**ACE Recovery Curriculum Intent**

Children’s wellbeing is always at the centre of our thinking at ACE.  As children return to school in the coming months they will carry with them, (to whatever degree), elements of grief, trauma, loss and anxiety. These are all toxic in the learning process, and for some children may have extinguished the flame of learning that previously made them a happy, successful learner.

We acknowledge that children will have had different experiences during this time additional to coping with their own health conditions. 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.

We know that an anxious child is not in a place to learn effectively.   So with this in mind, ACE has thought about the most effective way to support students’ ability to learn.

**Aims**

The aim of the Recovery Curriculum is to respond to the losses described above in a supporting manner.  It is a way for ACE to help children come back into school life, acknowledging the experiences they 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 can’t expect our students 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. Pupils at ACE are already accustomed to remaining with the same class for all lessons and many have built up friendships which have suffered during Covid. Weekly wellbeing sessions are planned in order to facilitate rebuilding these friendships.
* **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 parents and health professionals to understand the needs of our students and engage them in the transitioning of learning back into school. The first week of term w/b 7 September ACE pupils will attend for a 2-hour session with their class. No other pupils will be present. This will give time for students to express any worries they have but also to re-engage with the staff and each other.
* **Lever 3: Transparent Curriculum** – all of our students 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 students to heal this sense of loss. Teachers at ACE will review their curriculum plans to prioritise topics etc that are vital to student progression. This may mean the curriculum content is reduced in order to focus on helping students to catch-up and to fill any gaps in learning that are essential to progressing within the subject.

At the same time ACE aims to provide a broad a curriculum as possible by not reducing the subjects delivered.

* **Lever 4: Metacognition** – in different environments, students will have been learning in different ways. 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.

**ACE will continue to provide learning opportunities both in class and remotely**. Google Classroom will continue to be the tool to set on-line tasks and feedback from teachers on a weekly basis. However we also understand this remote learning needs to take form in other ways for students who do not have access to technology to still have the same opportunities.

* **Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue**. The aim is to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

**Students’ timetables will differ from last year**. Previously students attended ACE on a part-time basis every day for fewer hours. In order to ensure we are taking Covid procedures into account this timetable will change. Students will still receive the same amount of hours however these will be delivered in full days. However to support students’ health and need to have rest time the timetable, on the whole, for each student will be alternate days.

Pastoral support – with an increase in staffing there will be more LSAs available to provide individual support especially where students feel the need to voice their concerns. ACE is also planning to provide art therapy sessions to the students.

As always the excellent relationship ACE has with parents will continue to be essential in order to provide continuation of support around the child.