



Recovery Curriculum

(School re-opening February 2021)

Intent				
<p>At Hunsbury Park we will strive to lead the children through a journey by a process of re-engagement which leads them back to their rightful status as a fully engaged learner.</p> <p>Our recovery curriculum re-ignites children’s love for learning and with the aim to re-build relationships amongst staff and peers.</p>				
Vision				
<p>We strive to enable every child to grow academically, socially, morally, spiritually and culturally in the knowledge they are safe and valued within our school community.</p>				
Values				
<p>Respect, Resilience, Integrity, Compassion, Responsibility, Perseverance</p>				
Objectives				
<p>To work collaboratively with the school community to identify and address the gaps within children’s learning and understanding</p>	<p>To develop children’s confidence, independence and readiness to embrace a challenging, deep curriculum.</p>	<p>To support children’s wellbeing by providing opportunities to develop relationships, have fun and socialise with their peers.</p>	<p>To invest time and provide opportunities to restore relationships within the school community.</p>	<p>To actively re-engage children to be fully immersed in experiences and opportunities for deeper learning.</p>
Implementation				
<p>-Daily maths, English, reading and phonics (EYFS/KS1) sessions.</p> <p>-Dedicated daily time to listen to children read or reading for pleasure.</p> <p>-Daily maths fluency sessions to provide</p>	<p>-Returning to school document distributed to parents and children in readiness for their school return.</p> <p>-To develop clear daily routines and greetings to foster a sense of belonging.</p>	<p>-To ensure recovery PSHE curriculum is delivered (16 hours in total).</p> <p>-To ensure children have a weekly Forest School session focusing on independence and confidence skills.</p>	<p>-To ensure recovery PSHE curriculum is delivered (16 hours in total).</p> <p>To ensure children have a weekly Forest School session with their school community focusing on group activities working together.</p>	<p>-Daily maths fluency sessions to provide opportunities for quick recall of number facts.</p> <p>-Teachers develop opportunities to broaden learning and deepen understanding through use of questioning and verbal feedback.</p>

<p>opportunities for quick recall of number facts.</p> <p>Recap prior learning of core subject content to ensure understanding and address misconceptions. Provide opportunities for children to write independently and develop writing stamina. Reinforcement of handwriting skills and expectations.</p>	<p>-Re-establish behaviour expectations in the learning environment.</p> <p>-To maintain and promote good behaviour choices through the whole school positive reward system.</p> <p>-To ensure recovery PSHE curriculum is delivered (16 hours in total).</p> <p>-To ensure children have a weekly Forest school session focusing on independence and confidence skills.</p>	<p>-To provide opportunities for children's play safely within bubbles.</p> <p>-To identify children who struggle to interact and communicate with others through intervention using 'The Hive.'</p>	<p>-School staff to provide opportunities for children to talk and listen to others.</p> <p>-To ensure EYFS have enhanced regular exposure to continuous provision in the classroom to build relationships and social skills.</p>	<p>-Teachers to ensure children have opportunities to access extensions in tasks and effective challenge.</p> <p>-Praise effort, persistence and resilience through the whole school reward system to give hope during more challenging tasks.</p>
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Impact

Our successful recovery curriculum will lead to our children being:

resilient; knowledgeable; inquisitive; reflective; challenged; aspirational; confident; compassionate;
 proactive; engaged; creative; content; articulate; generous; self-sufficient; kind;
 spiritual; respectful; independent; thriving; forgiving; honest; secure; adaptable;