

The Beacon Centre Secondary School: Recovery Curriculum Intent and Implementation

From reconnection to recovery and resilience.

Intent

The unprecedented COVID-19 pandemic lockdown brought months of change and challenge for our Young People and their families. Dylan Wiliam (2013) describes the curriculum as 'the daily lived experience of a child.' As a result, we are implementing a Recovery Curriculum for Autumn 1 2020, with a focus on

- Reconnection
- Recovery
- Resilience

Delivered through compassionate leadership and teaching, using a relationship based approach.

We are mindful that not all of our children and families will have had the same experiences through lockdown, and that all of our children will have suffered one or more of **B & M Carpenter's** (2020) five recognised losses:

- Routine
- Structure
- Friendship
- Opportunity
- Freedom

As such, our Recovery Curriculum is designed to be appropriate and personalised, built on compassion and collaboration in line with the aims and values of The Beacon Centre's Secondary School.

Implementation

The Recovery Curriculum will be assessed at the end of every two weeks, with the intention that we will move towards a more familiar age appropriate timetable by Autumn 2. As there is no prior research to the current educational situation through Autumn 1 we will use best informed judgements to ensure that we develop effective learners through a phased approach using:

Relationships

- building quality interactions through speaking and listening opportunities, turn-taking and using sentences to develop thought processes and sentence structure, leading to written sentences

- opportunities for outdoor learning to build peer relationships and independence

Community

- engaging with children and being active listeners
- appreciating the role of parents and carers and taking feedback of shared learning

Metacognition

- explicitly scaffolding skills to re-skill and rebuild knowledge

Transparency

- co-constructing the curriculum with our children
- clear explanations of how we are addressing the social and academic gaps caused by lockdown

Space • providing opportunities for our children to be outside

- Within Morning lessons, sessions of no more than 30 minutes followed by physical interjections to manage tension and trauma
- Afternoon lessons are extended in order to allow for a greater depth of relationship building and exploratory learning.
- Extended PM Tutor Sessions in order to help foster relationships and ease transition back into a full day of learning.
- Consistency of staff to establish routine within subject areas.
- A consistent weekly timetable to establish routine and familiarisation.

Our children need to rediscover their self-image and self-esteem. We intend to provide opportunities for them to re-live, internalise and explore their lockdown experiences while responding to the children's individual needs. Having a specific curriculum focus on emotional expression, wellbeing and security will help to prepare our children for adulthood (**Carpenter & Carpenter, 2020**)

Bibliography

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