



**Recovery Curriculum**  
**September 2020**

## **Introduction**

This document outlines the Woodfield School Recovery Curriculum from the 7th of September until the 23rd October 2020. It is anticipated that the normal teaching timetable will resume after the October half-term on the 2nd November 2020.

As school communities begin to come together under one roof once again, each student's health and well-being will undisputedly be of paramount importance.

The following document explains

1. Why we need a recovery curriculum and what do we want to achieve from it?  
**(rationale and Intent)**
2. Woodfield's 4 steps to recovery, including what we will be doing as a school to meet these 4 areas.
3. What the recovery curriculum will look like.
4. The Phoenix Project
5. Outline of subjects that will be taught, how these link to the 4 steps to recovery and any adaptations to the school curriculum offer.
6. How we plan to reintegrate students back to school.
7. Lunches
8. Assessment
9. Transport
10. Therapies

## **1. Rationale and Intent**

As we move forward as a school, we acknowledge that a return to a more formalised routine will take time. We understand that all students have had very different experiences of the Covid 19 lockdown. Our students have suffered some great losses: a loss of structure; routine; friendships; opportunities; freedom and in some very sad cases, loved ones. When we talk about a recovery curriculum, we mean our approach, as a response to the losses mentioned above. It is our way to help our students get back into school life, whilst acknowledging the challenges individuals have faced. At Woodfield school, we want all our students to feel happy, safe and able to engage and thrive in their development and learning.

We will use a blended learning approach to support pupils attending school, making sure we support our students and their families to our best abilities.

### **Intent**

- Students to be supported to reintegrate into full time school life and continue to engage and thrive both academically and holistically.
- Students to be supported with any social, emotional mental health that may have risen or been exacerbated by the Covid 19 lockdown.
- To enable students to renew relationships and create new ones.
- To establish a new baseline for students.
- To ensure that individual needs are met.
- To support students in managing their feelings and behaviour.

## **2. Implementation of The Recovery Curriculum:**

In order to do this, we have developed, based on our own expertise as well as the research and expertise of prominent specialists, a reintegration (recovery) approach to support our students.

### **Considerations for supporting out students back to school:**

- Sensory issues will return - noise, people etc.
- Dealing with fear and anxiety.
- Dealing with attachment issues.
- Communication difficulties that may have been exacerbated. .
- Past skills – relearning.
- Social distancing
- School refusal

Outlined below is our plan for reintegration and recovery as well as an explanation as to how we plan on delivering this. We will be focussing on our existing curriculum but linking sessions and activities to the following 4 key principles which we feel are key components to supporting our students.

All classes will run on a tutor lead, class based model for the first half term at least. They will still have input, and in some cases sessions from subject specialists but, in the first instance, these will happen in their classrooms to ensure we can maintain safety for staff and pupils, whilst supporting our students to return to more formalised structures and routines.

### **Woodfield School's 4 steps to recovery**

#### **1.Supporting me to build positive relationships with others**

For the majority of our students, forming positive and lasting relationships is very difficult. we cannot expect our students to return to school and automatically fall back into old routines and friendship groups. Many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen and not just assume that it will.

#### **How we plan to achieve this**

- All classes, whether in pathway 1 or pathway 2 will have a class based, tutor led timetable.

- Each class will have Personal and Social development time every morning and afternoon (whether this be actual or virtual) with their class tutor.
- There will be opportunities throughout the day where the focus will be on rebuilding relationships with peers and adults.
- Learning activities may be tailored to embed the building of positive relationships with friends and staff.
- This will be supported by SALT in class

## **2. Supporting me to manage my feelings and behaviour**

We know that this has been a very difficult time for all and whilst some students may have thrived and not been affected by the covid 19 lockdown and the changes to life, many will have. We acknowledge the need to support our students as they may be struggling with their feelings, emotions and behaviours and ensure that continued learning and development takes place.

### **How we plan to achieve this**

- We are currently establishing a mental health working party. A group of staff members will be fully certified, mental health first aiders and all staff in the school will be trained in supporting students with their mental health.
- We have a dedicated behaviour support team and behaviour support lead. Positive behaviour support plans (for those already on the case load) will need to be reviewed and possibly revised and for some, support plans may need to be written.
- The support team will work with individual students on interventions activities and support when and if needed.
- supported by OT using Zones of Regulation, which can be implemented by teachers or therapists, and is already set up in a lot of classes.
- The Wellbeing therapists will consult with teaching staff
- Therapists will continue having sessions online when on the virtual school rotation.

## **3. Supporting me to enjoy and achieve**

We acknowledge that the majority of students may have lost some key skills and knowledge during the covid 19 lockdown. Although every endeavour has been made to provide robust learning activities and experiences at home, this is no substitute for specialist teaching in school. Our students have not been in a formalised learning environment for some time and those who have been on site have not had a full day of formalised learning. Students may struggle with routine and stamina when learning for a day.

### **How we plan to achieve this**

- All classes will run on a tutor lead, class based model for the first half term at least. They will still have input and sessions from subject specialists but, in the first instance, these will happen in their classrooms to ensure we can maintain safety for staff and pupils, whilst supporting our students to get used to, once again, more formalised structures and routines.
- The core curriculum offer will remain the same, however, there may be changes to some subjects (**please see recovery curriculum offer**).
- Tutors will have autonomy on how they organise their class timetables, to ensure individuals' needs are met.

- We will need to re-assess all students to establish what skills and knowledge may need to be revisited or re-taught and this will take place through the curriculum and individual interventions programmes.

#### **4. Supporting my physical health and wellbeing**

Some of our students have missed out on 1:1 therapy sessions or group therapy sessions. Speech and Language, OT, Physiotherapy, specialist therapies will  
Many of our students find social distancing a very difficult concept to understand

##### **How we plan to achieve this**

- Therapies will continue to take place, therapy plans may need to be adapted or re-written. Some students, who do not currently have therapy plans may need to be assessed and provided with one.
- We have 3 speech and Language therapists and one OT who work closely together, share their knowledge, expertise and knowledge across the school.
- Establishing a 'new normal' in relation to proximity and personal space.
- Specialist classrooms will not be used in order to mitigate any cross contamination from differing class groups.
- Sports sessions will continue to take place, however these will be carried outside if possible and by the class tutor.
- PSD sessions will continue to take place and may have an adapted focus to support individual needs.

### **3. What the day will look like**

Tutors will have the ability to organise their day to suit the needs of their individual students. Classes in 6th form that have Vocational education sessions will need to work around these and teachers must attend horticulture sessions during the recovery period. All classes will have PSHE in session 1 but after that, individual class timetables will vary. A copy of this will be sent home for information.

All sessions will have the 4 areas of reintegration embedded within them as will Preparation for Adulthood.

Below in section 4 is a subjects table with links to the 4 areas.

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1 class based	PSHE	PSHE	PSHE	PSHE	PSHE
Session 2 Class based					
10.00-10.20	KS3 break				
10.20- 10.40 Morning	KS4 and KS5 break				

break	Seperate areas				
Session 3 Class based					
Session 4 Class based					
11.40-12.20	Lunch KS4 & 5				
12.20-1.00	Lunch KS3				
Session 5 Class based					School finishes
2.00	School finishes	School finishes	School finishes	School finishes	

#### **4. The Phoenix Project**

As part of our recovery curriculum, we have developed The Phoenix Project.

The Phoenix project is a creative approach to learning that will support our students with their social, emotional and mental health as well as continuing to develop skills and knowledge in core curriculum areas whilst embedding Communication, cognition, sensory and physical outcomes in relation to the individual EHCPs as well as Preparation for Adulthood.

This has been developed with the support of our therapy team and will embed our 4 steps of recovery.

The students will either take part in an individual or class based project that will culminate in a Presentation. Product or Production. This will run for at least the first half term. The students will work on the project 1 day a week.

**\*Please see Phoenix Project rationale.**

#### **5. Recovery Curriculum offer**

##### **Pathway 1**

Subjects	Links to our 4 steps of recovery	Possible adaptations if needed
Communication	<ol style="list-style-type: none"> <li>1. Supporting me to build positive relationships with others</li> <li>2. Supporting me to manage my feelings and behaviour</li> <li>3. Supporting me to enjoy and achieve.</li> </ol>	<p>This will continue to be taught as part of the schools core offer.</p> <p>There may need to be interventions for individuals put in place.</p>
Thinking Skills,	<ol style="list-style-type: none"> <li>3. Supporting me to enjoy and achieve.</li> </ol>	<p>This will continue to be taught as part of the schools core offer.</p> <p>There may need to be interventions for individuals put in place.</p>
Myself,	<ol style="list-style-type: none"> <li>1. Supporting me to build positive relationships with others</li> <li>2. Supporting me to manage my feelings and behaviour</li> <li>3. Supporting me to enjoy and achieve.</li> </ol>	<p>This will take place each morning across the school.</p>
Creativity,	<ol style="list-style-type: none"> <li>1. Supporting me to build positive relationships with others</li> <li>2. Supporting me to manage my feelings and behaviour</li> <li>3. Supporting me to enjoy and achieve.</li> </ol>	<p>This will continue to be taught as part of the schools core offer.</p>
Lifelong Learning,	<ol style="list-style-type: none"> <li>1. Supporting me to build positive relationships with others</li> <li>2. Supporting me to manage my feelings and behaviour</li> <li>3. Supporting me to enjoy and achieve.</li> </ol>	<p>This will continue to be taught as part of the schools core offer.</p> <p>There may need to be interventions for individuals put in place.</p>

Community		This will be suspended in the first half term and revised following school risk assessments
Vocational education		This will be adapted to limit movement around the school and be limited to tutor class groups.
Sports	Supporting me to build positive relationships with others  Supporting my physical health and wellbeing	This will be led by the class tutor with input from the sports specialists. Sports will take part outside as much as possible.

**Pathway 2:**

<b>Subjects</b>	<b>Links to our 4 steps of recovery</b>	<b>Possible adaptations if needed</b>
English	<ol style="list-style-type: none"> <li>1. Supporting me to build positive relationships with others</li> <li>2. Supporting me to manage my feelings and behaviour</li> <li>3. Supporting me to enjoy and achieve.</li> </ol>	This will continue to be taught as part of the schools core offer. There may need to be interventions for individuals put in place.
Maths, Science	<ol style="list-style-type: none"> <li>3. Supporting me to enjoy and achieve.</li> </ol>	This will continue to be taught as part of the schools core offer. There may need to be interventions for individuals put in place.
PSHE	<ol style="list-style-type: none"> <li>1. Supporting me to build positive relationships with others</li> <li>2. Supporting me to manage my feelings and behaviour</li> <li>3. Supporting me to enjoy and achieve.</li> </ol>	This will take place each morning across the school.
Humanities	<ol style="list-style-type: none"> <li>1. Supporting me to build positive relationships with others</li> </ol>	This will continue to be taught as part of the schools core curriculum offer.

	<p>2. Supporting me to manage my feelings and behaviour</p> <p>3. Supporting me to enjoy and achieve.</p>	
PE	4. Supporting my physical health and wellbeing	<p>This will continue to be taught as part of the schools core offer.</p> <p>However, wherever possible, this will take place outside or adapted sessions will take place in tutor group rooms. Sports sessions will be delivered by tutors in most instances.</p>
Dance, Drama, Art	<p>1. Supporting me to build positive relationships with others</p> <p>2. Supporting me to manage my feelings and behaviour</p> <p>3. Supporting me to enjoy and achieve.</p>	<p>This will continue to be taught as part of the schools core offer.</p> <p>There may need to be interventions for individuals put in place.</p> <p>Validate everyone's "Lockdown experience", sharing of art work or dance videos</p> <p>Possible Virtual "Lockdown Exhibition" (Deepa and Carina to support?)</p>
Food technology	<p>1. Supporting me to build positive relationships with others</p> <p>4. Supporting my physical health and wellbeing</p>	This will be adapted and carried out in form classes
Design Technology		This will be suspended in the first half term and revised following school risk assessments
Vocational Education and Careers	3. Supporting me to enjoy and achieve	<p>This will be adapted to limit movement around the school and be limited to:</p> <p>KS3 in tutor groups as per usual.</p> <p>Adapted in KS4: KS4 - Teachers of Voc Ed</p>

		create a virtual “pitch” for their option. Students in tutor groups prepare “application” and may have virtual interviews for their 1st choice...

**Key Stage 5/6th Form:**

**New subjects: Project Based Learning/Enterprise**

<b>Current subjects taught</b>	<b>Links to our 4 steps of recovery</b>	<b>Possible adaptations if needed</b>
English/Literacy	<ol style="list-style-type: none"> <li>1. Supporting me to build positive relationships with others</li> <li>2. Supporting me to manage my feelings and behaviour</li> <li>3. Supporting me to enjoy and achieve.</li> </ol>	<p>This will continue to be taught as part of the schools core offer.</p> <p>There may need to be interventions for individuals put in place.</p>
Maths/Numeracy	<ol style="list-style-type: none"> <li>1. Supporting me to build positive relationships with others</li> <li>2. Supporting me to manage my feelings and behaviour</li> <li>3. Supporting me to enjoy and achieve.</li> </ol>	<p>This will continue to be taught as part of the schools core offer.</p> <p>There may need to be interventions for individuals put in place</p>
PSHE	<ol style="list-style-type: none"> <li>1. Supporting me to build positive relationships with others</li> <li>2. Supporting me to manage my feelings and behaviour</li> <li>3. Supporting me to enjoy and achieve.</li> <li>4. Supporting my physical health and wellbeing</li> </ol>	<p>This will now take place every day period 1 for all students.</p> <p>This will also be embedded throughout the curriculum offer.</p> <p>Focus on section 1,2 and 4 of our recovery plan.</p>

Enrichment/ Creative Arts	<ol style="list-style-type: none"> <li>1. Supporting me to build positive relationships with others</li> <li>2. Supporting me to manage my feelings and behaviour</li> <li>3. Supporting me to enjoy and achieve.</li> </ol>	<p>This will continue to be taught as part of the schools core offer.</p> <p>Lessons will take place in tutor group rooms to ensure the health and safety of staff and pupils and mitigate the risk of spreading possible illness to other rooms.</p>
Sports	<ol style="list-style-type: none"> <li>1. Supporting me to build positive relationships with others</li> <li>2. Supporting me to manage my feelings and behaviour</li> <li>3. Supporting me to enjoy and achieve.</li> <li>4. Supporting my physical health and wellbeing</li> </ol>	<p>This will continue to be taught as part of the schools core offer.</p> <p>However, wherever possible, this will take place outside or adapted sessions will take place in tutor group rooms. In this instance, off site sports will not take place.</p>
Vocational Education/Careers	<ol style="list-style-type: none"> <li>1. Supporting me to build positive relationships with others</li> <li>3. Supporting me to enjoy and achieve.</li> </ol>	<p>This will continue to be taught as part of the schools core offer.</p> <p>However, off site vocational learning will not be taking place in this instance. In school vocational learning will continue to take place. A new careers curriculum which focuses on in depth knowledge, CV writing, interviews etc... will take place for pathway 2 students.</p>
Independent Living skills	<ol style="list-style-type: none"> <li>1. Supporting me to build positive relationships with others</li> <li>2. Supporting me to manage my feelings and behaviour</li> <li>3. Supporting me to enjoy and achieve.</li> <li>4</li> </ol>	<p>This will continue to be taught as part of the schools core offer. Some elements may need to be adapted due to the need for reduced school movement.</p>
College/Community Participation		<p>This will be suspended in the first half term and revised following school risk assessments and communications with the individual colleges.</p>

Project based learning/ Enterprise	<ol style="list-style-type: none"> <li>1. Supporting me to build positive relationships with others</li> <li>2. Supporting me to manage my feelings and behaviour</li> <li>3. Supporting me to enjoy and achieve.</li> <li>4. Supporting my physical health and wellbeing</li> </ol>	<p>This will now be part of our core offer. Information on this is available on a separate document.</p> <p>Focussing on embedded learning of all subjects, including PSD.</p>
---------------------------------------	--	--

## 5. Getting students back on site

To support our students and staff in the reintegration process, we will be having a 2 week phased return at the start of new academic year.

The official start date back will be Monday 7th September 2020.

For the first 2 weeks, we will be splitting the classes in half. The first half, cohort **A** will be on site in the first week. The remainder of students, cohort **B**, will be at home accessing the virtual school.

In the second week, we will swap over. The second half, cohort **B**, will be on site and cohort **A** will access the virtual school from home.

In the third week, all students will return to school. They will then continue to remain on site.

Week	Date	Cohort
1	7th- 11th September 2020	A (50% of each class)
2	14th- 17th September 2020	B (other 50% of each class)
3	21st September	All students back on site.

## 6. Lunches:

In the first instance, students will have packed lunches in their classrooms. This will be to make sure that we do not have any cross contamination. This will be either provided by home or paid for and provided by the school canteen. Lunch and outdoor activities will be split, designated times and spaces to avoid congestion.

### **Staff Lunches and Breaks during recovery**

Morning breaks to be organised within the class teams. SLT will also be on duty at break and lunch times.

Lunches on Monday-Thursday have been reduced to 30 minutes and a 20 minute break to be taken 2.10-2.30pm. This cannot be skipped in order to leave earlier.

On Fridays, all staff will have lunch from 1.10-2.00pm

### **KS4&5**

<b><u>Lunch 1</u></b>	<b><u>Lunch 2</u></b>	<b><u>Lunch 3</u></b>
<b><u>11.30-12.00</u></b>	<b><u>12.00-12.30</u></b>	<b><u>12.10-12.40</u></b>

### **KS3**

<b><u>Lunch 1</u></b>	<b><u>Lunch 2</u></b>	<b><u>Lunch 3</u></b>
<b><u>12.00-12.30</u></b>	<b><u>12.15-12.45</u></b>	<b><u>12.30-1.00</u></b>

## 7. Assessment

Assessment will continue to be carried out as before and during the lockdown period. There may be a period of time to re assess students to establish whether skills and knowledge need to be revisited or re-taught.

Parents/ carers knowledge and information with regards to progress and learning may be sought to establish a clear baseline.

## 8. Transport:

Transport have been informed of the 2 week reintegration period and which students will be on site for the weeks beginning 7th and 14th September.

## **9. Therapies:**

### **1. Time to Process Feelings & Thoughts:**

All students need to be given a regular time and space to process feelings, both as individuals and as part of the school community. Ideally once a day for a minimum of half an hour. This can last the first half term of autumn term. This is best done by their tutor during PSHE, using circle time, and using creative mediums to express thoughts and feelings. Therapists can provide teachers a list of questions that can be addressed during these times and how to conduct this allocated time.

### **2. Whole School Approach to the Pandemic: The Phoenix Project**

Each subject can address the pandemic through their lens. In English student's can be supported to tell and write stories and poems. In Drama, to enact some aspect of their experience or to improvise a dance piece , in Art to create paintings of their feelings and experiences. Sharing of dishes cooked or eaten during lockdown. Creating own songs themed around the lockdown experience as well as sharing songs that helped individuals. This will be showcased as part of a whole school approach when we are able to do so.

### **3. Tailor Made Therapeutic & Expressive Sessions:**

Therapists will be at hand to reflect and respond on a needs basis to provide bespoke sessions to individuals or groups. This invites all individuals within the school community to stay and work with the unknown and adapt provisions according to arising needs.

## **Impact of the recovery curriculum**

- Students will be fully reintegrated back into full time school life
- Students will be engaging, thriving and enjoying their learning adventures.
- Students will be making progress towards EHCP outcome, academic targets and therapy targets.
- Any students that may be struggling with their social emotional and mental health will have been identified and received the support needed through focussed and class based interventions..
- Students will have renewed previous relationships with staff and peers as well as being comfortable and happy with new staff and peers.
- Baseline assessments will be completed and interventions if needed identified..
- Through the PSHE programme, pastoral and therapy teams, students are being well supported to manage their feelings and behaviours.

