



Moss Lane School September 2020

Recovery curriculum

Issues that are likely to arise

The 5 losses

- Loss of Routine
- Loss of Structure
- Loss of Friendship
- Loss of Opportunity
- Loss of Freedom

Loss generates consequences:

- ❖ Bereavement
- ❖ Trauma
- ❖ Anxiety
- ❖ Attachment

A recovery curriculum

The Local Authority advocate a model of a '**recovery-based curriculum**'* as espoused by **Barry Carpenter and Matthew Carpenter** that could be used. This is based on compassionate leadership that places an emphasis on the whole child. This means that this will not be a normal return and children will not immediately pick-up the curriculum from where they were previously.

The recovery curriculum is concerned with the fundamental wellbeing, and positive development of the child within a secure environment. Without this, there will be no results that have real meaning and children will not be well placed for either transition or adulthood. The principles below are based on those of the recovery curriculum and are as follows:

1. Securing relationships and supporting communication
2. Basing our approach around the needs of our community
3. Achieving curriculum balance
4. Identifying and addressing curriculum gaps
5. Rediscovering and rebuilding learning resilience (metacognition)
6. Rebuilding well-being

1. Securing relationships and supporting communication

- Don't expect all children to return joyfully.
- We can't expect our children to return in the same way that they left, and many of the relationships that were thriving, may need to be invested in and restored at both a student and staff level.
- It will be important to reset and build relationships. **John Hattie**, in his think piece around closures, strongly advocates the importance of communication and it is vital that staff build in time to both talk and listen to the child, rather than focusing too early on academic gaps.
- These gaps are important but so will be some of the social and emotional gaps that will have arisen for many of the children as they navigate their own understanding of the current changes.

What this means for us:

- Build in regular talk / exploring activities with the whole class over the first couple of weeks
- Use 'Thrive' activities to support the class
- Individual/small group support for children who find it particularly difficult

2. Community: focusing on our needs

We need to:

- Listen to what has happened to our children and their families in this time
- Understand the needs of our community
- Engage them in the transitioning of learning back into school/setting
- We should be going further than ever in retaining their place in school/setting and truly using any exclusion as an absolute last resort
- Support for inclusion is paramount

What this means for us:

- Build in regular talk/ exploring activities with the whole class over the first couple of weeks
- Use activities to support the class in their well being
- Individual/small group support for children who find it particularly difficult
- Increase support across the school
- SENDco and HSLW work closely together to support individual needs

3. Curriculum: establishing balance

We should ensure that the return to school achieves a balance in the curriculum that is offered.

There may be a temptation to focus on the gaps that may have been there in the core subjects, in the teaching of phonics, reading, writing and mathematics.

However, we are very proud of our broad and rich curriculum, and this should have priority of place as it always does. We need to give children returning after a long break time to express themselves in creative and imaginative ways.

What this means for us:

- Spend the first two weeks rebuilding confidence
- Eliminate some of the more 'dry' activities in the Term 1 topic to create space for additional art/creative activities at the start of term
- Adjust the 'normal' Term 1 curriculum by shortening the usual topic
- Have a whole-school theme to help unify the school (eg link into our School values - Friendship at Moss Lane)

4. Curriculum: addressing and identifying gaps

Many of our children will feel like they have lost time in learning and we must show them how we are addressing these gaps. We need to get a real sense as to what each child's experiences have been and the extent to which they have engaged in distance learning (if appropriate) and what their educational life has been like at home, including learning through play with younger siblings.

There will have been some curriculum offer or provision but there will undoubtedly be gaps. The staff will be aware of where these might be and any content that has been missed, so this can be mapped and shared.

Children should not be subjected to formal testing or overly directed play. There will need to be an assessment period, but this must come after the relationships have been re-established and children are confident in their place in the class/setting.

What this means for us:

- Spend the first two weeks rebuilding confidence and begin to identifying gaps
- Take as a starting point the previous year's curriculum expectations for the end of the year
- Adapt medium-term planning to meet those needs
- Utilise teachers and LSA staff to run booster sessions (when children are ready: this will be a longer-term project)
- Incorporate National plans to support children through tutoring

5. Rebuild Learning Confidence (Metacognition)

In different environments, whether at home or at school, children will have been learning in different ways. They may not be used to working at pace or at length. It is vital that we make the skills for learning in a school environment explicit to our children to reskill and rebuild their confidence as learners. This is where skills need to be seen in the broadest sense.

Children on return may need to look at communication in particular and how they understand themselves and others in the changes that have taken place.

What this means for us:

- Spend the first two weeks rebuilding confidence
- Use Thrive-based activities with the class or with groups
- Additional Thrive activities/ support for individuals/groups
- Refocus children on our core learning skills: talk about these explicitly, and encourage children to identify their strengths/needs for themselves
- Gradually build up pace/length of activities: we don't expect too much on Day 1

6. Improving well-being

Children need to be able to rediscover themselves, and to find their voice but with the space to do it. There will need to be time built into the day for well-being, which could use both the inside and outside environment.

There is a danger that children could become too restricted within the confines of their classrooms/settings, so the use of outdoor space (ensuring social distancing) is helpful to give children time to reflect and have space.

Needs to be a clear focus on identity, self-esteem.

School may seem irrelevant after a long period of isolation and the process of re-engaging children is vital.

What this means for us:

- Use of Thrive activities to support classes/individuals
- Whole-school well-being focus through assemblies/SEAL/PSHE programme
- Utilise outside areas: e.g. allotment, additional sports activities and additional time outside
- Whole school project (Moss Lane Day): focus on art/creativity/nature

Well being

As a school, we already have a secure basis for providing support for children's mental health and well-being through our practitioners. We are putting in additional PHSE time during the day to support children with their mental and emotional being.

We will also be considering:

- HSLW working to support individual children/families who might need extra Providing additional training and support for staff.
- SENDco working and supporting children and families.

Supporting Staff well-being

Some staff may also find the return to work a difficult time. Worries may include:

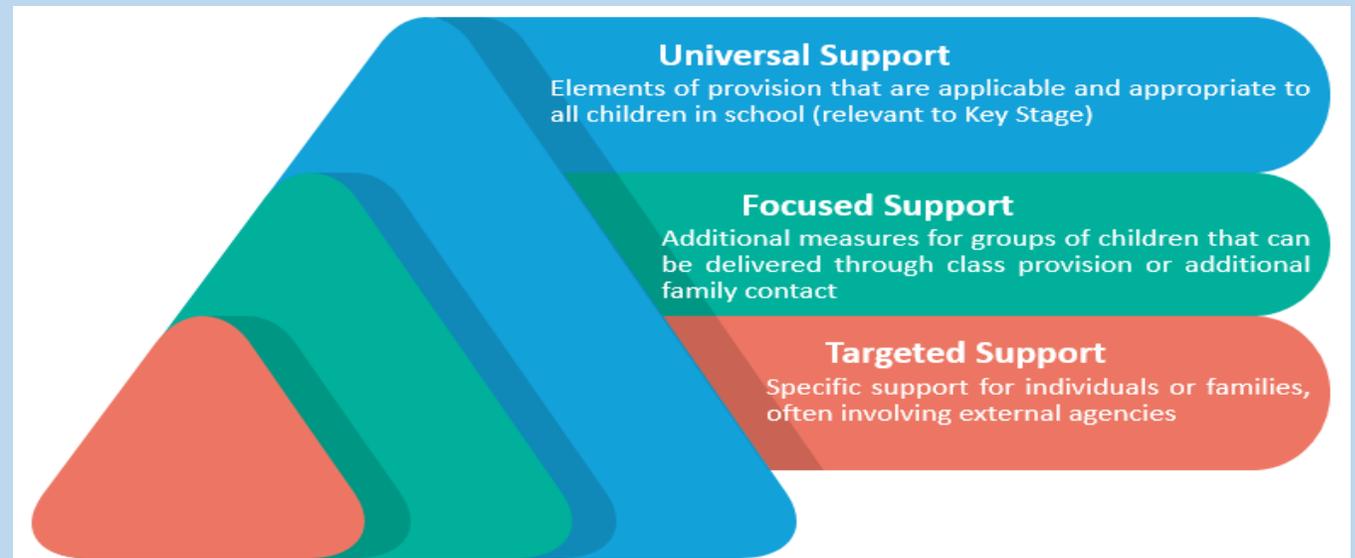
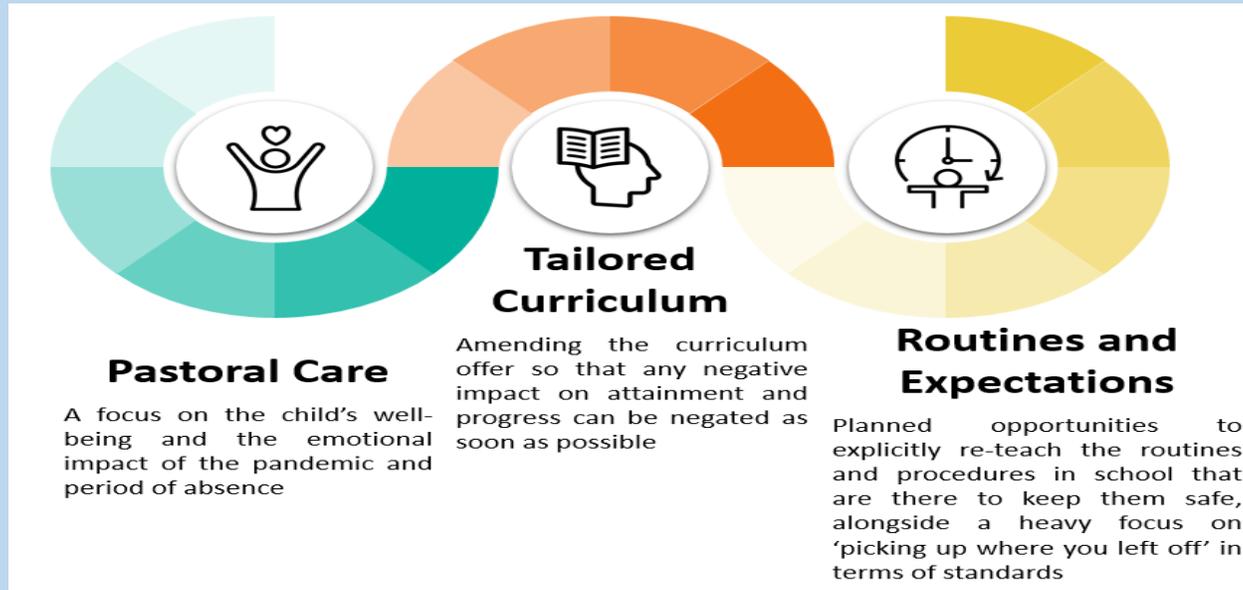
- Anxiety about their own health
- Anxiety about meeting the needs of the children
- Feeling deskilled after a long period of time in isolation

What we can do to support staff:

- Give staff regular time to talk and share feelings
- Re-structure staff meetings so that they are not too intense early on
- Utilise Inset Days to give opportunities for staff to get together
- Provide staff with a go to person if appropriate
- Provide access to external support

Step-Up September is split in to three strands:

Levels of support for each strand will be implemented in a tiered approach:





The following information outlines the actions that will be taken by Moss Lane School at various levels. Actions will be organised by strand and then by level of support so that there is a clear priority, purpose and direction of support.

Pastoral Care

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"> ➤ Children who demonstrate changes in behaviour are to be referred to DSL and Pastoral Care Team (PCT) through CPOMS. ➤ Exploring children’s experiences of lockdown and allowing them to share- positive and negative. ➤ Maintain communications through website, newsletters and sharing of class work with parents to maintain that ‘connection’. ➤ PSHE to focus on change, anxiety and mindfulness – any cause for concern to be referred to the Pastoral Care Team (CPOMS). Be Consistent and meaningful in messages. ➤ Environments to be low stimulus to support re-integration for SEND (and all others) and to celebrate achievements of children as a motivator. ➤ Virtual assemblies to still maintain a ‘togetherness’ and weekly Friday Zoom HT gold assemblies celebrating the successes of the week. ➤ Establish up-to-date contact details (especially emails) from parents. ➤ Staff to ensure that they are taking care of themselves and be in the very best health to be able to support children. ➤ Frequent genuine opportunities for praise develops positive wellbeing. ➤ Relationships-be invested in and restored. ➤ Space- To be, to rediscover self and for children to find their voice of learning. ➤ Seeing school as a safe place. ➤ Mark & remember the end of lock down beginning of returning to normality. ➤ Share whole school shared social story/script with key information to help children understanding the facts of lockdown. 	<ul style="list-style-type: none"> ➤ PCT (Primary Core Trust) to speak to families who have experienced trauma/change in circumstances – what help do they need? ➤ Ring-fenced whole-class reading sessions – focussed conversations on vocabulary and emotional literacy using books about perseverance, resilience and mindfulness. ➤ Acknowledge children who need respite from ‘work’ and need extra space i.e. time out to read and relax. Short frequent breaks initially. ➤ Where teachers feel it is appropriate for whole-class ‘down-time’ then provide children with mindfulness/mediation/yoga activities. ➤ Staying connected with any families who remain at home – HSLW phone calls. 	<ul style="list-style-type: none"> ➤ Bereavement support for those children/families identified. ➤ Referrals to a range of external agencies where concerns have been identified. ➤ Provide/receive any updates for CP (Child Protection) /CIN (Children in Need)/Early Help/Vulnerable families through contact with social worker and other external bodies. ➤ Referrals to School nurse for children returning with additional/altered medical concerns (not neglecting mental health). ➤ Referrals to HSWL those families/children who need additional support. ➤ Children identified for Drawing and Talking intervention. ➤ Individual risk assessments for those who have been shielding/vulnerable. (SENDco, HT, SBM)



Tailored Curriculum

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none">➤ Teaching staff to be mindful that any perceived 'drops' in standards are not deliberate, but an upturn in standards requires deliberate practice.➤ A focus on handwriting to quickly re-establish high standards – not necessarily explicit sessions, but a heavily promoted class culture.➤ Phonics to be delivered regularly and with rigour, revising sounds that children may have forgotten. Initially to be done as a whole class.➤ Regular reading lessons that foster the love of reading and book enjoyment, but that focus on discussion and promote speaking and listening.➤ Conversation around picture leading to regular writing across the curriculum. Lots of short-burst writing to promote writing stamina, but also revision of sentence structures. Dedicated time to write about an image daily – Staff to make use of www.pobble365.com.➤ Maths is to focus on number work with a daily arithmetic session. Mathematics, to be accessed regularly to support automaticity of recall – retrieval practice heavily used also.➤ Computing curriculum to focus on online safety.➤ PE curriculum to focus on fitness – children are to actively increase their activity levels, beyond 'games'.➤ No 'baseline' tests until Step-Up September is complete (tests beforehand would result in false negatives).➤ The introduction and of application of Rosenshine's Principles of Instruction needs to be the teacher default position.➤ Develop metacognition – Learning in many different ways.➤ Recognising that the curriculum has been in the community for a long time. Staff to be empathetic that learning has been lost and that's ok we will help children➤ Developing children's self-esteem, confidence, independence, resilience, having a go.➤ Reigniting the flame of learning in children.	<ul style="list-style-type: none">➤ SENDco to contact families to discuss provision this year and share provision mapping so they know what support their child will be receiving.➤ Child voice is to be acknowledged and consideration given to the wishes of the child in terms of pace of learning (SEND) to ensure they are not further disengaged.➤ Promote independent learning for those that have become particularly reliant on an adult (through home-learning).➤ Ensure that appropriate groups receive curricular support but that scaffolding is withdrawn quickly so that emphasis is placed on children being independent learners.➤ Gaps in non-core curriculum to be addressed at the commencement of new topics i.e. where children have missed out on learning about the Titanic they will receive a few lessons on this prior to learning about it.➤ Teachers are to identify lessons on Oak National Academy that could be used to share with parents as pre-learning for non-core.➤ Post-September assessments to support identification of starting points and gap analysis – use to identify target groups for interventions.	<ul style="list-style-type: none">➤ Children who have not engaged in any home-learning to receive specific focus/intervention to support them in quickly returning back to pre-COVID level.➤ Learning support & Ed Psych support to identify and focus on specific children. This is to be reflected in the child's learning plan and results of which are evident in intervention activities and extra 'booster' support.➤ Appropriate adults to work safely with children, by way of intervention – this is not to occur during core subject time, but through agreement with the Classteacher about the child's priority learning.



Routines and Expectations

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none">➤ Pre-recorded /virtual assemblies to re-establish the school's values and behavioural expectations.➤ Introduction of the 6 new school values and 'over-communicate' this in correspondence with children.➤ Children to come to an agreement about what the school values will look like in their classrooms (pictures, writing, drawing...whatever they want)➤ A separate assembly that is made available to teachers and children to watch at any time is to be recorded. This will explicitly refer to the hygiene procedures and bubble integrity.➤ All staff to be responsible for the behaviour and attitudes of all children, whilst also acknowledging an adjustment period.➤ Clear and consistent message and boundaries from all.	<ul style="list-style-type: none">➤ Develop the use of behaviour mentors to foster good learning behaviours and attitudes to one another. Relate these to the school values and new protective measures.➤ Regular reminder for those struggling to distance and follow hygiene procedures. Again, this is everyone's responsibility. If children are not seen adhering, we are all to address it.➤ Specific group conversations or assemblies (distanced) as required if there are pockets of children that are not following expectations.➤ Quickly identify groups of children that are not attending as regularly as expected.	<ul style="list-style-type: none">➤ Provide additional support materials and offer sessions beyond the school day for those requiring it.➤ Karen Sutton /Joanna Higginson (HSLW /attendance officer) to conduct home-visits for those children with a particularly poor start in terms of attendance.➤ If individuals stand out as being unable to quickly return to the 'Moss Lane Way', contact with parents is to be made and a home school book to be used (if related to poor behaviour).➤ Specific praise needs to be given to those children that have adapted well (in their own context).➤ This praise can be awarded in class, through 1:1 praise, virtual assemblies or through messages to parents. <p>At all stages, we must acknowledge that some children will need more time than others to adjust and 'return as normal'.</p>