

NCSF Recovery Curriculum- Longborough

Based on the 5 losses by Barry Carpenter

5 losses	Lever 1: Relationships -	Lever 2: Community -	Lever 3: Transparent Curriculum	Lever 4: Metacognition	Lever 5: Space
	<p>We can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.</p>	<p>We must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.</p>	<p>All of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.</p>	<p>In different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students, to reskill and rebuild their confidence as learners.</p>	<p>To be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.</p>

Actions	<ul style="list-style-type: none"> • Restorative practice training • Behaviour development approach adopted • Mental health awareness twilight led by Belinda Heaven • PSHCE has high priority • Daily check in for all children • Emotions board in each class • Weekly support staff meetings to discuss well being/strategies for good practice/SDP development 	<ul style="list-style-type: none"> • Pastoral lead full time • Nurturing small groups • Virtual assemblies to connect with vicars offsite. • Staff questionnaire • Support community links virtually • Virtual My Plan and parents' evenings • Collective Worship assemblies via Zoom • Celebration worship on field /zoom. 	<ul style="list-style-type: none"> • Formative and summative assessment to inform teaching and identify gaps • MTPs to include skills from previous years • Elicitation exercises are used across the curriculum • Missed National Curriculum is identified • TA time allocated to interventions • Year 1 children to follow Early learning Goals • Staff to be training in Nuffield Early Language Intervention 	<ul style="list-style-type: none"> • Impact UK- questionnaire to review the effect of COVID on all students • Previous year group skills to be used for planning • Skills posters explicitly referred to • Shared practice for all staff • Gap filling interventions • Reading focus and high priority 	<ul style="list-style-type: none"> • Large outdoor grounds • Reflective area – woodland church being developed • School allotments • Movement breaks encouraged • Timetabled use of shared spaces including adventure climbing equipment • High priority on outdoor learning • Outdoor walks for breaktimes • Continuous provision for all year 1 children • Quiet reading spaces identified • Action Research using individual Playdoh pots for transition times and mindfulness
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