



Margaret Wix Primary School  
Recovery and Wellbeing Overview

The following sections below outline the thinking/theory behind the decisions made regarding our curriculum for children during the phased return to school.

**Research has been taken from:**

The Recovery Curriculum

The Nurture Classroom

The Resilience Framework

Adopting the Approach of the Recovery Curriculum

*"The anxious child is not a learning child"*

*Helping children to recover from their loss of routine, structure, friendship, sleep, opportunity and freedom*

<https://www.evidenceforlearning.net/wp-content/uploads/2020/04/Recovery-Curriculum-Loss-and-Life-for-our-children-and-schools-post-pandemic-3.pdf>

Principles behind the Recovery Curriculum

**Lever 1: Relationships** - 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. *Reconnect with families and re-establish human contact, attachment needs, rebuild relationships with peers and adults, establish new relationships, build trust*

**Lever 2: Community** - we must recognise that curriculum will have been based in the community for a long period of time. *Assess individual needs, give pupils a voice, learn from lockdown, understand the needs of the community*

**Lever 3: Transparent Curriculum** - 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. *Re-establish structures and routines, address gaps in learning, learn new skills (e.g. socially distancing), rebuild emotional resilience*

**Lever 4: Metacognition** - 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. *Relearn past skills, rebuild confidence, consider skills for learning in a school environment e.g. following a timetable, less flexibility.*

**Lever 5: Space - 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. *Rediscover self, address mental health, sensory issues, gradual return e.g. part-time tables, provide time for holistic, focused and deep recovery*

#### Key messages from the Recovery Curriculum

- Root our curriculum in the lived experiences of the child (e.g. plan lessons around understanding what the children have heard on the news, addressing fact from fiction, matching emotions to news etc)
- Children will return in a fragile state (what this look likes will vary from child to child)
- Remember this has happened for *all* children (not just the most vulnerable children)
- Some children will struggle to re-engage and it may not necessarily be the children we expect.
- *We need to talk about the virus. Do not dismiss it*
- All children have gone through a period of neglect. Not wilful neglect but enforced neglect from key relationships
- Apply concepts around attachment and ACEs. Covid-19 is an Adverse Childhood Experience.

## Nurture as part of our tailored curriculum

Following the experiences of Coronavirus and lockdown, our curriculum needs to be designed around a nurture model.

The six key principles of nurture are:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

[http://dspl3.co.uk/wp-content/uploads/2015/05/THE\\_SIX\\_PRINCIPLES\\_OF\\_NURTURE\\_GROUPS.pdf](http://dspl3.co.uk/wp-content/uploads/2015/05/THE_SIX_PRINCIPLES_OF_NURTURE_GROUPS.pdf)

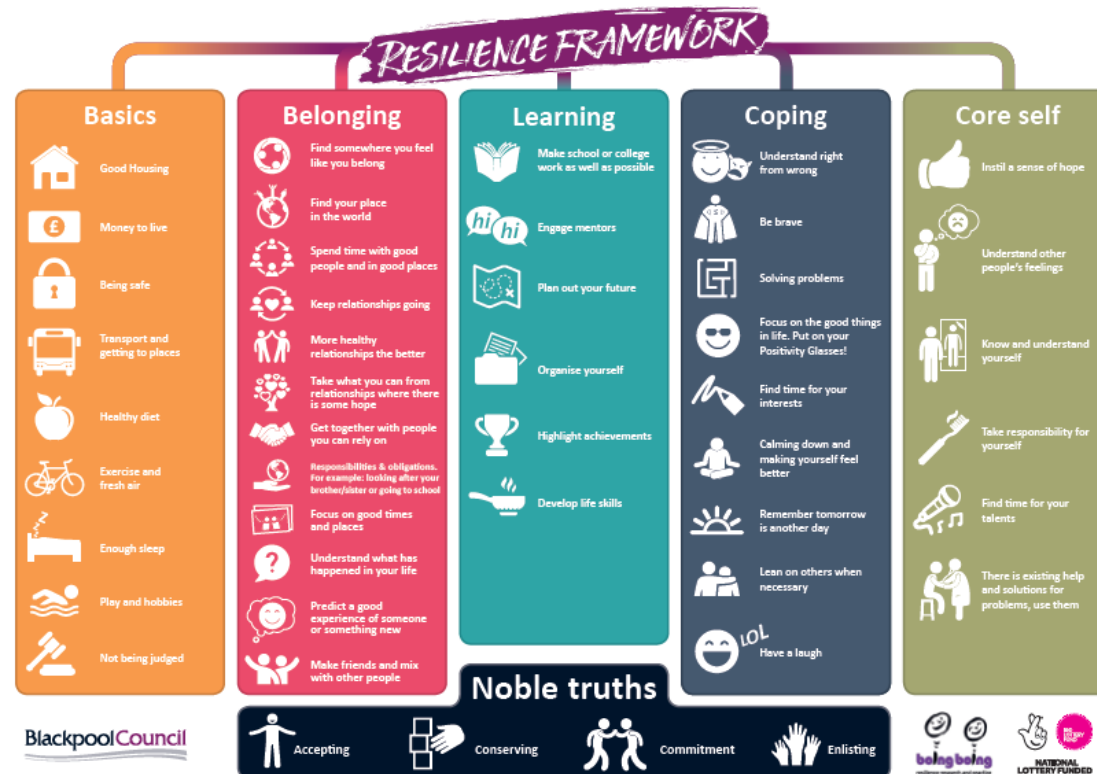
Some children will need more tailored nurture and support however it is important that we try to incorporate these principles into our teaching and planning as much as possible to cater for the needs of all children during this time of transition back to schooling.

### Some ideas for school staff to help build a nurturing classroom

- Checking in with the young person every morning, finding out about what they did the night before
- Sharing any identified difficulties with other staff - identifying lines of communication
- Getting to know the things that motivate the young person
- Providing non contingent time for 10 minutes a day just to be with the young person
- Asking for and noting down the positive aspects of the young person's day at the end of each day, keeping a record of these
- Asking the young person to discuss what they are looking forwards to the next day/at the weekend/in their class
- Celebrating the successes of the young person with them and other staff
- Preparing young people and children for transitions between classes/between activities and sometimes before they go home

## Resilience in the Curriculum

By including the key principles on resilience framework below we can develop a curriculum approach that is focussed on the holistic education of each child. This can be taught using the framework in KS2 and through the resilience themes in EYFS and KS1. Using the resilient classroom lesson plans we can deliver specialised PSHE to promote discussion and understanding around the key areas of the resilience framework. [https://www.boingboing.org.uk/wp-content/uploads/2017/04/The\\_resilient\\_classroom.pdf](https://www.boingboing.org.uk/wp-content/uploads/2017/04/The_resilient_classroom.pdf)



Adapted from Hart & Blincow with Thomas 2007 [www.boingboing.org.uk](http://www.boingboing.org.uk). Co-designed with Marston Primary's Resilience Committee

## Activities in School to Support Wellbeing and Recovery

- Soft start to the day with a choice of mindfulness activities. E.g. journals, doodles, mindful colouring, meditation
  - Morning check ins with each pupil during soft start
  - Active lessons outdoors following social distancing rules
  - Daily PSHE during first weeks back focusing on the recovery curriculum and the resilience framework planning
  - Circle time discussions following discussion topics (attached)
  - Team building games - socially distanced (attached)
  - Support in daily transitions - lunch, break, preparing to go home
- 
- Playground games - we need to teach the children how to play safely with socially distanced games. This website has lots of ideas and videos for games to lead. <https://www.asphaltgreen.org/blog/rep-it-out-games-for-social-distancing>

## Academic Support

Linking to Lever 3 of the recovery curriculum, we need to ensure that our curriculum is transparent and that we make it clear to children and parents the ways in which we plan to support their academic progress alongside their mental wellbeing.

The children will initially be split into small groups and working with the same member of staff daily. These sessions will include the following:

### **For all pupils:**

- Revision of key skills previously taught for that year group
- Identifying misconceptions quickly and effectively addressing these
- Teaching new concepts/areas of curriculum not yet taught this academic year due to closure
- 1:1 conferencing in English and Maths at least 2x weekly to accelerate progress
- Home learning to consolidate teacher led learning on days not in school

### **For some pupils:**

Precision teaching model used

Individual learning targets

Use of iPads/laptops to support with specialist programmes - e.g. clicker, Teach my monster how to read

Daily supported reading

Visual aids


### Plan for Year 6 in managing transitions

- Lessons based on key skills needed for secondary schools (e.g. reading timetables, using a diary, tying a tie, looking at the secondary website etc)
- Ask the children to write a letter to their new teachers to introduce themselves
- Question box to send to secondary school staff to answer
- Facilitate 'virtual meetings' with new form tutors/school staff
- Links transition programme to be run online

<https://youngminds.org.uk/resources/school-resources/find-your-feet-transitioning-to-secondary-school/>

<https://campaignresources.phe.gov.uk/schools/resources/transition-to-secondary-school-lesson-plan-pack>

## Support for children with SEND

**My lockdown experience**   
Widget Symbols © Widget Software 2002 - 2020

What I liked

home	rest	cooking	cake	tablet	laptop	ipad
TV	gardening	walks	exercise	work	weather	Skype

Any significant events

birthday	achievement	learning	ill	death	<input type="text"/>	<input type="text"/>
----------	-------------	----------	-----	-------	----------------------	----------------------

What was difficult?

confinement	noise	confused	getting up	timetable	too much work	loning
worry	scared	can't do it	inside	missing	<input type="text"/>	<input type="text"/>

How did I learn best?





quiet	music	bedroom	desk	desk	with family	assistant
project	worksheet	online	books	searching	<input type="text"/>	<input type="text"/>

What am I worried about, going back to school?

ill	cough	changes	children	teachers	uniform	traveling
food	safety	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

- Social stories for social distancing, hand washing, coronavirus.
- Resilience CRYM for SEMH children presenting difficulties
- School nursing wellbeing support
- 1:1 drawing and talking
- <https://www.schudio.tv/courses/take/preparing-autistic-send-children-for-going-back-to-school/lessons/12474279-finding-hope-in-the-familiar>

**Coronavirus: The impact on children's mental health**

Strategy	Implementation	Impact
<p><b>Take time to reconnect</b></p> <ul style="list-style-type: none"> <li>• Recognise that Social distancing rules are new to most children and will feel strange</li> <li>• Allow time for children to reconnect with others and with school</li> </ul>	<p> Create a whole school flag of smaller flags. Each flag is to share a school value that the children feel is important</p> <p>Circle time discussions or discussions during soft start times on values and school routines will encourage children to become familiar with each other again</p> <p> Create hands so that children can identify a support network in school should they need help. This activity can open up a conversation about friendship as well as belonging as well as a reminder about feeling safe and trusted adults</p> <p> <small>FAMILY OR GROUP STRENGTHS</small> Draw a strengths 'family tree' - either for your family, or for your group of friends, your class or your school. Think about how these character strengths you all have can help you overcome challenges together.</p> <p> <small>KINDNESS</small> Make list of 7 kind things you could do for someone else. These could include making a card (for display purposes), making a part for a paper chain or writing a whole group poem.</p> <p>Create a 'Group' or class family tree</p>	<ul style="list-style-type: none"> <li>• Children are familiar with social routines</li> <li>• Children are reminded that they are part of something bigger than themselves and that they belong</li> <li>• Children feel part of a community and feel safe again within that community</li> <li>• Sense of belonging re-established</li> </ul>

**Make time to talk**

- Children may not have had the opportunity to discuss their feelings whilst at home
- Family circumstances will be different so time to talk is vital

Take time to talk if a child brings up an experience they have had during lockdown  
Talk through any concerns about returning to school they have or they have heard  
Read through the Coronavirus social stories (on the school website)  
Use Jigsaw scheme to remind children of how to listen to each other. Play games to improve listening and turn taking  
Reintroduce Zones of Regulation - children taught to name and label their feelings



Play music which can encourage an exploration of different emotions and feelings -  
<https://www.letsplaykidsmusic.com/classical-music-teach-emotions/>

- Any misconceptions about the Coronavirus are challenged and discussed
- Children's feelings are recognised as important and listened to
- Children reassured
- Children who could label their feelings using rich vocabulary were found to be 40 per cent less verbally and physically aggressive than those who are unable to describe their feelings

<p><b>Embed wellbeing</b></p> <p>To recognise the important and fundamental role wellbeing has post lockdown in our children's development as their physical and cognitive progress.</p>	<p>Breathing exercises to relax students. It's important to do these regularly so children are familiar with them in times of need.</p> <p>Regular brain breaks in between lessons, or during them, as needed. These could be simple yoga stretches or a burst of star jumps; use the guided dances and relaxation activities on <a href="http://www.GoNoodle.com">www.GoNoodle.com</a></p> <p><a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a></p> <p><a href="https://www.bbc.co.uk/programmes/p06tmmvz">https://www.bbc.co.uk/programmes/p06tmmvz</a></p> <p><a href="https://www.headspace.com/meditation/kids">https://www.headspace.com/meditation/kids</a></p> <p>Gratitude journals and shared "what went well" moments. Fostering positive emotion helps to rewire our brains away from negative thoughts. This is particularly important at a time when children may have been overexposed to the news or dealing with difficult family situations such as bereavement or job losses.</p> <p>Allowing time for children to choose independent Healthy Minds activities; reading, mindfulness colouring, relaxing music, drawing. This can be whole-class for a short period of time and be up to individuals to identify when they need it.</p>	<ul style="list-style-type: none"> <li>• Wellbeing recognised as a discreet timetabled activity</li> <li>• Mindfulness exercises will support children's ability to identify and be in touch with their thoughts and feelings. With increased awareness of how they're feeling in the moment, comes less emotional reactivity and a greater ability to listen and communicate more thoughtfully and effectively</li> </ul>
--	--	--

There are many mindfulness activities online to select which ones are relevant to your class or group.



**Give time to adapt**


Children will need more time to focus, adapt and process everything

Remembering and slotting into old routines takes time and patience even under normal circumstances; with social-distancing restrictions, it will take even longer.

This means being patient and giving children more time, understanding they may not be quite at the level they were when you last saw them.

Do whatever it takes to help them process everything.

Children to adapt better to change and become more collaborative, embracing the unfamiliar.

<p><b>Find ways to laugh</b></p> <p>Laughter can help to build resilience, sustain productivity, support personal development and improve relationships</p>	<p>Laughter is so important for releasing tension and building a sense of  connection.</p> <p>Have a laughing teddy bear in the classroom - children to tell funny stories, jokes, which encourage the teddy to laugh</p> <p>Have some gross activities Watch a funny short video clip</p> <p>1. What is happiness? Talking about issues without blame Being totally honest about why decision are made Discuss what makes us feel happy. How do we know when someone is happy? What could we do to make a person feel happy? Children each have simple 'happy face' in one area and a 'sad face' in the other. The children should then draw or gather images of the things that prompt both emotions. They can place them accordingly.</p> <p>2. Smile on a stick Get some straws or lolly sticks Using paper plates cut out a smile and colour it in red for lips Stick the smile to a stick and hold it up to your face</p>	<p>Children feel more comfortable in the classroom and more enthusiastic about learning.</p> <p>Laughter can laughter in a classroom can go a long way in decreasing anxiety, lowering defences, fostering a positive child teacher relationship, defuse tensions, provoke imagination, trigger interest and motivation to learn.</p>
---	---	---

### 3. Happy Standing

When you stand in a positive way it can tell your brain you feel happy

Practice standing in a happy way

Practice standing in a sad way

Do you feel different when you stand in these ways?

Standing in a positive way or 'power posing' can help you feel better

Practice happy standing to help you and others feel better