

Mount Pleasant Recovery Curriculum

On 20th March 2020, the coronavirus pandemic forced schools across the country to close to the majority of pupils, remaining open to support only a small number of vulnerable and key worker children.

This was a crisis that was totally unique for pupils, parents and teachers alike. Teachers and teaching assistants set to planning and preparing for the days and weeks ahead in how to support our children.

In the first instance, work packs were provided for all year groups to complete at home.

An online learning platform was developed through the use of Dojo and the website. Resources were uploaded and office staff endeavoured to support with parents ability to access the site. Once established, parents and teachers were able to communicate, upload work and other activities and keep in touch.

Staff read stories, provided a daily sporting challenge and created activities which did not require any resources. Or those who still found this difficult, work packs were provide and collected form school.

Teachers and teaching assistants made phone calls throughout the while time. It was an opportunity for parents to share any issues and discuss any problems. The staff were able to give advice and support and keep in touch with their class.

Memories from lockdown that I would like to keep.



Great illustrations! 😊

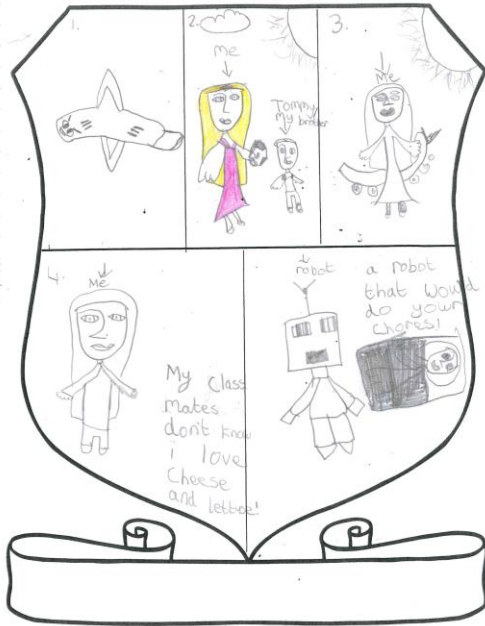
The Mount Pleasant Recovery Curriculum is in response to the time missed at school and to support with any related 'Lockdown' issues. It is to support our children to develop socially and emotionally when they return to school and get back to a new normal, reconnecting with life in school.

The first stage of the curriculum is developed through the 5 'Rs'- Reconnecting, Recognition, Reward, Relaxation and Readiness.

Teachers and teaching assistants have planned a series of PSHCE lessons which allows time and a safe space to listen, share and discuss. To identify any children who have had particular challenges and provide support for their emotional and mental wellbeing. Our aim is to prepare and engage in readiness to continue learning.

Teachers and teaching assistants have planned a series of PSHCE

What are my likes and dislikes?



Tuesday 15th September 2020
L.O-What did we do during lockdown?

Negative

I didn't like cooking dinners. I didn't enjoy cutting my brother's hair. I changed.

Positive

I liked to play with my brother. I liked helping my mum with cleaning. I like when I come back to school to learn new things!



Examples of work completed through PSHE lessons on return to school.

Monday 7th September

My body my health

Mental wellbeing

LO- To be able to feel relaxed.
LO- To know what you do in your happy place.

How can we keep our minds healthy as well as our bodies?
How can I keep myself healthy?



me in my back yard with my sisters Daisy and Jessica.

Recovery Curriculum Guidance

Basic Skills and Core Subjects

All scenarios	Full Return	
<p>How are schools identifying gaps and planning to bridge the gap? In which subjects? RWMSc?</p> <p>How are last year's and this year's objectives linked – to avoid delivering a whole year group curriculum twice.</p> <p>Did you maintain or teach new content for those children who did not attend school. How do you know what children 'learned' during this time?</p> <p>Consider the use of 'tutors' to deliver some focused learning for children who cannot / will not attend school in September.</p> <p>How are opportunities for talk and social skills embedded in to curriculum delivery – children will need to redevelop these skills?</p>	<p>Teachers need to develop clear transition information regarding what was and wasn't taught prior and during lockdown. Pupil level / objective granular information shared to ensure teachers are clear on individual strengths / areas to develop. This requires time.</p> <p>Plan to address the gaps in learning. How will this be delivered? Half a term of previous content or previous objectives linked to new learning – as a lower starting point – but not the end goal - for learning. Be clear on the school approach and system for delivery.</p>	<ul style="list-style-type: none"> • A new document on guidance for 'catch up to progress' has been made for both reading and writing and shared with staff (accessible on staff area). This shows key basic skills and knowledge which the children must have to support their progress in to their year worth of work. These skills are mapped and planned for throughout each half term. • Objectives which are taught to be passed to next teacher to show what was taught in reading and writing and what was not • New overhaul of reading curriculum and teaching to ensure quicker pace to catch up on lost learning • New dedicated texts which each class must know inside and out each half term and dedicated modelling of reading time each day to show to children how we should be reading • Basic skills tasks placed daily for each class on Dojo (spellings, sentence writing, stories, reading tasks – some created by the teacher and some through the Oak Academy of learning) • Some staff read daily to their children on Dojo throughout lockdown and also requested regular reading by the children in which they would video themselves or record their voices • Training given to staff on writing and new writing progression document – ensure past skills are built upon across the year to develop children as more rounded and confident writers with lots of greater depth opportunities

Wider Curriculum

<p>Consider how to share what curriculum content has been missed / embedded – that is required for future learning / national curriculum expectation?</p> <p>How can you ensure that <u>vital</u> wider curriculum knowledge is delivered that may have been missed / embedded in previous year? E.g. Texts chosen (e.g. a text about the Egyptians in an English lesson), home learning, met later in the curriculum? Which subjects can be started at year group point?</p> <p>How can content that is required for future progressive learning be developed? E.g. a piece of knowledge about the</p>	<p>Ensure teachers are clear about the learning that needs to be in place prior to new content being taught.</p> <p>Consider the order of teaching units – if there are constraints around equipment – e.g. teach electrical circuits later in the year. Can some units be taught with more resources?</p>	<ul style="list-style-type: none"> • Audit: which knowledge and skills have not been taught since March? Teachers to track back in their subject and add details to current session plans. • Assess what starting points will be • PSHE complete re-plan to include the recovery package. • Outdoor education to become instrumental in the curriculum. PD • Use links document to prioritise learning e.g. those pieces of knowledge which will impact further in the curriculum. • Use class novels if appropriate to fill in some of the knowledge gaps left form March. • Consider homework activities which can revise knowledge and skills previously taught. <p>RSE- PSHE Puberty</p> <ul style="list-style-type: none"> • Year 5 return the children will complete their short Year 4 block of lessons that were not completed
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Egyptians that is the basis for learning about the Romans?

Consider how adaptation of content and theme can support other aspects of development – e.g. English experiences of lockdown – poetry?

- The Year 6 programme covered with the new Year 6 children and any of the year five sessions which they will have missed will be incorporated in these lessons.
- The Year 5 puberty sessions will be covered later that school year.
- On line safety it is covered throughout our wider curriculum and class lessons along with lots of work on positive mental health as noted in the statutory framework and within the RSE curriculum

Online / Home Learning

Which online sharing system are you going to use? Secure YouTube channel, See-Saw, class dojo etc.? How will children 'see' staff? This needs to be planned for before a further lockdown. Are class email groups set up? Particularly in relation to some aspects of the curriculum, such as phonics?

How will parents be aware of school e-safety expectations of the school?

How clearly have you communicated the strategy to staff?

What do schools do if no laptop / device at home? How do you know if families have paper / pens etc.? Consider the use of printing requirements – what if parents cannot print? Access to ICT at school?

For children who did not partake in home learning previously, how will you find out the 'blockers'? How will you monitor and support children who are not taking part in the 'offer'?

How do we effectively teach children how to be effective 'distant learners' when in school in preparation for any further lockdown?

How will reading be promoted? Class novels? Phonics books? Online / physical?

If you use social media – how will you ensure families who are not on 'facebook' are kept abreast?

How are you gathering the views of families in relation to how home learning is going? E.g. survey monkey.

What is your communication strategy – how often, who and why will you contact families? How will you keep abreast with

How will you cater for those very few children who may not return to school? How will you ensure that they 'keep up' as far as practically possible with the core curriculum? How will the mental health work that children in school will be experiencing be accessed by children at home – as these children may need it most.

How do we effectively teach children how to be effective 'distant learners' when in school in preparation for any further lockdown?

How will you plan for access to technology at home whilst children are in school?

What is your communication strategy – how often, who and why will you contact families? How will you keep abreast with families' changing circumstances? Will you speak with children as well as parents?

- Gather intelligence from the lockdown about who did not engage with the online learning and what barriers there were (POG)
- Send out a questionnaire gathering parents' feedback on the offer they received – quality of work, communication/pastoral support and marking and feedback (September)
- Explore the best platform to use moving forwards- class dojo, Seesaw, Showbie – Choose and share with staff on the training day
- Share findings with SLT – Plan the steps for developing the online learning curriculum so it can be used if we lockdown – **launch on training day in September**
 - One hour a week to be used to plan an online curriculum – The focus to initially be Autumn 2
 - One core lesson a week to be filmed and the pupils need to try and use this to inform their learning
 - Ensure children are confident using E books – (needs to be resourced)
 - Autumn twilights to be planned as training times for online learning
- Senior Leaders to check the offer of each year group so far to ensure that the offer is equitable
- Ensure any child disadvantaged by technology at home is provided with hardware so that they can access the online curriculum - Cost up the more effective devices and use tutoring funding or apply to use reserves
- Ensure that more homework is completed online so that pupils are confident using the technology and have regular exposure in how they use it
- Use the platform to communicate with parents so they too become confident at using the technology in order to receive information and support their children online
- Send parent and pupil surveys collecting feedback about the quality of the offer, homework, ease of using the platform and how effectively it is a communication tool

families' changing circumstances? Will you speak with children as well as parents?

Physical Health / Outdoor Learning

How can you include active play and physical exercise in to the curriculum timetabling – especially if traditional PE lessons are not able to be delivered? Social distanced PE activities are available.

Consider how effectively teaching hygiene practices can be embedded for all children – year groups who haven't been in school previously and those who have forgotten 'the rules'.

Consider how the outdoors can be utilised to develop curriculum delivery and physical health through other subjects.

Consider how often children are able to access outdoors to develop physical health – paying attention to the notion of 'bubbles'.

Develop a connected offer of PE challenges / virtual sports day across to develop a Trust 'connectedness'.

- Timetabling of outdoor areas/field to allow bubbles specific times to access.
- Time slot to complete the daily mile for each class.
- Hall slot daily to complete Jumpstart Jonny or Fit for Life in bubble.
- Complete Go noodle physical activity (also links with mental wellbeing activities) in class room.
- PE socially distanced activities using minimal equipment e.g. Adventure assault courses – shark infested waters etc. /Relay races / Run around when the teacher calls your number, time limit activities/Roll the dice –each number is a different activity/Use of playground markings.
<http://powerofpe.co.uk/socially-distanced-p-e-a-few-ideas/>
- Hygiene practices embedded when children return – use of PowerPoints/ Hand washing videos.

- Science - Link - effect on heart rate of different exercises./ outdoor garden
- Geography – link - orienteering section in Complete PE /map skills
- Family links – online Zoom session encouraging benefits and ideas for active family time.
- Possible Live It and Get Active scheme to start from year 1-6 focussing on fitness and healthy eating.
- Participation in a Virtual Sports Day /Competition /MAT Football held across the trust

Mental Health and Wellbeing

Knowing which children are vulnerable – those who shielded, financial issues, bereaved, other vulnerabilities – social care etc: what is their offer?

Talk about the lockdown period – must be allowed to talk. Anxiety, trauma, bereavement (general loss)

Daily timetable changes – daily check in? Mindfulness?

Ensure that the curriculum is based on a readiness to learn.

Consider the 5Rs to support children to be ready to learn. (Reconnecting, Recognition, Relaxation, Reward, Readiness – refer to NW documentation)

Wellbeing offer needs to be in place and underpin curriculum offer across the school to ensure that it is effective in preparing children to learn.

5Rs teaching needs to acknowledge the Lockdown and emotions that have manifested

Reconnecting –

- It is essential for all adults in school to reconnect with their own mental health during periods of transition and disruption so they are mentally fit to support the children in school
<https://www.annafreud.org/media/11242/looking-after-each-other-ourselves-final.pdf>
<https://www.annafreud.org/schools-and-colleges/resources/supporting-staff-wellbeing-in-schools/>
<https://mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/>
<https://youngminds.org.uk/media/3785/staff-wellbeing-best-practice.pdf>
<https://www.place2be.org.uk/about-us/news-and-blogs/2020/june/teachers-looking-after-yourself-is-essential-not-optional/>
- By using a variety of ways to reach out and reconnect with children prior to expecting them to engage in learning will help them to feel comfortable and safe in their new classroom. The first two days of the academic year are to be used to help children to reconnect with their teachers, peers and being in an educational setting after a long break.
<https://www.place2be.org.uk/our-services/services-for-schools/mental-health-resources-for-schools/coronavirus-wellbeing-activity-ideas-for-schools/>
<https://mentallyhealthyschools.org.uk/whole-school-approach/school-and-local-commissioning/promotion-and-prevention/peer-support/>
- Encouraging as many children to connect with teachers using Class Dojo where their work is recognised and rewarded.
- Invite all children to class Zoom meetings so they can meet their friends, share stories and similar experiences, worries, achievements before the end of term.

and arisen during this time. Children need to know that these emotions are universal and we have all been affected by the Lockdown. These skills will be beneficial for children beyond the Lockdown and could support them through future development regardless of Covid.

Consider what parent support looks like to enable the children to successfully return to full schooling.

- Prior to coming back into school all children and parents will be invited to complete a wellbeing questionnaire so everybody has information regarding the family experiences during closure.

<https://youngminds.org.uk/media/3788/welcome-back-guide.pdf>

- PSHE lessons regarding personal well-being, mental health and relationships. Information and advice can be located on many websites including

<https://www.pshe-association.org.uk/content/guidance-and-lessons-teaching-about-mental-health>

<https://mentallyhealthyschools.org.uk/resources/seven-days-of-kindness-calendar/>

<https://www.gov.uk/guidance/teaching-about-mental-wellbeing>

- Regular Facebook posts encouraging parents to access support groups, webinars and similar events offered by multiagency professionals relevant to the family needs.
- Pastoral team have developed strong working relationships with a variety of agencies to enhance the support we can offer to parents, children and their families who may be experiencing short or long term difficulties. These include Children's Social Care, CAMHS, School Nursing, Educational Psychology, SALT, Early Help, Community PCSO, local secondary schools, food banks, local housing officer as well as working closely with the more mature residents who live locally. These links provide support to mental health, wellbeing, financial support, children's behaviour, parenting support, transitional support, this list is endless.
- Providing regular Facebook posts with information for families to prepare for return to school.
<https://youngminds.org.uk/blog/what-to-do-if-your-child-is-anxious-about-going-back-to-school/>
<http://www.starsteam.org.uk/coronavirus-resources>
<https://network.autism.org.uk/knowledge/insight-opinion/back-school-autism-resources-school-staff>
<https://www.childline.org.uk/info-advice/school-college-and-work/school-college/school/>

Recognition –

- Provide recognition of a variety of positive and negative experiences which are unique to the individual encouraging the child to focus on the achievements rather than the losses
<https://www.annafreud.org/media/11610/managing-unexpected-endings-transitions-may2020.pdf>
- Recognition of levels of concentration being short: provision of regular movement or brain breaks to help with this. <https://mentallyhealthyschools.org.uk/media/2028/brain-breaks.pdf>
<https://mindfulnessinschools.org/free-resources/>
<https://youngminds.org.uk/media/3784/finding-the-balance.pdf>
- Emotion boards within class room provide adults an opportunity to acknowledge children's mood: time to talk or offer a book to journal, writing or drawing, depending on learning and communication style.
<https://www.gov.uk/guidance/teaching-about-mental-wellbeing>
- Class teachers completing Mental Wellbeing Pastoral Overview helps providing vital information shared by families regarding experiences, academic work being accessed, SEND, multi-agency involvement and parental communication during lockdown.
- Recognition that children will experience fear, anxiety and uncertainty

<https://www.annafreud.org/media/11608/7waysanxiety.pdf>

<https://www.annafreud.org/media/11495/helping-cyp-manage-anxiety-apr2020-v4.pdf>

<https://www.mentallyhealthyschools.org.uk/resources/coronavirus-anxiety-toolkit-4/?page=1&IssuePageId=12639>

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- Provide time for stories of lockdown to be shared, this has already started within weekly class ZOOM sessions which took place during Summer 2 Term.
- Staff to stay informed of presenting concerns regarding mental health and COVID within children, weekly updates on Kooth https://xenzone.com/wpcontent/uploads/2020/06/CYP_Infographic_110620-CSE_V5.pdf
<http://www.safehandstinkingminds.co.uk/covid-anxiety-stress-resources-links/>
www.childline.org.uk
- Two qualified counsellors available to a total of 3 sessions each week
Home School Mentors available to children and extended family members
Pastoral team available for any experiences resulting in safeguarding interventions
Two trained Mental Health First Aiders
All staff have accessed online safeguarding, bereavements, self-harm, prevent and other training to ensure they are prepared for the impact of COVID 19 on our pupils and their families
- The pastoral team are aware that all families will face seasons of difficulty and are well trained in many areas to offer support. Where support cannot be provided in school, they have a vast amount of knowledge regarding agencies they can signpost families to.
- As a school we recognise that many families are finding it difficult with finances due to many unforeseen circumstances. We have connected with Food Share and The Bread and Butter thing to help families with providing much needed food for their families at a reduced rate.

Reward

- Children are likely to have missed regular feedback on their work, providing plenty of praise and reassurance will encourage them to concentrate and engage on their academic work.
- Praise is part of the ethos within Mount Pleasant School providing praise from the smallest to the largest achievements. This will provide reassurance during the transition period.
- Rewards for online work and achievements in form of dojos
- Attendance awards for those attending school each day.
- Rewards in school for personal accomplishments, achievements, successes, behaviour in the form of smilies
- Class celebrations
- Weekly awards for a variety of achievements
- Children encouraged to volunteer for specific roles in school to develop their self-esteem, confidence and positive sense of identity.
- Work or achievements displayed within school and/or online platforms such as school website, class dojo or Facebook.

Relaxation

- Daily mindfulness time to relax and refocus on day ahead within school <https://www.savethechildren.org.uk/what-we-do/coronavirus/resources/learning-at-home/relaxation-exercises-to-do-at-home-with-your-kids#!>

- EYFS - <https://www.bbc.co.uk/cbeebies/joinin/seven-techniques-for-helping-kids-keep-calm?collection=parenthood-tips-and-tricks>
- Staff regularly encouraged to look after their own mental wellbeing so they are fit to support the children in their care
- Development of ELSA sessions for children who require additional mental health, calming strategies or 'time out' of a large group due to a variety of reasons.
- Quiet lunch times to provide an opportunity for personal space if this is required by some children. When able, The Restaurant will be set up for a small group lunch space.

Readiness –

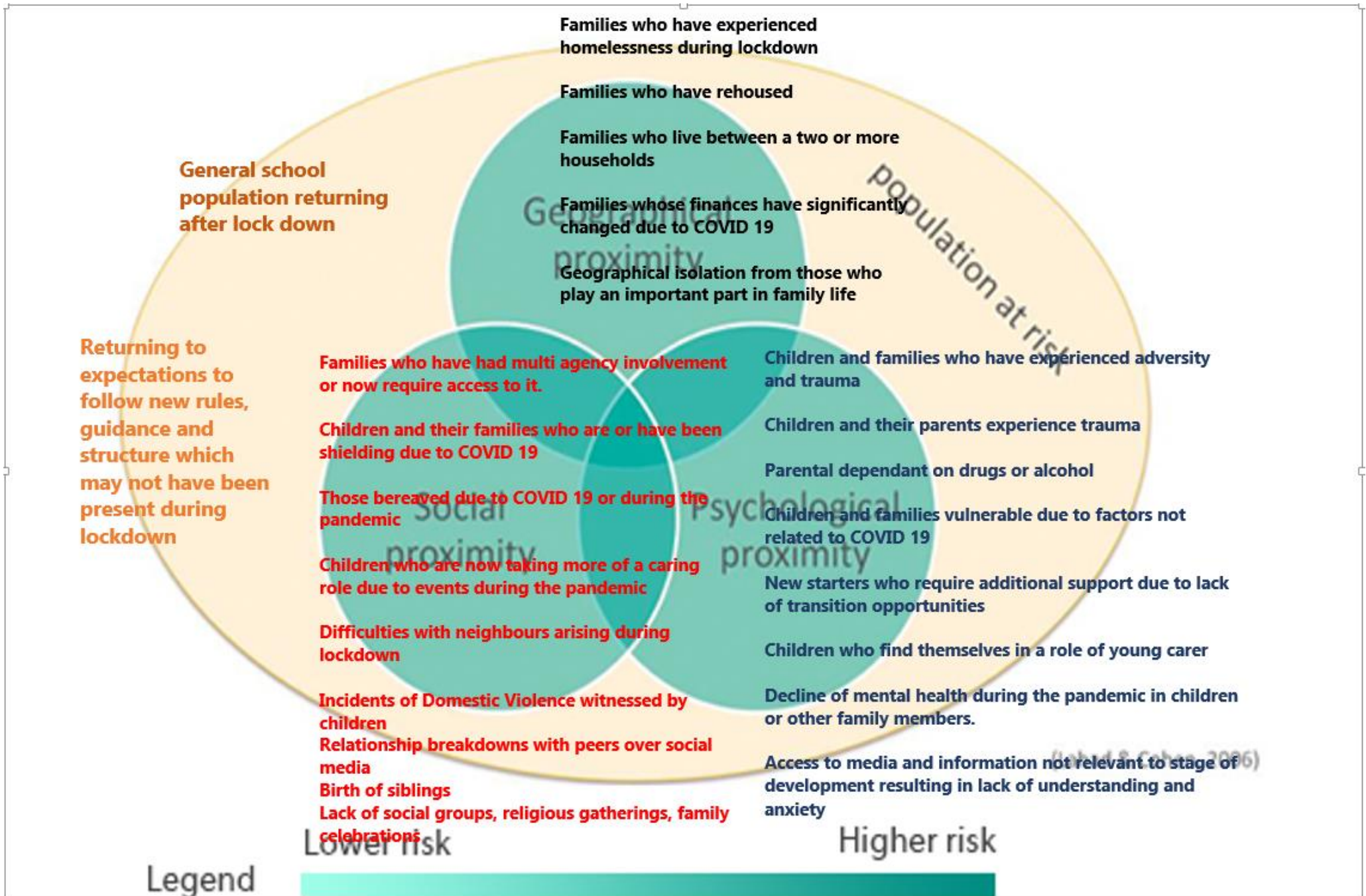
- Teachers plan PSHE lessons and opportunities to talk about their experiences prior to working with core subject curriculum
- Teachers and all other adults working with the children in school to be prepared for conversations regarding bereavement, grief and loss and know how to communicate with individuals or groups to offer support : All staff have participated in online training from CreativeEducation.com
Further support can be obtained from <https://www.winstonswish.org/coronavirus-schools-support-children-young-people/>

<p>Behaviour, Attendance and Welfare</p>	<p>Re-establishing: Routine, structure, friendship, opportunity, freedom</p> <p>Starting well – identifying PAs and different barriers to learning etc. from last year</p> <p>Supporting staff with the process of re-opening schools and being mindful of staff's personal circumstances.</p>	<p>Consider what parent support looks like linked to possible parental anxieties, attendance etc.</p> <p>Consider how behaviour policies may need adapting or reviewed following the Lockdown. Eg – cooling off in other classrooms, cool down in your own classroom, physical contact etc.</p> <p>Reteach the children what appropriate behaviour and conduct looks like. Re-engaging with the language used with children around behaviour. Consider how teaching can reinforce school rules by recognising positive behaviours.</p>	<p>Attendance</p> <ul style="list-style-type: none"> • Reminder to be sent to parents about the expectations of attendance at school in line with government guidance. • Identify families unwilling to send children back to school due to COVID and identify reasons behind the decision – with the aim to reassure parents that school is a safe environment for the child to return. – identify families that need to be issued with a PN for non-attendance. • Identify PA's from previous school year. SC/JL to meet. • PA's letters to be sent to parents. • Attendance P/Cs to be undertaken rather than face to face meetings. <p>Behaviour</p> <ul style="list-style-type: none"> • Staff will have high expectations of children's behaviour. • Behaviour policy amended/updated Sept 2020 • Code of Conduct will continue to be implemented, staff/pupils to re visit policy and embed with in the first week back in autumn term. • Every class to make a class charter linked to the code of conduct and the rights respecting agenda. • Regular pastoral meetings to discuss target children • SLT to discuss how to facilitate Time Out B / C safely. <p>Staff</p> <ul style="list-style-type: none"> • Open door policy for staff to discuss any concerns with Head of School/AHT • Staff will be kept up to date in any changes to policies and procedures. • Staff will be given time to organise their classroom environment for the return of a full class. • Sarah Tighe available for staff supervision
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Consider the school's offer to ensure that the curriculum is engaging and fun for children and that they feel safe and valued, this will improve school attendance.

School should be a 'haven of normality'.

Identify strategies to support vulnerable attendance groups (ie GRT children).



Cycles of Vulnerability based on information Mount Pleasant School has received during COVID 19 Pandemic.