

Recovery Curriculum

Introduction

Dorin Park School acknowledges that children will have had different experiences whilst not attending school. However, the common thread running through all this is the loss of routine, structure, friendship, opportunity and freedom. These losses can trigger anxiety in any child. We know that an anxious child is not in a place to learn effectively, so it is vital that we consider the most effective way to support your child's ability to learn again.

Professor Barry Carpenter has developed the Recovery Curriculum as a response to the losses described above. It is a way for schools to help children come back into school life, acknowledging the experiences the children have had. We want children to be happy, to feel safe and to be engaged in their learning. We have decided to achieve this through the following:

- **Supporting to build positive relationships**
- **Supporting to manage feelings and behaviour**
- **Supporting to enjoy and achieve**
- **Supporting physical health and wellbeing**

Our recovery curriculum will be around:

Supporting to build positive relationships

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:

- Independent learning to nurture parallel and joint play
- Turn-taking games and activities
- Sharing games and activities
- Games and activities where pupils can work together such as board games or outdoor PE games
- Safety work about who keeps us safe at home, school and in the community

Supporting to manage feelings and behaviour

There will be opportunities within the day where the focus is on supporting pupils to understand their emotions and feelings to enable them to begin to process the experiences they may have had, helping them feel safe and calm and adjust to the changes that have taken place. This may be in the form of:

- Zones of regulation
- Therapeutic approaches, tools and play
- Exploring and expressing emotions and feelings
- Structured communication
- Sensory breaks

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Supporting to enjoy and achieve

Cognition and learning activities will be built into each day, supporting pupils to have moments where they feel success and can engage in moments of enjoyment and achievement. The curriculum will provide familiar structures in the morning sessions such as:

- Phonics
- Maths (Formal)
- Science (Formal)
- Computing
- The World about Me (Semi-formal)
- Thinking and Problem Solving (Semi-formal)

Supporting physical health and wellbeing

Supporting pupils to re-engage with physical health and wellbeing routines. There will be planned time where pupils will be able to explore and reinvestigate their environment to become familiar with what might be different. Activities will focus on:

- Hand washing and hygiene measures
- Keeping and maintaining social distancing
- Adapting to using areas of the school that may not be usual
- Outdoor learning
- Physical activities e.g. yoga, PE, dance, Wake and Shake

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EYFS Recovery Curriculum Model

EHWB	EYFS Curriculum coverage
Emotional Health and Wellbeing Therapies/Activities	<ul style="list-style-type: none"> • EYFS prime areas of Development Matters • Communication-visual prompts • Continuous Provision

Lower School Recovery Curriculum Model

EHWB	Primary Semi-Formal Curriculum coverage	Primary Formal Curriculum coverage
	Woodlands theme	Woodlands theme
Emotional Health and Wellbeing Therapies/Activities <ul style="list-style-type: none"> • Nurture Activities • Sensory First Aid • Circle Time • Communication • Bucket Therapy 	<ul style="list-style-type: none"> • EHWB activities • My Thinking and Problem Solving • The World about Me • Exploration • Creative arts • ICT • Social time • Group/free play • Outdoor learning • Physical activities 	<ul style="list-style-type: none"> • EHWB activities • Yoga • Literacy/phonics • Maths • Science • PSHCE activities • Creative arts • ICT • Social time • Group/free play • Outdoor learning • Physical activities

Upper School Recovery Curriculum Model

EHWB <i>At the start of the day</i>	Upper School Semi-Formal Curriculum coverage	Upper School Formal Curriculum coverage
Emotional Health and Wellbeing Therapies/Activities <ul style="list-style-type: none"> • Zones of regulation • Peer massage (Semi-formal) • Mirror/photo activity (Semi-formal) • Interview and Buzz chat with peers • Talking Mats • Communication activities • <i>Why learn?</i> 	<ul style="list-style-type: none"> • EHWB activities • My Thinking and Problem Solving • The World about Me • Exploration • Creative arts • ICT • Social time • Group/free play • Outdoor learning • Physical activities 	<ul style="list-style-type: none"> • EHWB activities • Yoga • Literacy/phonics • Maths • Science • PSHCE activities • Creative arts • ICT • Social time • Group/free play • Outdoor learning • Physical activities

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Sixth Form Recovery Curriculum Model

EHWB	Sixth Form Semi-Formal	Sixth Form Formal
<p>Emotional Health and Wellbeing Therapies/Activities</p> <ul style="list-style-type: none"> • Zones of regulation • Buzz chat (with peers) • Communication activities • <i>Why learn?</i> • <i>What do I like to say?</i> 	<ul style="list-style-type: none"> • EHWB activities • Communication • Functional maths • Functional literacy • Life skills • Work skills • Enterprise activities • Creativity • Physical activities / outdoor discovery • Social and leisure time 	<ul style="list-style-type: none"> • EHWB activities • A lesson from a rotation of academic subjects (e.g. RE, Humanities, PSHCE) • English • Maths • Challenge activity/Life Skills/Vocational Studies • Physical activities • Social and leisure time

To support Emotional Health and Wellbeing we use

The 4 Pillars of Recovery

designed for children in all age phases to reconnect and re- build emotional resilience, enabling them to re-engage with Learning.

Emotional and Mental Health	Social Re-engagement	Re-engagement of Learning	Communication
<p>To support our pupils in identifying their feelings and emotions on returning to school</p> <p>Activities will include:</p> <ul style="list-style-type: none"> Life and COVID-19 Check-in activities Zones of regulation Emotions Burst Mirror/photo activity 	<p>To support our pupils in feeling safe re-engaging in social interactions with their peers and staff</p> <p>Activities will include:</p> <ul style="list-style-type: none"> Buzz chat Role play Talking Mats 	<p>EHWB activities to support our pupils with re-engaging in learning</p> <p>Activities will include:</p> <ul style="list-style-type: none"> High interest activities <i>What I like to learn</i> <i>Why do I need to learn?</i> 	<p>To support our pupils in re-engaging with their preferred method of communication</p> <p>Activities will include:</p> <ul style="list-style-type: none"> <i>How I feel</i> <i>What do I like to say?</i> Talking Mats PODD books Boardmaker visuals Now and Next