a sense of safety and belonging, reduce stress and defuse situations before they escalate. We might achieve this through personalised greetings in the mornings, sharing jokes and learning topics through physical action or musical rhythm. We could turn new routines into a game to diminish the strangeness and have fun rehearsals to make them easier to remember. Our new greeting could include a thumbs up, an air five, self-hug.
- Acceptance is about being non-judgemental and showing the child that we understand what they are going through validation. For example, "I know



you're scared about being here, let's work through this together" or "It must be hard not to think of your parents at home. You loved spending so much time with them every day and it's sad to leave them".

- Curiosity is important in putting aside our own presumptions and eliciting the child's views by wondering aloud – "I've noticed you've been quiet since coming back. I am wondering if you might be worried about something".
- Empathy is our way of stepping into the child's shoes and showing them that "we get it". We might say "I know this is really tough for you. The classroom looks so different from the last time you were here" or "You are so upset that your friend has not returned to school yet. You miss seeing him every day like you used to".

The importance of transitions

Simply being in lockdown has been a major transition in children's lives. Many have been at home. Some have been in school whilst their parents continue to function as keyworkers. Whether a child is going back to school for the first time in months or coping with the return of friends/peers after experiencing a very different kind of school since March, our students will be faced with yet more change and uncertainty.

How?

- Eliciting the views of children about the impending return to school – teachers will be contacting the children in their class prior to re-opening and will be asking the key questions within the pathway of support. Some may be scared to leave their homes or worry about being separated from their parents. Others have previously found school very challenging– they've enjoyed being at home and the prospect of returning may fill them with dread.
- It will be important to communicate in advance via video and discussion with parents/carers what the children will be going back to. Will they be in the same classroom as before? How many will be in their class? Which staff will be there?
- There will likely need to be new routines for arriving to school, beginning and finishing activities and moving between areas. Initial modelling of such routines (as part of the virtual tour outlined above) will be beneficial and we can consider verbal/visual countdowns, rhythm or music to help them anticipate these routines.
- We may also need to think of transitional objects which allow the young person to feel "kept in mind" by a parent/carer or key adult when going to and from school. This could be as simple as a photograph, a toy, a key ring or a scented tissue – something personal and comforting, small enough to be kept in their tray throughout the day. There may need to be consideration of how these can be cleaned.



The nurture principles are ultimately about supporting children who have missed out on key developmental experiences in their early lives. They are also a useful guide for helping them to recover from an unprecedented change in their daily routine. We will be asking them to cope with this strange and stressful disruption and adapt to a “new normal” in the coming weeks and months. Applying a nurturing approach in children’s return to school-based education enables us to focus on the factors which foster healing and resilience in the face of trauma. Factors such as felt safety, security, understanding, wellbeing and inclusion.

Curriculum Expectations

We will teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. The most important components for progression have been identified in English and Maths by each class teacher and discussed during transition meetings in the summer term. Teachers will consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading. Curriculum planning will be informed by an assessment of childrens’ starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment.

English and the recovery curriculum

Our English recovery curriculum aims to bridge pupil’s personal, social, and emotional development with the academic curriculum. Whilst these have been strange times we believe that pupils can have academic success and we should not block any routes to that success by prolonging the delivery of an academic curriculum. We acknowledge that concentration may have been affected but this can and will be re-developed.

Specialist advice:

- Avoid re-teaching previous work
- Do revisit, practice and refresh
- Do start the curriculum where the pupils should be
- Don’t let tests drive the curriculum
- Use lots of stories, rhymes and talk

Key learning outcomes

In order to effectively ensure learning continues to build on children’s attainment at age-related expectations and supports transition into the next year group, as much as possible, teachers will need to be aware of both prior attainment and current attainment when making decisions on how to focus learning and identify gaps. As such, for Year 1 to Year 6, the key learning outcomes for the whole year which have and have not been secured are documented to support planning for return to school.

Phonics and early reading

The government recognise the importance of early reading and have recommended a focus on children catching up when they return to school. Children in reception and year 1 have had a significant break in their systematic synthetic phonics-teaching programme and when they return to school, it is probable that GPCs that had been taught but not yet stored in the long-term memory will appear forgotten.

In order to ensure that catch-up is effective and does not further impact on their long term success in reading we will prioritise the following points:

- teach set 3 phonemes daily as a whole class speed sound session



- provide additional catch-up outside of the phonics session if needed
- use revisit/review sessions to recap GPCs that have been previously taught but appear forgotten
- where children's progress is a concern, act quickly to try to identify what their difficulty is

Although we are unable to stream Phonics according to ability, children still need to be reading decodable books in order to support the development of fluency. During individual reading, adult and child will have different copies of the same book so that children are supported during the session whilst adhering to regulations set out in the school risk assessment. Where possible, individual reading should happen daily.

Maths and the Recovery Framework

Our Maths recovery curriculum aims to bridge pupil's personal, social, and emotional development with the academic curriculum. Whilst these have been strange times we believe that pupils can have academic success and we should not block any routes to that success by prolonging the delivery of an academic curriculum. We acknowledge that concentration may have been affected but this can and will be re-developed.

Specialist advice:

- Avoid re-teaching previous work
- Do revisit, practice and refresh
- Do start the curriculum where the pupils should be
- Don't let tests drive the curriculum

Key learning outcomes

In order to effectively ensure learning continues to build on children's attainment at age-related expectations and supports transition into the next year group, as much as possible, teachers will need to be aware of both prior attainment and current attainment when making decisions on how to focus learning and identify gaps. As such, for Year 1 to Year 6, the key learning outcomes for the whole year which have and have not been secured are documented to support planning for return to school.

EYFS and the recovery framework

Transition into the new routine

We understand that in the Early Years it will take a planned and consistent approach in order to transition our children to understand and follow their new routines. We will ensure our families have clear information on how children will come into school and what 'handover' will look like. We will let parents know how we will comfort their children if they are upset and we will provide detail and reassurance that wellbeing will be at the heart of the school day. We will explain that social distancing will not stop adults from supporting their child emotionally and socially if need be. We will thoroughly introduce the new life at school prior to returning using videos and photos of the setting and through personal phone calls to parents. In all settings, we will create a structured and predictable environment using visual timetables where necessary and referring to them regularly in order to re-establish the new normal and new routines in our bubbles.

Curriculum

In Nursery, staff will focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development.



For children in Reception, staff will also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. School will follow updates to the [EYFS disapplication guidance](#). For Nursery and Reception, staff will consider how all groups of children can be given equal opportunities for outdoor learning.

As part of our Early Years curriculum, we understand that each child will have had different lived experiences and therefore staff in each setting will be using the recovery framework to assess and be responsive to the individual needs of our children. The staff in the early years setting have understanding of the loss and changes our young pupils have experienced and will therefore work with the Recovery Framework to provide some stability and familiarity in our children's environment whilst maintaining safety and reflective opportunities for our pupils. Adults in each setting will provide an environment that is safe, and adults will adapt approaches according to the needs of the individual children in our care. We are aware that as small bubbles of pupils return the need for differentiation will be required both academically and emotionally in order to reflect on experiences and be ready to learn.

In each setting, we will plan daily opportunities for children and plan for continuous provision to ensure that each individual child's needs are met socially, emotionally and physically whilst beginning to deliver an academic curriculum through a play-based approach to learning. We will endeavour to make learning fun, creative and exciting for our pupils using games, projects and displays as best we can despite changes to rules and our environment. Adults in the setting, where possible, will plan provision the day before using their knowledge of the children, their interests and key learning outcomes in order to best meet our children's needs and interests. As frequently as possible the children will be given timetabled opportunities to access the outdoor learning provision.

Appendix A – EYFS Week 1
Appendix B – KS1 Week 1
Appendix C – KS2 Week 1

