

Fairfield Primary Academy

Autumn Term Curriculum Reconnecting & Rising Strong

Key Information Overview

Reconnecting & Rising Strong

'A learning community's well-being has a lot to do with the quality of relationships, cohesion, interdependence and belonging.' Our curriculum needs to balance *how to learn best* with *what to learn*. This is summarised from the work of Barry Carpenter, taken from his Recovery Curriculum model:

What has been lost? Routine, Structure, Friendship, Opportunity, Freedom

Lever 1: Relationships – we can't expect our children to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Lever 2: Community – we must recognise that curriculum will have been based in the community for a long period of time. We need to 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 children 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 children to heal this sense of loss.

Lever 4: Metacognition – in different environments, children will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our children to reskill and rebuild their confidence as learners.

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.

Core Text to support Emotional Wellbeing



The Boy, the mole, the fox and the Horse by Charlie Mackesy.

'A book to bring people together, Charlie Mackesy's inspirational paintings and delicate calligraphic text are a celebration of kindness, compassion and understanding, conveying an essential message for our time.'

The text is aligned to many of our core values, exploring profound questions, and key themes, that will enable all year groups to reflect, discuss and make sense of the recent challenges faced by our communities.

The book is written so that it can be picked up at any page, providing many opportunities to support emotional wellbeing, create rich English learning journeys, structure class discussions as well as providing unique art outcomes.

Outcome:

Our SHINE curriculum will initially prioritise re-establishing core routines, core expectations and the core values we uphold for our community. We will hold true to our belief in excellence for all children and will maintain a focus on high quality learning outcomes but should provide a context for learning which is uniquely meaningful for now. We need to explore themes which help us explain the past 6 months, providing opportunities to reflect to on changes to life, hopes for the future and the importance of interaction. We need to ensure learning is expressed through movement, the arts and language. All learning will be celebrated through 'A Museum of Hope Exhibition'.

A Shared Understanding

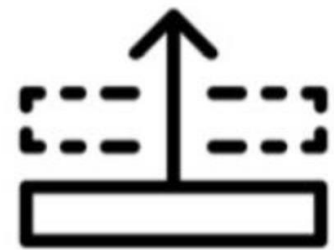
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WHY?

It is important that we reduce to anxiety that children may be feeling as a result of disruption to their learning.

The language that we use will be key to building their confidence with their learning and motivating them to move forward in a way that is supportive of their wellbeing.

Our approach to this needs to be consistent with everyone using **positive developmental language**.



Whilst nurturing children’s emotional wellbeing, we are going to:

- **Identifying the gaps**
- **Master the learning** (use the map to know what and where needs mastering and do this)
- **Move forward** (new content, next sequence of learning)

Language we avoid	Language we use
Recovery	Identifying any gaps in knowledge
Catch up	Move forward
Lost learning	Master our prior learning
Repair learning	Consolidate / strengthen prior learning
Damage to learning	Enhance our subject knowledge
Time lost	Revisit to strengthen
Behind	Next sequence
Cover ground	Build upon
Speed up	Enhance
Cram in	Develop the learning
	Challenge ourselves
	Misconceptions

