



All children have experienced prolonged disruption to their everyday lives and all have, to a greater or lesser extent experienced loss. We understand that, to support each child, with their differing needs, we must make adjustments and changes to our usual curriculum. The school is involved in the Mobilise Recovery Curriculum project and will follow the following 4 step strategy.

Re-connection



Barry Carpenter (2020) discussed the losses children have experienced ' these 5 losses, of routine, structure, friendship, opportunity and freedom, can trigger the emergence emotionally of anxiety, trauma and bereavement in any child. The overall impact cannot be underestimated. It will cause a rapid erosion of the mental health state in our children.

After a long period of time away from the school, isolating, it is clear to us that re-establishing relationships with key staff is a priority. Children first and foremost need to feel safe in school in order to access learning.

All 4 schools are trauma informed schools staff will continue to apply our trauma informed relationships policy (protect, relate, regulate, reflect) to re-connect with children and each other.

All classes run as nurture groups informed by Boxall Profiling, based on the 6 nurture principles. These profiles will be re-completed at the beginning of term. We will not assume children's SEMH needs are the same as before lockdown.

All schools have a 'Wellbeing champion' and 2 schools are involved in the Mindfulness in Schools Project (MISP). This member of staff will promote good mental and physical health practices for staff and children.

We understand that children will need more support than usual when returning to the routine of school and in managing the social aspects and challenges.

A comprehensive intervention menu with evidence based SEMH interventions is in place including Theraplay, Build to express and Grief and loss work. Interventions will take place dependant on student-need.

Re-engagement



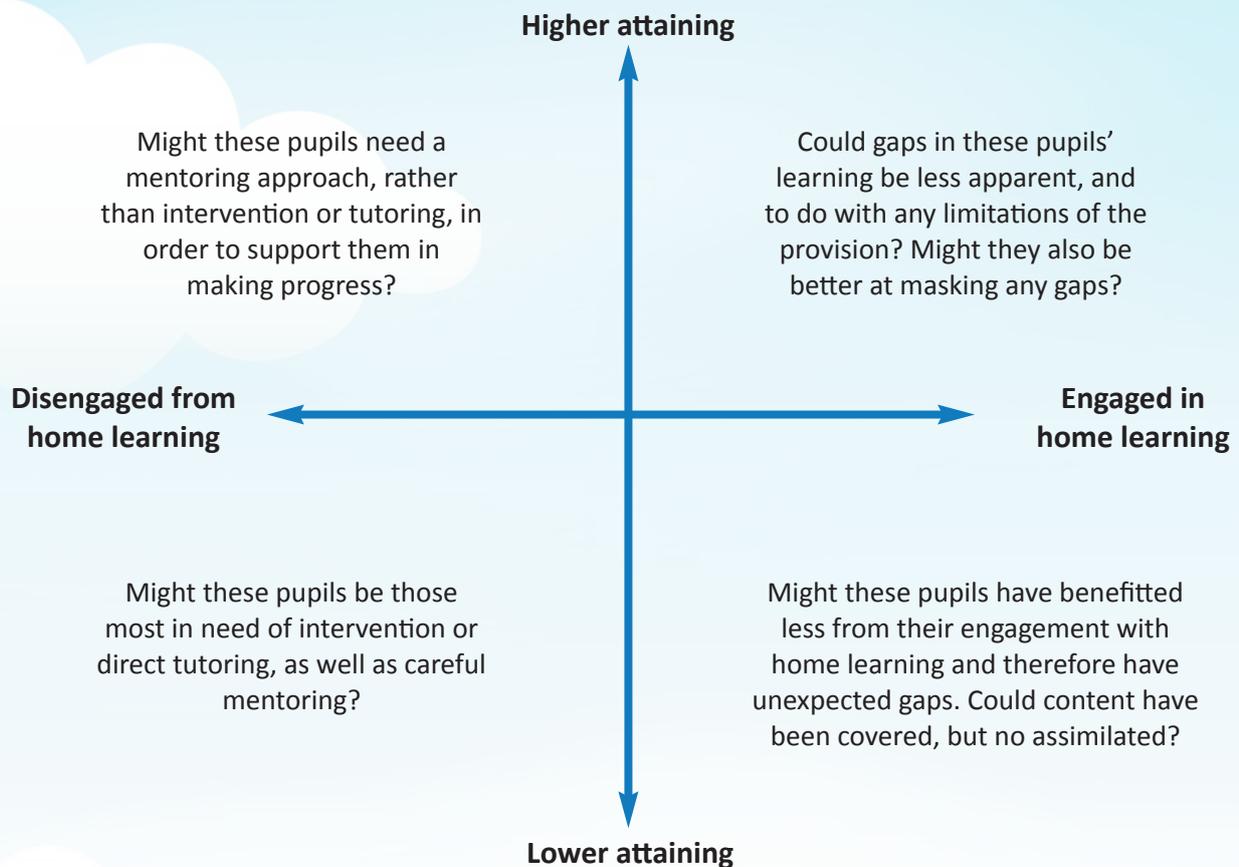
James Durran 2020 states 'It will not be possible just to switch the curriculum back on. Most pupils will be returning after an extended break from regular teaching and learning, and will have made very different rates of progress during this time. However, this should not mean that the curriculum narrows, or becomes backward-looking, but that it becomes more agile and more responsive'.



The government's guidance for full opening (2nd July) demands:

"Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content."

Durran (2020) also explains that some children may have fallen further behind than others, using the following representation.



We understand that levels of engagement with our children over lockdown varied due to a range of reasons / barriers. To address the 'engagement-gap' we must be flexible and agile to meet individual needs. Therefore teachers will plan curriculum delivery, and introduction of new content in one or more of the following ways, as required by individual students. Our teachers are confident in teaching to small, mixed age / ability groups, focusing on and addressing gaps in education. The strategy applied may be different for each child and indeed, each subject.



New content delayed until
after a sustained period of
revision



New content introduced
gradually, during sustained
period of **revision**



New content begun straight
away, with sustained,
parallel period of **revision**



New content introduced
rapidly, during a short
period of **revision**



New content begun straight
away, with a brief, parallel
period of **revision**



(Durrant 2020)

Re-set

Stuart Kime (2017) in his blog, the 4 pillars of assessment, describes 'purpose' as the most important element of assessment. We understand that excessive formal assessment (e.g. tests, exams, quizzes) without a clear purpose is unhelpful and may potentially 'turn off' the children at the very time we should be re-engaging them in learning. Therefore all assessment will be directly linked to enabling teachers to address key learning gaps.



Our curriculum uses the model of 'building blocks' and we have given priority to SEMH needs and literacy. Therefore individual Boxall profiles will be completed on return to school to enable the appropriate strategies to be in place for SEMH needs that may have changed over lockdown. We will also complete phonics assessments for primary children and WRAT5 testing for those working beyond this level. This is in order to identify below average reading and reading comprehension, as well as inform teaching and interventions. All other assessment will be formative, teacher assessment completed throughout learning episodes. This ongoing assessment will be used to inform the most appropriate strategy for revision and introducing new content (see above).

Building Resilience

We understand that the epidemic may sadly be part of our lives for some time and we are expecting children to experience further disruption to school life in addition to additional challenges outside of school.

Protective Factors

warm supportive parenting
coping skills
stable environment
positive experiences



Risk Factors

adversities

Positive Outcomes

Negative Outcomes

In order to increase resilience of children we must increase the number of protective factors around each child. We will focus on

- providing a warm nurturing school life where children feel safe and wanted
- building strong positive relationships and providing key adults
- supporting children in forming healthy peer relationships
- creating opportunities for children to experience successes



We have a dedicated pastoral team who work closely with families to address risk factors and safeguarding concerns. Support is in place for families facing challenges to ensure children are provided with food if they are unable to attend school.

Looking Forward

We understand that the school, and so curriculum may be affected by full/ partial closures. (See separate home learning policy.) In school we will prepare children for this transition by using teaching methods they will be expected to use at home, including taking information from video clips online, finding information in pieces of text and working more independently. Teachers will introduce the apps that may be used over periods of home learning and ensure children are confident logging into Microsoft teams. We will also complete work on online safety with the children and invite LCC visiting speaker into school to also cover this. Guidance has been prepared for parents to support them in keeping their children safe online.

References

- 1) A Recovery Curriculum Loss and Life for our Children and Schools Post-pandemic – Barry Carpenter Thinkpiece 23rd April 2020 <https://www.evidenceforlearning.net/recoverycurriculum/>
- 2) Resuming the Curriculum September 2020 James Durran - <https://jamesdurran.blog/2020/07/06/resuming-the-curriculum-september-2020/>
- 3) 4 Pillars of Assessment: Purpose – a short blog by Stuart Kime from 12.11.17 <https://evidencebased.education/pillars-assessment-purpose/>