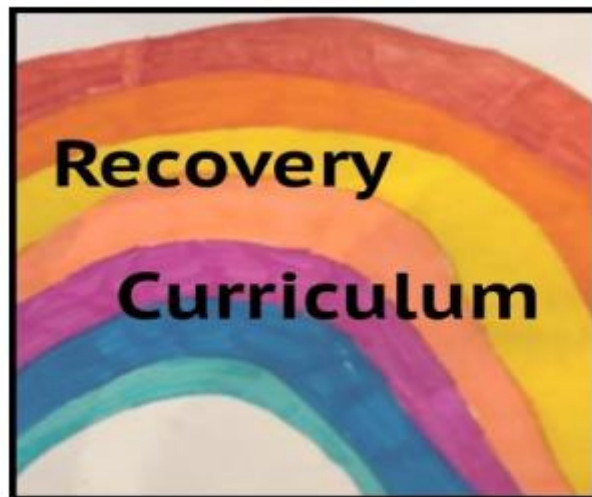




Bradford Academy

Recovery Curriculum



Context

From 20th March 2020, schools were closed for all except a few pupils because of the worldwide pandemic. The UK went into lockdown, meaning that people could only leave their homes to buy food, exercise and carry out critical work.

This left parents and carers home educating their children with the support of school. Children have experienced loss of social interaction with their friends, extended family and their teachers. They have lost their usual structure and routines as they are not able to attend school and extracurricular activities. They have been without their usual freedoms, playing outside and visiting leisure areas. Some may have experienced bereavement of friends or family. All of our children have suffered some form of loss.

Bradford Academy will address this through the development of a recovery curriculum, which is based on the work of Barry Carpenter and the Evidence for Learning team: "A Recovery Curriculum: Loss and Life for our children and schools post pandemic". See further reading for more references.

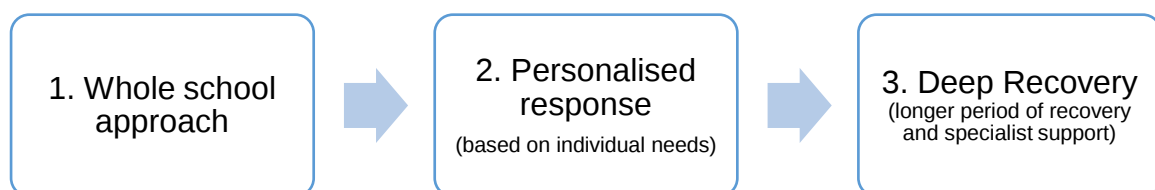
Aims

Our recovery curriculum aims to restore the mental health and rebuild the resilience of our pupils to allow them to become learners again by:

- recognising the experiences had by all
- restoring trust and relationships with staff
- re-establishing friendships and social interactions
- regaining structure and routine
- rebuilding a sense of community
- regulating their emotions and managing behaviours
- re-engaging them in learning
- preparing them for transition

How to support pupils:

There will be a three phased approach:



1. Whole school approach

This will encompass the main curriculum upon our return. For most pupils, this will be sufficient to meet the aims set out above, although their journeys will happen over different time frames. From the activities planned, staff will be able to identify those who need more support in their recovery which will lead to a personalised response. We will ensure that the language we use in school is key to building confidence. We know it is important that pupils feel motivated to move their learning on in a fully supportive way of their well-being.

2. Personalised response

Where pupils are unable to engage in the holistic curriculum, further work will be undertaken by school staff such as the nurture team and SENCO to enable them to meet the above aims.

3. Deep recovery

For pupils who have experienced severe trauma or bereavement, specialist support may be required in their recovery.

Whole school approach

“Now is the time to return to more humane approaches concerned with the fundamental wellbeing, and secure positive development of the child. Without this there will be no results that have true meaning and deep personal value to the child in terms of their preparation for adulthood.” (Barry Carpenter & Matthew Carpenter 2020)

Recognising the experiences had by all:

We will create time to share our experiences of lockdown. Some pupils will be more open to share, whereas for others it will take some time or require anonymity. We will create space within our day to allow for these conversations. It is important to note that although lockdown has caused losses, it will have been a positive experience for some, allowing for more quality family time and child led learning. We will encourage discussions around learning, play, relationships and more. This can be facilitated through circle time, 1-1 conversations, increased free-time, social stories and worry boxes.

Restoring trust and relationships with staff

Children, especially young children, will have felt a level of abandonment from school staff, through no fault of the school. It will take time to build up their trust and restore relationships. Staff will continue to nurture and support through positive words and role modelling the school values. Within the day there will be plenty of opportunity to talk and play together, allowing time for 1-1 conversations. Staffing will be kept as consistent as possible.

Re-establishing friendships and social interactions

Taking into consideration the safety procedures put into place, pupils will be given plenty of free-time or play-time in which they can re-establish their friendships. Daily circle time will allow for thoughtful discussion surrounding the value of friendship. Shared activities, like daily exercise will bring the pupils back together into teams.

Regaining structure and routine

The process of returning to a ‘normal timetable’ will be a phased one. At the beginning, there will be more PSHE lessons and child-led learning. A visual timetable will be used to create structure to the day, even if some of these times are unstructured. There will be elements of the timetable that will be constant each day, like exercise, mindfulness and circle time. Parts of the school day that pupils will be expecting, like English and Maths, will be included. The timetable will be re-evaluated on a regular basis to ensure that all pupils within the group are coping with the transition back to school.

Rebuilding a sense of community

Communication between school and home will be maintained through newsletters, phone calls, emails, WEDUC and SLT being present in the morning and at the end of the day. Parents will be encouraged to communicate through the phone or email, to limit the physical interactions with staff. Pupils will have the opportunity to take part in whole-school projects that promote togetherness. Work produced during lockdown will be collated and displayed in school. Through talk, groups will gain understanding of their peers and support each other.

Regulating their emotions and managing behaviours

PSHE lessons and circle time will focus on managing emotions and behaviours. The sessions also cover belonging and feeling safe, reconnecting with friends, being positive and looking forward and kindness. The school rules will be re-established with the pupils, emphasising the school values that run alongside them. Pupils will be given space to explore their feelings and seek out help to manage them. School needs to be a safe and happy place before learning can begin. Each class will also be taking part in half termly Forest School sessions to enable communication, empathy, problem solving and collaboration skills to be developed.

Creating a sense of belonging

Whilst we are unable to be together in daily collective worship, it is important to feel a sense on collectiveness and belonging. All classes have daily collective worship, with Thursday and Friday being celebration focus. We will also be holding special learning days throughout the year and sharing the learning school wide through videos and live sessions.

Re-engaging them in learning

Once the children feel safe and happy, they can begin to engage with their learning again. To help transition, focussed learning will be kept to short bursts in the beginning. This will be broken up by mindfulness activities and go noodle. Child-led projects and story based learning will aim to re-engage the pupils with their learning. The Maths, English and Topic based learning will mirror what is being set on Teams for those learning at home.

Preparation for transition

Transition back to school will be aided through social stories and communication from staff. Pupils will be given time to adjust to their new routines, spaces and adults. Transition between school years will be planned through virtual meetings and tours. Larger transitions (into reception and year 7) will be a focus for those pupils within PSHE time.

Autumn Term Plan

	What?	How?	Why?	How do we measure impact?
Rebuilding Relationships	Making contact with	Staff team, SLT. Letter sent	Children begin to understand	Engagement of families

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” BC & MC	the children and families	home in the post. Information posted on the website. Whole school activities posted on twitter and WEDUC. Information shared with CT and SLT. Visible SLT in the morning and at the end of the dy.	that we are still here and haven’t abandoned them. They begin to accept school is still here and we will help them to get back to school in the safest possible way. Trust begins to be re-established. Listen to parents as will enable us to understand what support is required to support	through email and WEDUC.
LEVER 2: COMMUNITY “We need to listen to what has happened, and understand the needs of our community and engage them in the transitioning of learning back into school” BC & MC	Baseline children	Discussion with Parents/Families Information from outside agencies and information shared with staff during Lockdown. Governor meetings.	Appropriate phase for individual children. Signpost appropriate interventions and support.	Discussions with all stakeholders.
5 Losses LEVER 3: TRANSPARENT CURRICULUM “All will feel like they have lost time in learning and we must show them that we are addressing these gaps... to heal the sense of loss.” BC & MC	Teachers/Staff focus on 5 losses	LOSS OF ROUTINE, STRUCTURE, FRIENDSHIP, OPPORTUNITY AND FREEDOM.... WHAT do these mean for EACH of our children WHAT DOES IT LOOK LIKE....., HOW DOES IT PRESENT IN THE CHILD?	Inform planning and interventions required to ensure a successful transition back to school and to learning. Developmentally appropriate strategies and interventions.	Discussions with staff and parents. Rag rating behaviours and engagement.
Inquiry based learning LEVER 4: MEGACOGNITION	Themed based topic that engages and motivates	Time to observe and be reflective about teaching – coaching (staff)	Reengagement of learners. Co or self-regulation	BLP plan Behaviour Policy SALT Plan

“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” BC & MC	all children. Play and fun practical activities. BLP.	Discovering what really engages each individual. Time to play, build trust, relationships. Time to learn how to be ... Time to rebuild confidence, self-esteem, resilience, how to interact.	secure. Behaviours managed safely. Relationships rebuilt. Trust Wellbeing of all considered and supported. Staff confident that they understand the engagement of each child.	Updated EHCP Best Intended Outcomes. Expected outcomes set.
Plan do review Good understanding of how each child develops. Listen to staff and how they are learning and understanding LEVER 5 SPACE “To be, to rediscover self, and to find their voice on learning. 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” BC & MC	Plan do review each week – Staff and Team meetings. Well Being activities for staff. Parent evenings	Regular checks with staff that they are all okay. Monitoring EFL and Rag rating to ensure all children’s needs are being met. Peer to Peer Coaching Effective communication with staff, parents, governors and children if appropriate	Everyone is given the time and space to recover and reengage. Celebration of successes. Everyone feels valued and understood Everyone feels supported Everyone children, staff and parents are ready to move forward and be effective learners. All individuals SEMH needs are being addressed and interventions are successful.	Readiness to proceed on the appropriate individual pathway with highly skilled, reflective and confident staff

Further reading and resources:

Thinking and research

Think piece. A Recovery Curriculum: Loss and Life for our children and schools post pandemic. <https://www.evidenceforlearning.net/recoverycurriculum/>

How we plan for the return to the classrooms, playgrounds and corridors of schools. <https://restoreourschools.wordpress.com/>

Support a Safe & Successful Return to School using the SWAN framework
<https://elearning.creativeeducation.co.uk/courses/support-a-safe-successful-return-to-school-using-the-swan-framework/>

Five ways to help children heal after the pandemic <https://www.tes.com/news/five-ways-help-children-heal-after-pandemic>

Reducing Anxiety in Kids Returning to School After Isolation
https://www.teachstarter.com/podcast/reducing-anxiety-kids-returning-school/?utm_source=facebook&utm_medium=social&utm_campaign=podcast&utm_content=Reducing+Anxiety+in+Kids+Returning+to+School+After+Isolation

Resources to use in school:

Posters to use in school <https://www.griefrecoverymethod.co.uk/schools/>

How can we best support children and young people with their worries and anxiety?
<https://emergingminds.org.uk/supporting-children-and-young-people-with-worries-and-anxiety-coronavirus/>

Worksheets and workbooks <https://www.yesfutures.org/resources-for-parents>

Books beyond words <https://booksbeyondwords.co.uk/coping-with-coronavirus>

Supporting staff to support children:

Supporting Parents and Children Emotionally <https://rockpool.life/course/space-supporting-parents-and-children-emotionally/>

How to start a conversation with children about mental health
<https://www.mentallyhealthyschools.org.uk/getting-started/how-to-start-a-conversation-with-children-about-mental-health/>

Tips on various issues regarding mental health during the pandemic:
<https://www.headstogether.org.uk/60-second-support/>

How to have difficult conversations with children
<https://learning.nspcc.org.uk/safeguarding-child-protection/how-to-have-difficult-conversations-with-children>

Talking to a child worried about coronavirus (COVID-19)
<https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/depression-anxiety-mental-health/>