

22nd May 2020

Dear Parents and Carers

Dysart's 'Recovery Curriculum'

We have been considering, as a senior leadership and teaching team, what school should look like for our pupils as they begin to return back to us having had a significant time away from their usual routines and daily life.

We know that it would be naive of us to think that any child or young person will simply pick up the curriculum at exactly the same point at which they left it on the day our country went into lockdown. So much has happened in this time, and so, when considering the impact that self-isolation may have had on our pupils the common theme that crops up is 'loss':

- The loss of routine and structure
- The loss of freedom
- The loss of social interaction with adults (outside of the family home) and peers.

Those four losses, of routine, structure, freedom and interaction can trigger the emergence of a series of emotions in any child - the overall impact cannot be underestimated. In response to this, we need to provide our pupils with a holistic recovery, personalised to their needs which prioritises their mental health and wellbeing over any other area of learning.

Our 'Recovery Curriculum' is a systematic, relationships-based approach built on four of the areas recommended by Professor Barry Carpenter. The focus of following this recovery curriculum is to journey with each pupil through a process of re-engagement, which leads them back to their engagement in learning and their relationship with school pre Covid-19.

Our teachers are planning sessions for our pupils, themed around whole school topics, which will change every 2 weeks, our first topic is 'building back up together'.

All sessions will focus on the following 4 areas for all our pupils:

- **Relationships:** Restoring and investing in relationships with adults and peers at school.
- **Metacognition:** Rebuilding our pupils 'learning to learn' skills.
- **Community:** Supporting our pupils to transition from self-isolation to being back part of our school community including routines and structure.
- **Space and time:** Giving our pupils the time and space to rediscover school and their learning environments.



We would like to work with you to support your child in transitioning back to some sense of normality, as it stands now, therefore the focus will not be on the traditional academics but rather a focus on preparing them for the changes that lie ahead.

Thank you for your continued support we hope you continue to remain safe.

Yours sincerely

A handwritten signature in blue ink, appearing to read "Jo Williams", is written in a cursive style.

Jo Williams
Assistant Principal