

A Recovery Curriculum



As we plan for more students to begin to return to school, we felt it was important for you to be aware of the approach that we are taking at Carwarden.

With that in mind, we have provided a summary below of both our approach and the thinking behind it. We hope that you feel this approach will support your child's well-being as they begin their re-engagement with learning at school.

Please do not hesitate to contact us if you have any questions or would like more information.

[A Recovery Curriculum: Loss and Life for our Children and Schools Post Pandemic](#)

[Introduction](#)

Carwarden House School has put the child's well-being at the centre of our thinking. We acknowledge that the children will have had different experiences during this time. However, the common thread running through all is the loss of routine, structure, friendship, opportunity and freedom. These losses can trigger anxiety in any child. Some of you may have experienced this with your own children. We know that an anxious child is not in a place to learn effectively. With this in mind, the school has thought about the most effective way to support your child's wellbeing and ability to learn.

[What is it?](#)

Professor Barry Carpenter has developed the Recovery Curriculum, as a response to the losses described above. It is a way for schools to help children come back into school life, acknowledging the experiences the children have had. We want children to be happy, feel safe and able to be engaged in their learning. We have decided that a way to achieve this for the children is to acknowledge the importance of helping them lever back into school life using the following **5 Levers**:

Lever 1: **Relationships** - We won't expect our students to return joyfully, we know many will be feeling uncertain after a long break from school. Many of their relationships, that were thriving, will need to be invested in and restored with friends, teachers and the whole school community. We will plan for this to happen, not assume that it will. We will reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Lever 2: **Community** - We will recognise that students' learning will have been based at home for a long period of time. We will 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.

Lever 3: **Transparent Curriculum** - all of our students will feel like they have lost time in learning and we will show them how we are addressing this to heal this sense of loss.

Lever 4: **Metacognition** - in different environments, students will have been learning in different ways and this will be acknowledged. 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.

Lever 5: **Space** – We will allow students to be, to rediscover self, and to find their voice on learning. It is critical that we all work at an incredible pace to make sure our group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

Link to Barry Carpenter's 'A Recovery Curriculum – Loss and Life for our children and schools post pandemic

<https://www.evidenceforlearning.net/recoverycurriculum/>