



Holly Lodge: The Route to Recovery

Together We Can Achieve More

Holly Lodge Primary School Vision

At Holly Lodge, our vision is to inspire children to love learning, try their best and achieve. We aim to develop, through a range of learning experiences, caring, respectful and honest individuals. We welcome children and their families from all corners of our community into our safe and nurturing environment.

Our School Values of REACH: Respect, Effort, Achievement, Care, Honesty are embedded in all we do through assemblies, in class and outdoors.

Fundamental British Values are an integral part of the Holly Lodge curriculum and are embedded in our school values of REACH:

Democracy – Making decisions together. Share ideas, take turns, respect all ideas and work together

Individual Liberty – Freedom for all. Take a controlled risk, have a go, try your best, develop self-esteem and share feelings.

Rule of Law – Understand rules matter. Behaviour choices matter, choices have consequences, care for each other and the environment, respect all others.

Mutual Respect and Tolerance – Treat others as you want to be treated. Everyone is unique and special; listen to and respect the opinions of others, celebrate cultures and differences.

Personal Development – Character Education

We seek to promote the spiritual, moral, social, and cultural (SMSC) development of pupils and prepare them for the opportunities, responsibilities and experiences of later life. We seek to foster good mental wellbeing among our children so that they can fulfil their potential at school and are well prepared for adult life, giving them confidence in wider society.

Holly Lodge Response to Covid 19

We recognise that children and families have experienced unprecedented circumstances during the Covid 19 pandemic; not all children have had equal learning opportunities at home. All children will have missed some learning and that a period of recovery may be needed. At Holly Lodge, our vision and values will be central to the recovery of our children, many of whom have missed being in school for a term during lockdown. We recognise that there will be a variety of educational and wellbeing needs as children return and it is important that children's individual needs are met. Children will have developed some strengths and had positive experiences and it is important to build on this.

"A Recovery Curriculum: Loss and Life for our children and schools post pandemic", Carpenter and Carpenter (2020) identified 5 losses that are likely to be experienced: "of routine, structure, friendship, opportunity and freedom" and that these "can trigger the emergence emotionally of anxiety, trauma and bereavement in any child".

Carpenter and Carpenter identify 5 levers of recovery: relationships, community, transparent curriculum, metacognition and space and the principles of Maslow's Hierarchy of Needs. A personalised approach to planning will be adopted that takes into account each student's holistic needs

Evidence shows that "across large populations, the more adverse childhood experiences experienced, the worse the outcomes but research shows that future outcomes for health and wellbeing are NOT prescribed by past experience" (Cairns, 2020) therefore timely intervention for our students to ensure the effect of the trauma of the pandemic is minimised is key.



Stages of Recovery

Stage 1 Relationships and Community

Re-establish routine and structure. Encourage self-regulation (visual timetables/lunch and class routines/ where to go for help/know when to ask for help). Active listening and sitting. Safety needs (handwashing/good hygiene/social distancing) Give children time to talk and share experiences. **Reconnecting:** Rebuild relationships and develop relationships with new teachers; comfortable in new environment. Understand new environment with rules and expectations. **Make sense of situation** (e.g. media response). **Transition planning:** building a positive future. Social stories where necessary. Attendance.

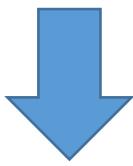
Respect others' need for space ,social distancing and their responsibility to keep others safe, respecting others' journeys, needs, anxieties and coping strategies. Space to process emotions.

Being kind to self and others. Celebrate help they have given to others. Model gratitude. **Amplify the good** (e.g. scientists working on vaccines/good experiences).



Stage 2: Assess learning strengths and gaps

Involve children using 1:1/small group conversations to develop confidence, resilience and self esteem /strength-based approach/informal assessments and targeted diagnostics/quizzes/ Kite assessment tracker/ RAG risk.



PART 3: Planning the recovery curriculum: wellbeing class activities/PSHE; ELSA .

Tailored and targeted individual and small group interventions; high quality teaching. NTP tuition

daily dashboard/retrieval/Kite assessment tracker/explicit modelling/scaffolding/practical resources/pre-teaching; flexibility in content

Identifying critical knowledge/Maintaining broad and balanced curriculum

Meta-cognition: BLP learning character; build on strengths “I have, I can, I do”

Active learning/outdoors. Support from parents.



PART 4: CONTINUAL ASSESSMENT FOR LEARNING, REVISITING/ WHERE NEEDED formal assessments – termly/transition to next year group

Measure impact and adjust interventions as necessary