

Recovery Curriculum Statement

At Lister we are led by our school motto “Respect for all, Learners for Life.” We aim to support our pupils in becoming independent, resilient, lifelong learners with a positive attitude to school and life. We will support our children and their individual experiences as a result of this pandemic by providing a recovery curriculum centred on pupil wellbeing as they return to school.

Our recovery curriculum will focus on providing a nurturing curriculum themed on ‘togetherness.’ It will aim to provide enriching and restorative experiences for our pupils whose social and emotional development has been disrupted by trauma, loss and change. We will support our children to continue to grow and develop in a safe environment where they will feel secure and confident to continue their learning journey. We will focus on rebuilding pupil relationships with staff, other pupils and learning so pupils can reconnect and restore their security in school.

At Lister Infants we will initially focus on providing positive and fulfilling experiences through a play-based curriculum. As supported by Dr Chris Moore, we know children thrive when they smile, laugh and engage in games and activities that help them to recognise and appreciate their personal strengths. First and foremost, we believe the return to school should be fun as academic expectations too soon will put unnecessary pressure on the children and add to their stress.

PACE

Dan Hughes highlights the need for connection before correction. His formula of PACE will be applied to our return to school curriculum after a post-lockdown world to aid with reciprocal relationships to enable reconnections and reassurance.

Playfulness

Our interactions with children in the early stages of returning to school help to create a sense of safety and belonging and reduce stress. Children learn through play and make sense of the world around them. Play is explorative, meaningful and provides social interaction with others. It is fundamental to their wellbeing and to their learning. Our play based curriculum will focus on opportunities for pupils to play out themes and will give space to explore which will help them to express their emotions. It will be led by the children’s interests and their needs ensuring that learning is fun, relevant and achievable.

Acceptance

All our pupils will be welcomed back to school with acceptance, a non-judgemental attitude and an understanding of what they are going through. Our curriculum will allow pupils and staff to re-establish their relationship in low demand situations aiding with the process of re-engagement. Children will be given time to discuss their experiences so we can support our children in recovering. It will reinforce community and a sense of belonging. Art and creativity will be used in our theme of ‘togetherness’ to work therapeutically with our children to make concrete memories of this time and to help the children process their experiences.

Curiosity

Staff will encourage pupils to talk about their emotions and feelings to make sense of their behaviours. It is important staff put aside presumptions and elicit the child's views by wondering with them. Staff will support children in managing their feelings. There will be opportunity for children to participate in discussion and reflection in a safe, trusted environment to process their experiences and feelings.

Empathy

Our curriculum will be underpinned by compassion showing kindness and thoughtfulness. We will show empathy to our pupils and be a listening ear showing that we are here to support. All children will be supported by staff to deal with worries and to regulate their emotions by staff who are skilled in trauma and attachment. Intervention may be needed for some pupils personalised by their needs by specialised members of staff or an outside agency. We understand our pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak and that everyone has had a different experience of lockdown. Therefore, pupil wellbeing and emotional health will play a key role in our recovery curriculum and will be threaded through the use of Jigsaw, Philosophy lessons, ROAR, yoga, art and physical activity.

Our Recovery Curriculum also recognises the 5 Levers below as suggested by Barry Carpenter and Matthew Carpenter, as a systematic, relationships-based approach to reignite the flame of learning in each child. We aim to journey with our pupils through a process of re-engagement, which leads them back to their rightful status as a fully engaged learners.

- Lever 1: Relationships
- Lever 2: Community
- Lever 3: Transparent Curriculum
- Lever 4: Metacognition
- Lever 5: Space

(Please refer to our Recovery Curriculum Overview for more details)

In addition to an emotional health and wellbeing focus, our curriculum will also concentrate on the key elements of learning due to academic losses with a heavy focus on the key skills of reading, phonics, writing, maths and increasing vocabulary. As stated by Dr Chris Moore, it is important we repeat and reinforce previous concepts and skills that have been disrupted by trauma and remind children of their success. We must ensure that these building blocks are secure before we expect our children to access new unfamiliar learning. We will continue to encourage our children to persevere and aspire to be their best. When we approach new learning activities, we aim to provide meaningful, practical and multi-sensory experiences. We understand that tasks may need to be initially broken down into smaller, manageable steps, with clear and simple instructions and active modelling from key adults.

Our curriculum intent has been to provide a culturally, rich curriculum that has breadth and depth for all pupils across all subjects. One that holds meaning for our pupils with strong links to the school's local area and community, the city of Liverpool and key events happening in the country and around the world. Although our rationale was written prior to the pandemic

we still aim to meet this intent. When our children are ready, we will move to our full ambitious, broad curriculum.