

6 Focus Areas

Personal Development

We will encourage each child to become personally emotionally, and physically effective. This means more than replacing only what has been lost through Covid 19, it involves the entire world of our children.

Our recovery curriculum places personal development at the heart of learning. Teachers will foster an approach, which is inclusive of the present needs of our pupils whilst also teaching the skills and attributes which will enhance the coping mechanisms to secure learning in the current crisis.

North Mead's character centred approach will support our children to manage emotions, value relationships and enhance their thinking process in order to assist them to cope with the challenges of everyday living.

Emotional Well-Being

Children will need support to speak about their experiences with a specific focus on trauma informed approaches. (Carpenter 2020) There will be emphasis on speaking and listening and mindfulness in order to develop our children's mental health and well-being.

The use of our PSHCE and RE curriculum will develop children's spiritual development. Children will need to find and build upon their inner resources of resilience and adults will need to do likewise alongside learning how to talk to children about their fears and to do so in a therapeutic way, which will enable them to heal and to cope in their new reality.

Additionally there will be enhanced emphasis on pupils who have become dysregulated with the development of consistent deployment of our behaviour policy. Our behaviour approach will focus on positive reinforcement of language so children will be clear about the expectations and how these need to be embedded into our new routines for learning.

Engagement

To engage our children, it is important to take the time to listen to experiences, events, and explore pupil voice on the pandemic. Each children will have their own personal journey and in order to build self-esteem, it is important to create opportunities for pupils to communicate this journey. In order to engage our children, we want to adopt approaches, which build belonging and communities within the classroom, so that they begin to feel safe, secure, and trusted.

Physical Activity

Children will have spent a large proportion of their time in their homes so there could be a major challenge to stay physically active. Inactive behaviour and low levels of physical activity can have negative effects on quality of life, health and well-being of children. (Yarimkaya and Esenturk, 2020) Therefore, the curriculum has been designed to promote physical activity outside, within the framework of social distancing. A proportion of the school day will be spent engaged in learning activities that encourage play and sport. In addition, learning spaces will be created on the school grounds to support pupils to learn in the open air.

Creative

To support children's mental well-being, our curriculum will focus on learning that promotes self-expression. A creative curriculum is one in which pupils learn through creative and active teaching strategies. Children taught a creative curriculum are more likely to be engaged and excited about learning.

Creativity is about:

- **Connecting:** seeing relationships and combining in new ways.
- **Risking:** having the self-confidence and freedom to fail and keep trying.
- **Envisaging:** being original and imaginative about what might be
- **Analysing:** asking critical and challenging questions
- **Thinking:** tasking time for reflection and soft thinking
- **Interacting:** sharing ideas and collaborating
- **Varying:** testing options in different ways
- **Elaborating:** exploring, fiddling and doing the unnecessary with love

Academic

Research on self-regulation identified that children can build self-esteem from learning activities, which allow them to practise and consolidate skills and knowledge. These strategies will be around learning tasks that are familiar to the children and which enhance the development of the basic skills of speaking, reading, writing and maths.

Teachers will co-construct learning to reinforce these basic skills to help pupils gain confidence in themselves as learners again.

Activities will include:

- **Shared reading:** modelling key reading strategies
- **Arithmetic strategies:** mental recall, place value and four operations (fluency)
- **Phonics:** daily practise to recap on phonemes
- **Spelling and Grammar:** building up transcriptional skills so pupils gain confidence in preparation for writing. Co-constructing sentence types together.
- **Handwriting:** build confidence in transcriptional skills