**The key question now is ‘What Matters Most?’**

***WISDOM is being clear about what matters most, & having strong values which underpin our actions***

***Russell Lower School Recovery Curriculum***

Following a national lockdown and loss of learning and community, at Russell Lower School we will build a Recovery Curriculum based on Carpenter’s 5 Levers. We need to work together to quickly up-skill in the areas of recovery that our children will need us to lead them into.

**Carpenters’ five levers** Barry ***Carpenter*** Professor of Mental Health in Education, Oxford Brookes University

**relationships – community – transparent curriculum – metacognition – space**

**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. **We will actively plan to build good relationships again, not just assume.**

**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 **We will plan a ‘transition’ programme to meet the needs of our children, not simply get them back.**

**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 **We will plan a recovery curriculum for the whole of 2020/21, not just plough on with set plan.**

**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. **We will focus on building the skills we need to make the best use of our time at school. These include: resilience, independence, communication skills, collaborative skills, creative, problem-solving skills, an ability to adapt, curiosity and reflection.** Many of these skills will have developed during this time of challenge; we must harness them to use at school.

**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. **We will make sure our timetables find ‘space for children to ‘be’ and teach children and adults strategies to be calm.**

***“When our children return to us, in spite of our anxieties and our own journeys of trauma and loss, we will greet them with open arms and a sense that “we’ve been waiting for you”. We will provide them with all they need, both in our softness and our attuned-ness, and with a structure and a strength that speaks of security.”***



