



OLD BEXLEY CE PRIMARY SCHOOL

Love God ♦ Love Each Other ♦ Love Learning

Happy Children and Limitless Learning in an Anglican Christian School

A place where everyone can flourish

OLD BEXLEY C OF E COVID-19 CURRICULUM RECOVERY PLAN

“When will they actually go back to school?” This is the cry from many parents, as we write and there is no answer. But that does not stop us thinking about what it will be like for each and every one of our children, at whatever age, stage or ability level on the day they walk through the classroom door.’

Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University, UK
Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire, UK

Introduction

At Old Bexley C of E Primary school our pupil’s well-being is at the centre of all we do, and in our thinking. We acknowledge that the children will have had different experiences during this time. However, the common thread running through all is the loss of routine, structure, friendship, opportunity and freedom.

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.

“The anxious child is not a learning child.” (Evidence for Learning)

To help us support our children with this, our Recovery Curriculum will focus on ensuring that the children are ready to learn. Social and emotional learning will be prioritised.

What will the Recovery Curriculum look like at Old Bexley?

The first step to re-engaging our children with their learning at Old Bexley, is through building on their confidence and sharing their interest with exciting and engaging topics.

Time will be made to listen to children (and their parents), their experiences and to support them with the transition back into school routines, pastorally and academically.

Our curriculum will prioritise what children must learn. What skills and knowledge do they need to move forward rapidly?

In September, our holistic approach will focus children’s learning around a shared text, ‘Here we are,’ by Oliver Jeffers.



<https://www.youtube.com/watch?v=kkcjKbbF9JA>

Staff will plan lessons which combine both pastoral and academic expectations for each year group around this shared theme.

This holistic approach will move to a more focused needs led targeted approach, and then to a longer term focus on personalised specific support. The long term overview takes into account learning objectives missed and those that need revisiting.

Our 20-21 Recovery Curriculum will re-engage children around the four key elements of

- Relationships
- Reconnection
- Reflection
- Confidence and self-esteem

In everything we do we will refer to the 'Kindness book', by Alison Green



Some activities your child may talk about:

- *Children place their names on a feelings chart within their classroom at the start of the day, and verbalise their feelings to their teacher. Expanding well-being vocab is essential in supporting children, as well as staff, to improve.*
- *Daily mile three times a week. Why? Regular physical breaks from the classroom to move around and re-engage with peers.*
- *Weekly P4C*
- *Revised PPA curriculum*
- *Creative projects through the IPC links*
- *Outside learning opportunities*
- *Enrichment days*
- *Well-being days*

All of the above are used to **reduce anxiety, build resilience** and **support reintegration** into the school environment.

Music

To ensure safe delivery of music lessons, government guidance surrounding music will be considered at all times.

Government guidance for music

*Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies. **Further more detailed DfE guidance will be published shortly.***