



Recovery Curriculum

September 2020

The Village School is facing a significant challenge in re-planning our curricula to enable pupils recovery time into school, curriculum and relationships. While the COVID-19 pandemic has changed many things, our curriculum framework continues to apply where our learners are at the heart of education.

1. Our Intent

Our Recovery Curriculum aims to enable our pupils to continue to develop their emotional resilience, developing their self-regulation and learning how to learn in a school environment again. We are aiming to teach an ambitious and broad curriculum from the start of the autumn term, but we will make sure that we focus on the most important aspects for our learners.

Our approach will be highly personalised and focusing on contributing to the filling of gaps in pupils core knowledge:

- Consider the pupils' mental health and wellbeing, attachment needs and make sure that our pupils receive additional support, so they are ready to learn.
- Enabling effective communication, helping pupils discover their "voice".
- Building up skills to rediscover full engagement in learning and allowing pupils access to the curriculum.
- Renew old and create new relationships with peers and staff.
- Assess where pupils are in their learning, and agree on what adjustments may need to be implemented within the school curriculum.
- Identify and plan how best to support education for different groups of learners across the school.

Students will need to focus on each stage with different periods of intensity and for varying amounts of time with the aim of returning to the school's normal curriculum content by no later than summer term 2021.

2. Our Implementation

Our school has identified a sequence of stages pertinent to our pupils' population in order to help our children regain any losses of their emotional wellbeing and academic development associated with the impact of the outbreak.

The curriculum has been designed to empower students to continue progressing towards their long term, pre-pandemic, aspirations outlined by the EHCP outcomes.

We are delivering the critical elements of learning focused on:

- Improving wellbeing
- Communication
- PHSE
- Expressive arts
- Life skills - including cooking, and self-help skills
- Integrating an OT and physio program
- Sensory integration and self-regulation
- Learning to learn behaviours
- Physical development

Our plan involves three stages:

Stage 1	Stage 2	Stage 3
<p>Class teams divided in cohort A and B attending in school.</p> <p>Most vulnerable children and with most complex behaviour needs will remain at home.</p> <p>They will be supported by online learning/ home packs, etc.</p>	<p>All pupils from cohorts A, B Complex behaviour needs will be back in school.</p> <p>Most vulnerable children will remain at home.</p> <p>They continue to be supported by online learning/ home packs, etc.</p>	<p>All children are back in school.</p>

3. Our Impact

Our curriculum planning will be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, making effective use of regular formative assessment. As a starting point, we will take the current Annual Review outcomes as a skill indicator. Teachers will use formative assessment to identify gaps in learning and personal development and after the first two weeks, we will ask them to write two outcomes focused on:

- **Communication**
- **Wellbeing and mental health (including behaviour)**

In line with our school aims, the two targets will be set for each of our students, where relevant and aligned with the stages of our Recovery Curriculum.

Please see below the detailed outline of our Intent, Implementation and Impact of our Recovery Curriculum.

4. Delivering remote education

In the light of the risks of the COVID 19 virus, we recognise that some of the children will have to remain at home due to the complexity of their health needs or those who require very high levels of behavioural support. Remote education will be integrated into school curriculum planning. Remote education will be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching. There might be cases where a pupil or group of students need to self-isolate or there is a local lockdown requiring pupils to remain at home.

Detailed outline

1. Our Intent.

All staff at the Village School acknowledge that the COVID-9 outbreak has affected pupils and staff in different ways. This guidance outlines the road to the recovery of the personal relationship and curriculum loss.

While the COVID-19 pandemic has changed many things, our curriculum framework continues to apply where our learners are at the heart of education.

We have to get it right for all our pupils who have been out of school for an extended period, and our curriculum will require an entirely new focus. We can not expect children to come back in September and be ready to learn in the same way as before. Children returning to school following lockdown have experienced the loss of routine, freedom, relationships, social interaction structure and sometimes personal loss.

Our Recovery Curriculum aims to enable our pupils to continue to develop their emotional resilience, developing their self-regulation and learning how to learn in a school environment again.

Our approach will be highly personalised and focusing on the following:

- Consider the pupils' mental health and wellbeing, attachment needs and make sure that our pupils receive additional support, so they are ready to learn.
- Enabling effective communication, helping pupils discover their "voice".
- Building up skills to rediscover full engagement in learning and allowing pupils access to the curriculum.
- Renew old and create new relationships with peers and staff.
- Assess where pupils are in their learning, and agree on what adjustments may need to be implemented within the school curriculum.
- Identify and plan how best to support education for different groups of learners across the school.

Students will need to focus on each stage with different periods of intensity and for varying amounts of time.

There may be aspects of the broader curriculum pupils will not be able to access for a while. Because of this uncertainty, we are thinking creatively about what we can deliver in our physical school and through remote learning so that pupils still receive as broad an education as possible in our blended learning approach.

Our curriculum has to focus on the recovery of lost skills and knowledge, approaches concerned with the fundamental wellbeing, and secure positive development of the child. We will have a greater, weekly emphasis on wellbeing, building up positive relationships with peers and staff, communication, PSED and reaffirming positive learning behaviours. We will provide pupils with more extended periods to settle in and adapt our expectations on academic outcomes.

We will use best endeavours and a blended learning approach to support pupils attending school as well as those remaining at home, making sure we support our children and their families to our best abilities.

The measures set out in this guidance provide a framework for education leaders to put in place proportionate protective measures for children, young people and staff, which also ensure that all pupils and students receive a high-quality education that enables them to thrive and progress.

2. Our Implementation.

Our school has identified a sequence of stages pertinent to our pupils' population in order to help our children regain any losses of their emotional wellbeing and academic development associated with the impact of the outbreak.

The planning of each stage will be guided by the implementation of a personalised approach focused around wellbeing, independence skills, self-regulation and characteristics of perseverance and resilience feeding into the teaching of our Recovery Curriculum. The curriculum has been designed to empower students to continue progressing towards their long term, pre-pandemic, aspirations outlined by the EHCP outcomes.

In all Key Stages we are delivering the critical elements of learning focused on:

- Improving wellbeing
- Communication
- PSED
- Expressive arts
- Life skills - including cooking, and self-help skills
- Greater integration of OT and physio programs
- Sensory integration and self-regulation
- Learning to learn behaviours
- Physical development

As part of the recovery process teachers and class, teams will allow pupils to reflect on their experiences and talk them through changes which may happen, on how the school is different and what it may look like. Teachers will use appropriate resources adapted to pupils levels and needs. (Appendix 1).

Teachers will plan for their classes using our intention as a starting point and plan collaboratively in their class teams/ key stage. Some of the suggested activities should be focusing on personal hygiene, relationships, wellbeing and building resilience. Physical development will be a focus and should be planned as a daily activity. These are suggested areas and teachers should endeavour to give pupils a breadth of experiences across subjects that would support the themes of the recovery curriculum. We will be doing this through carefully planned activities and timetables that will focus on learning to learn skills, promotion of communication using appropriate communication aids and visuals, social interaction, establishing relationships and physical development.

In the long term, we will make sure any skills and knowledge lost during this period are

brought back into the curriculum so that pupils can recover this loss of knowledge and understanding. We will make sure that with time we build up our pupils skills and make sure that our curriculum is broad and covers a wide range of subjects over the year (e.g. sciences, humanities, the arts, PE, RE).

Elements of the Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils will be delivered in Summer term 2021.

We will empower pupils and give them a voice to reflect on the COVID 19 experience and other important issues like Black Lives Matter.

Practical implementation

Staff and children should maintain as possible distinct groups or ‘bubbles’ and minimise opportunities to mix up the groups: Village 1, 2, and 3, Hope Centre and KVS. The staggered times’ rule will apply to:

- Arrivals
- Departure
- Breaks
- Lunches will take place in classrooms.

Our plan involves four stages:

Stage 1	Stage 2	Stage 3
<p>Class teams divided in cohort A and B attending in school.</p> <p>Most vulnerable children and with most complex behaviour needs will remain at home.</p> <p>They will be supported by online learning/ home packs, etc.</p>	<p>All pupils from cohorts A, B Complex behaviour needs will be back in school.</p> <p>Most vulnerable children will remain at home.</p> <p>They continue to be supported by online learning/ home packs, etc.</p>	<p>All children are back in school.</p>

Stage 1: Week 1 and 2.

Class teams will be divided in cohort A and B. Cohort A attending in week 1 and Cohort B attending in week 2. Pupils in school for four days a week: Monday - Thursday.

Clinically extremely vulnerable children and with **most complex behaviour needs** will remain at home.

Re-building key relationships ensuring pupils will be fundamental in this stage, especially to

pupils who will have new classmates and teachers. We will collapse the 'normal' timetable/curriculum with an emphasis on PSHE/ Play/ communication/ intensive interaction/ sensory-based activities/ expressive arts and child-led learning phase that encompasses all of these needs for all learners in individual classes.

The recovery curriculum will be differentiated for learners depending on their starting point (Stepping Stones, Track, Lanes) and Key Stage. Therefore the planning and activities will respond to pupils needs, experiences and abilities.

Pupils who are not in school will be supported via weekly google classroom, weekly meeting with staff. Appropriate resources corresponding with classroom activities packs will be sent home. Some lessons will be recorded or streamed live. Adequate resources corresponding with lessons will be sent home so pupils at home can do the same work as is done by pupils at school.

The general timetable will be individualised by the class teacher to suit pupils needs and abilities. Please see Appendix 1 for some examples.

Stage 2: Week 3,4

All pupils from cohorts A and B and complex behaviour needs will be back in school.

Extremely and most vulnerable children with most complex medical needs will remain at home.

The principles of the recovery curriculum will be the same as in stage 1.

For groups of pupils who are **ready** to be engaged in learning they could start returning to the more formal time table.

General time table will be individualised by the class teacher to suit pupils needs and abilities.

Please see Appendix 2 for some examples.

Stage 3, Week 5,6

All pupils are back at school.

Our school will continue to have the emphasis on PSHE/ Play/ communication/ intensive interaction/ sensory-based activities/ expressive arts will continue. Key subjects such as English and Maths, Science, PE, relationship, health and sex education start to be tough as subjects for those who can access it. Teachers will plan more structured lessons with increasing time of the lesson, e.g. 25 -30 min.

For pupils returning to school this week, the teachers will follow the principles and timetable of stage one of the recovery curriculum.

For pupils in the school, the teachers will follow the principles and timetable of stage two of the recovery curriculum.

The recovery curriculum will be differentiated for learners depending on their starting point (Stepping Stones, Track, Lanes) and Key Stage. Therefore the planning and activities will respond to pupils needs, experiences and abilities.

Pupils who are not in school will be supported via weekly google classroom, weekly meeting with staff, and appropriate resource packs will be sent home. Some lessons will be recorded or streamed live. Appropriate resources corresponding with lessons will be sent home so pupils at home can do the same work as is done by pupils at school.

For groups of pupils who are **ready** to be engaged in learning should return to the normal time table.

4, Delivering remote education

In the light of the risks of the COVID 19 virus, we recognise that some of the children will have to remain at home due to the complexity of their health needs or those who require very high levels of behavioural support. There might be cases where a pupil or group of students need to self-isolate or there is a local lockdown requiring pupils to remain at home. The Village School is making arrangements for remote education provision for pupils at different levels taking in consideration their abilities, needs and home situation.

These plans set out:

- Sharing with parents outcomes which are linked to children's EHCP goals.
- Weekly contact with families via phone or google meet.
- Weekly lessons via google meet(individually or in a group).
- Making video recordings of lessons taught on-site and offering them online so that they can still access the lesson in their own time.
- Sending high-quality resources enabling remote education in line with the school curriculum sequence and linked to online lessons.
- Provide a selection of the online resources for different types of learners in order to allow interaction, assessment and feedback.
- Provide training for parents and teachers, making sure they can use it.
- Regular contact with the school therapy team to design or adapt interventions that parents can deliver at home.

We recognise that most of our pupils will not be able to access remote education without adult support. Therefore, during the weekly contact with pupils and families, teachers are optimising the time they have with the pupils and supporting learning by:

- Giving expert instruction or explanation to families how to use resources
- Modelling

- Feedback
- Training on the use of online resources

Most pupils are unable to independently structure their at-home and teachers are sending weekly time tables to help children and their families. Our teachers are setting a realistic programme of work for pupils, parents and carers to fit it into their current home life. In addition to that and where appropriate, we send work to do at home, which gives them opportunities to practice what has been modelled for them via google classroom or meetings.

The Village school Online offers for different groups of learners.

Stepping stones	Tracks	Lanes
<ul style="list-style-type: none"> • Weekly phone calls with discussions about what to do to support their child. • Stories with objects of reference and videos via Google Classroom. • Tac PAC to be sent home • Art and crafts pack • Music, stories, • Sensory play and sensory activities. • Videos and ideas for practical activities • Online teaching and training for parents on how to use Google Classroom. • Physical structured activities/paperwork and online activities (maths literacy online games/resources) • activities that involve gross motor skills provided by the therapy team. • Simple easy puzzles, books, sorting and matching games. • 1:1 video call session plus repetition of the familiar sessions 	<ul style="list-style-type: none"> • Weekly phone calls with discussions about what to do to support their child • Computer work, DVD's, CD's, • Posted teaching packs to their home • Music activities • Life skills and independent living work. • Videos and interactive activities. • Art Packs • books and any activity literacy-related • Phonics/ number songs and rhymes. • Writing activities, provided on home activities pack sent. • Expressive arts packs, e.g Plastic Art, painting with brushes, sticking papers and other decorative elements • ICT numeracy/literacy games. • Puzzles (easy to moderate difficulty) • Sorting and matching activities • Singing songs and rhymes. 	<ul style="list-style-type: none"> • Weekly phone calls with discussions about what to do to support their child • Practical activities/ideas, • Outdoor activities, videos • Worksheets and • Online teaching sessions • Live Google classroom • Recorded google classroom • Art Paks , • Live PE session • Online reading books • links to: BBC Teach School Radion Radio for a 7 part episodic film version of Shakespeare's Midsummer Night's Dream over 7 weeks. • links to: CBBC Newsround for daily /weekly viewing (as we did in class each day) and a special version for WINDRUSH DAY. • links to two commercial sites: Quizzes and BrainPOP (great sites but cost too much usually) with

<p>with implementing further strategies or actions</p> <ul style="list-style-type: none"> ● educational packs, ● Andrew's music video, ● Mini-music videos, ● Massage story ● Video Call-outdoor sessions; evaluation with parents after the session and brief planning for the next session, ● instructing/training parents 'as we go'-making them aware what we do and why involving parents in short term activity planning; involving other members of family and sibling in sessions if they wish; supporting family ● Google Jam Board and lesson records ● Wooden activities if the school can provide it. ● Playdough, ● PE pack, ● Musical instrument pack 	<ul style="list-style-type: none"> ● Printed material for children not able to engage in online learning. ● Live lessons ● Sensory box of materials ● Reading books ● Educational videos, games and colouring online. ● Education City, 	<p>specific teaching material linked to our curriculum with a followup quiz.</p> <ul style="list-style-type: none"> ● Instructions and dice of various numbers up to 100 sent home to use for creating instant maths sums +, -, X and division ● Instructions to create homemade board games for number work and/or tricky words and vocabulary. ● Reading and linked comprehension work on google classroom and hard copies. ● Practical projects eg Decorating a room in the house project which included measuring, approximating, finding area size, choosing a paint colour and working out a budget. ● Education City ● Pupils create powerpoints about subjects they can/ have researched.
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Online safety in schools

The Village School will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

There are also available online educational resources for schools and parents to help children to learn at home during the coronavirus (COVID-19) outbreak.

[DfE Online resources for home education](#)

4. Our Impact

How will we know that children are ready to learn and participate in learning?

In September, we will not be able to do a normal baseline assessment because the gap analysis would be too complex. We want our pupils to be back to levels, skills and abilities from before the COVID 19 outbreak. Our pupils have been out of education for a long time and we know we have to have a greater focus on skills outlined in our intention. Therefore we have decided to have different approaches to the recovery curriculum phase assessment.

As a starting point, we will take the current Annual Review outcomes as a skill indicator. Teachers will use formative assessment to identify gaps in learning and personal development and after the first two weeks, we will ask them to write two outcomes focused on:

- **Communication**
- **Wellbeing and mental health (including behaviour)**

We will measure the pupils' engagement based on those two areas using **the engagement model**. We want to make sure that only when children are ready to learn, engage with their learning, able to communicate and have a good relationship with others and only then they will come back to the normal time table.

In line with our school aims, the two targets will be set for each of our students, where relevant and aligned with the stages of our Recovery Curriculum. They might be the focus and relevant to the following areas.

- To develop healthy routines and practices to enable me to build up my stamina to attend school.
- To take responsibility to endeavour to keep me and others safe and physically and mentally well.
- To develop my confidence and independence.
- To strive to engage in a routine and range of curriculum enrichment activities that will foster feelings of self-worth and enjoyment and support me continuing to progress with my targets, goals and aspirations.
- To rebuild trust and relationships with staff, other students and members of the community in order to be able to work interdependently; participating in motivating activities that will enable me to have fun and share in the enjoyment of others.
- To be able to accept support in order to manage and move forward with upcoming transitions.

These targets will be added as a Recovery Curriculum assessment framework so that they can be linked to evidence (from either school or home) to demonstrate and evaluate progress in these areas. Evidence (from either school or home) can also be attached to students' individual EHCP targets which will form part of the assessment process for their annual review.

For those pupils who are at home, the teachers will have regular contact with our students and can assess pupils' learning at home. We are working towards establishing an effective cycle of feedback to ensure that we know current pupils engagement levels.

5. Therapy

The coronavirus (COVID-19) pandemic is emerging as an unprecedented challenge to The Village School's service delivery. It is imperative that therapy services continue to be accessible, in the context of social distancing and self-isolation.

For pupils at school, the support will run as normal.

The Speech and Language Therapy Team works collaboratively to integrate within the classroom in order to enable students to access communication support throughout the school day. This typically involves:

- Working closely with the classroom staff and school senior leadership team to create an optimum communication environment (e.g. use of visuals such as timetables, schedules, object/video cues; Makaton; PECS; AAC etc)
- Assessment of your child's language and communication skills.
- Where indicated, assessment of eating, drinking and swallowing skills and provision of mealtime guidelines and skills development programmes.
- For students who may need Augmentative and Alternative Communication (AAC) systems to help them communicate.

The Physical Management Strategies team

- provides physiotherapy treatment to children with additional needs
- enables self-directed care
- health promotion
- prevention

The **OT team** in the school uses either an individual, group or consultation approach to therapy. Therapy is based on goals, which are either identified in the classroom and/or from parents. Therapy programmes may be provided for class staff to carry out for the whole class, or as individual programmes, or students may be taken outside of the classroom environment for specific therapy.

For pupils at home:

The main contact for the student will remain the class teacher. They will be in contact with parents on a weekly basis which will allow you to bring up any concerns regarding therapy. The class teachers will liaise with the therapists to ensure your concerns are addressed.

A PMLD and SLD/ASD therapeutic booklet were created to support the families within the home environment. This provided ideas of different support strategies and activities to use at home. If you did not receive this electronic copy, please request this from your teacher.

Each individual therapy department is working to offer support within their capacity. Please note some therapists were redeployed which has impacted the service delivery of that department.

Appendix 1 Stage one time tables for different group of learners

The general timetable will be individualised by the class teacher to suit pupils needs and abilities.

Example of Stepping stones time table Stage 1 (PMLD)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
REG	Welcome/ Group circle/PSHE (Relationship)				
1	Physical development Individual therapy,(OT/ Physio) Outdoor play, (Physical wellbeing)				
2	PSED/ Snack & outdoor play/ Intensive interaction (Wellbeing)				
3	Expressive Arts, Messy play				
4	Lunch/ PSED/ Snack & outdoor play (Metacognition)				
5	Communication (Eyegaze / switch)/ (Communication)				
6	Choosing Time/ Sensory Story/ Expressive Arts/ Mini Music				
7	Play (Relationship)				
8	Sensory Story/ Communication/ (Communication)				
9	Sensory circuit/ sensory play PE/dance (Relationship, wellbeing)				
10	Individual therapy targets session/PD/ TAC PAC				
11	Hometime				

Possible timetable for KVS upper tracks and lanes. Classes will be smaller.

Life Skills and PE will need to be timetabled.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
R E G	Individual pathways. Students are working on literacy and numeracy outcomes individually. This will allow students to get back into a routine. Students will have their individual work. Once all students are in: Welcome/ Group circle/PSHE (Relationship)				
1	Outdoor play, sensory circuit, OT/ Physio (Physical wellbeing)				
2	Reading, Writing, Maths (Metacognition)				
3	Outdoor movement break/ Intensive interaction (Wellbeing) This will need to be timetabled as there isn't much space in KVS. In bad weather PE hall will need to be used.				
4	Snack/ Communication (PFA: tidy up snack) (Communication)				
5	Expressive Art/haptic play/ Music/ Drama (Metacognition)				

	Lunch (Communication, well being)
6	Outdoor movement break/ Play (Relationship)
7	Literacy/ communication/ (Communication)
8	Sensory circuit/ sensory play PE/dance(Relationship, wellbeing) PE hall will need to be timetabled. No space in classrooms.
9	Life skills - including cooking, and self-help skills This needs to be timetabled.
10	Tac pac/ relaxation/ yoga (Wellbeing)
11	Hometime

Example of Track and Lanes time table Stage 1 (SLD/ ASC)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
R E G	Welcome/ Group circle/PSHE (Relationship)				
1	Outdoor play, sensory circuit, OT/ Physio (Physical wellbeing)				
2	Reading for pleasure (Metacognition)				
3	Outdoor movement break/ Intensive interaction (Wellbeing)				
4	Snack/ Communication (PFA: tidy up snack) (Communication)				
5	Expressive Art/haptic play/ Music/ Drama (Metacognition)				
	Lunch (Communication, well being)				
6	Outdoor movement break/ Play (Relationship)				
7	Communication/ (Communication)				
8	Sensory circuit/ sensory play PE/dance(Relationship, wellbeing)				
9	Life skills - including cooking, and self-help skills				
10	TAC PAC/ relaxation/ yoga (Wellbeing)				
11	Hometime				

Appendix 2. Stage two time tables for different group of learners

Example of Stepping stones time table Stage 2 (PMLD)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
REG	Welcome/ Group circle/PSED (Relationship)				
1	Physical development Individual therapy,(OT/ Physio) Outdoor play, (Physical wellbeing)				
2	PSED/ Snack & outdoor play/ Intensive interaction (Wellbeing)				
3	Expressive Arts, Messy play/ KUW/ Cooking				
4	Lunch/ PSED/ Snack & outdoor play (Metacognition)				
5	Communication (Eyegaze / switch)/ (Communication)				
7	Choosing Time/ Sensory Story/ Expressive Arts/ Mini Music				
8	C,L&L/1:1 Reading/ Communication/ (Communication)				
9	Sensory play/ Intensive Interaction PE/dance (Relationship, wellbeing)				
10	Individual therapy targets session/PD/ TAC PAC				
11	Hometime				

Possible timetable for KVS upper tracks and lanes. All students in. Life Skills, PE will need to be timetabled.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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R E G	Individual pathways. Students are working on literacy and numeracy outcomes individually. This will allow students to get back into a routine. Students will have their individual work. Once all students are in: Welcome/ Group circle/PSHE (Relationship) Teachers could look at Becoming a teenager programme of study
1	Outdoor play, sensory circuit, OT/ Physio (Physical wellbeing)
2	Reading, Writing, Maths (Metacognition)
3	Outdoor movement break/ Intensive interaction (Wellbeing) This will need to be timetabled as there isn't much space in KVS. In bad weather PE hall will need to be used.
4	Snack/ Communication (PFA: tidy up snack) (Communication) Start looking at OCRs B1, B4, B5, B6, B7, B12, B14.
5	Expressive Art/haptic play/ Music/ Drama (Metacognition)
	Lunch (Communication, well being)
6	Outdoor movement break/ Play (Relationship)
7	Literacy/ communication/ (Communication)
8	Sensory circuit/ sensory play PE/dance(Relationship, wellbeing) PE hall will need to be timetabled. No space in classrooms.
9	Life skills - including cooking, and self-help skills This needs to be timetabled. Start looking at OCRs D1, D4, D6
10	Tack pack/ relaxation/ yoga (Wellbeing)
11	Home time

Example of Track and Lanes time table Stage 2 (SLD/ ASC)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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R E G	Welcome/ Group circle/PSHE (Relationship)
1	Outdoor play, sensory circuit, OT/ Physio (Physical wellbeing)
2	Reading, Writing, Maths (Metacognition)
3	Outdoor movement break/ Intensive interaction (Wellbeing)
4	Snack/ Communication (PFA: tidy up snack) (Communication)
5	Expressive Art/haptic play/ Music/ Drama (Metacognition)
	Lunch (Communication, well being)
6	Outdoor movement break/ Play (Relationship)
7	Literacy/ communication/ (Communication)
8	Sensory circuit/ sensory play PE/dance(Relationship, wellbeing)
9	Life skills - including cooking, and self-help skills
10	Tack pack/ relaxation/ yoga (Wellbeing)
11	Hometime

Appendix 3: Example of time table

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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REG	Welcome/Morning song & 5 little ducks	Welcome/Morning song & 5 little ducks	Welcome/Morning song & 5 little ducks	Welcome/Morning song & 5 little ducks	Welcome/morning song & 5 little ducks
1	Outdoor movement break trampoline, cars & bikes	Outdoor movement break trampoline, cars & bikes HALL	Outdoor movement break trampoline, cars & bikes FOOD TECH (cooking) rice crispy cakes	Outdoor movement break trampoline, cars & bikes	Outdoor movement break trampoline, cars & bikes
2	Sensory/fine motor art activity collage sea creatures	jellyfish threading	Sensory/fine motor art activity collage with sea creatures	Sensory/fine motor art activity collage with sea creatures	Sensory/fine motor art activity collage with sea creatures
3	Outdoor movement break (intensive interaction, balls & hoops & free play)	Outdoor movement break (intensive interaction, balls & hoops & free play)	Outdoor movement break (intensive interaction, balls & hoops & free play)	Outdoor movement break (intensive interaction, balls & hoops & free play)	Outdoor movement break (intensive interaction, balls & hoops & free play)
4	TOILET SNACK/COMMUNICATION (PFA: tidy up snack)	TOILET SNACK/COMMUNICATION (PFA: tidy up snack)	TOILET SNACK/COMMUNICATION (PFA: tidy up snack)	TOILET SNACK/COMMUNICATION (PFA: tidy up snack)	TOILET SNACK/COMMUNICATION (PFA: tidy up snack)
5	Maths activity 1 shape/pattern/colour ab pattern with coloured fish red, blue, red, blue 2 Number Number bingo (matching)	Maths activity 1 shape/pattern/colour Under the sea colour matching pack (A) Shape & colour peg puzzle (N) 2 Number number the octopus' legs to 8	Maths activity 1 shape/pattern/colour paper plate fish (use a circle, cut out a triangle from mouth and use as tail & label) 2 Number Number cookies & number ordering (A) Matching (N)	Maths activity 1 shape/pattern/colour shape pattern fish round fish, square fish, triangular fish 2 Number Number matching animals	Maths activity 1 shape/pattern/colour Match coloured dolls to symbols (A give me the red doll, put red doll in pot) 2 Number counting coloured sea creatures and matching to the number
6	Outdoor movement break (intensive interaction, balls & hoops & free play)	Outdoor movement break (intensive interaction, balls & hoops & free play)	Outdoor movement break (intensive interaction, balls & hoops & free play)	Outdoor movement break (intensive interaction, balls & hoops & free play)	Outdoor movement break (intensive interaction, balls & hoops & free play)
7	Literacy/communication Label red fish, bluefish in the correct order	Literacy/communication symbolised sentence match/order my octopus has 8 tentacles	Literacy/communication Complete the sentence by choosing the correct shape symbol: My fish is made of a circle and a triangle	Literacy/communication label the fish with the correct shape symbol	Literacy/communication counting coloured sea creatures and matching to the number word e.g. one, two
8	SENSORY CIRCUIT DINING ROOM 2	WATER PLAY with sea creatures (Pouring)	SENSORY CIRCUIT DINING ROOM 2	Sand play find the sea creatures in the sand and	SENSORY CIRCUIT DINING ROOM 2

				match to the symbol	
9	TAC PAK	TAC PAK	TAC PAK	TAC PAK	TAC PAK

Appendix 4: Resource which can help children understand recovery curriculum.



School is different at the moment.



Some children are staying at home.



Some children are going to school.



I might do different things.



I might see different children.



This is ok. It is not forever.

About my feelings

Widgit Symbols © Widgit Software 2002 - 2020

What's happening to me?



How am I feeling?



Where?

What can help me feel better?



Conversation card 1

How do you feel about being back at school?

Follow-up: Are there any things you'll miss about being at home?



Conversation card 2

Did you listen or watch the news a lot whilst you were at home?

Follow-up: How did the news make you feel?



Conversation card 3

Did you get to go outside in the garden or for a walk whilst we were off school?

Follow-up: Where were you able to go?



Conversation card 4

Have you missed your friends?

Follow-up: Were you able to keep in touch with any of them?



Conversation card 5

Were any of your family still working whilst you were off school?

Follow-up: What do they do?



Conversation card 6

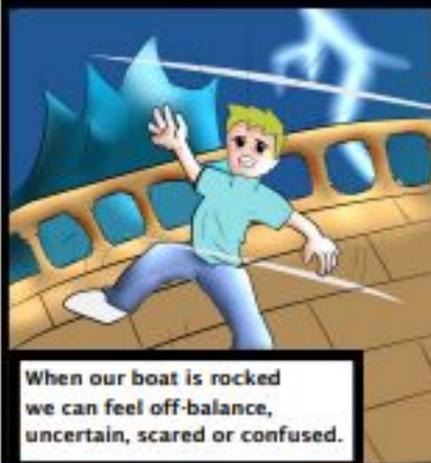
Were you worried about anything during the time you weren't at school?

Follow-up: How could I help you with that worry?





COVID-19 is a storm. Changing the world around us, taking up vision and our time.



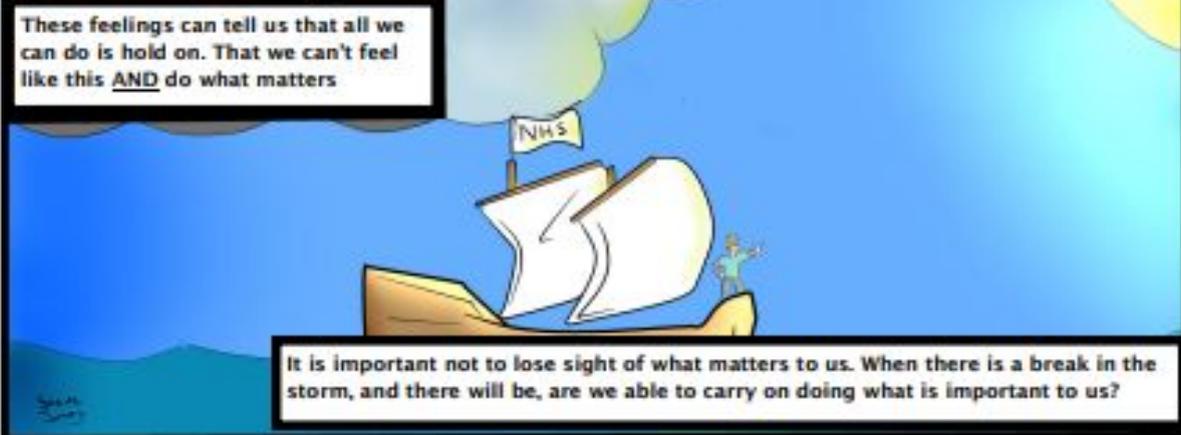
When our boat is rocked we can feel off-balance, uncertain, scared or confused.



At times like these it is important to ask ourselves: "What is important to us?", "Why do I want to do this?"
"What is the cost of spending all of my energy fighting a storm and what could I be spending my energy on instead?"



These feelings can tell us that all we can do is hold on. That we can't feel like this AND do what matters



It is important not to lose sight of what matters to us. When there is a break in the storm, and there will be, are we able to carry on doing what is important to us?

Appendix 5. Collective worship to support the recovery curriculum:

- **Be kind, think** *about acts of kindness and how they make us feel.*
- **Circle of control** *What can we control*
- **Helping others – parachute** *Who is helping you to ensure you are safe, who are you helping?*
- **In my heart** *How we may feel and how our heart feels when feeling different emotions.*
- **Inner strength** *Understanding our strengths.*
- **Invisible string** *How we are all joined together by invisible string.*
- **Under the same sky** *Although we are away from friends and family how we are still close to them and what we can do to keep in touch.*