



The Phoenix Project

A therapeutic, creative project based approach to support our students with reintegration into school life as well as support for social, emotional, mental wellbeing that may have arisen or been exacerbated by the Covid 19 lockdown.



What is 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 The 3 ps of project based learning (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.

Intent of The Phoenix project

- To create personalised, practical projects that support the students to explore their feelings and emotions as a result of the covid 19 lockdown
- To develop skills and knowledge in core curriculum areas, EHCP outcomes and therapy targets through an embedded-blended learning approach.
- To support our students in the reintegration of full time school life.
- To encourage pupil voice and choice in the students learning adventures.



Why project based learning?

At Woodfield School, we will be delivering aspects of our recovery curriculum using a 'project based' approach. Through this, our students will gain skills and knowledge by investigating, exploring and responding to an engaging creative project.

It fosters active and engaged learning where students are inspired to gain a deeper understanding of the area they are studying. They are often motivated due to the fact that each project has an end product, production or presentation, which is meaningful and purposeful to them.

Our aim is to therefore inspire greater levels of commitment, determination and independent learning in the students, as well as supporting them in our 4 steps of recovery.

Our projects will combine various different subject areas together. This helps the students to see relevance in their learning and provides opportunities for them to use and apply the knowledge they are gaining in a variety of contexts.

Projects are:

- Student-generated and led, allowing students to make choices and take responsibility for their work. These skills need to be developed, to be successful independent learners.
- A great way to review, practise and bring learning to life
- It can lead to a final tangible product e.g. a play, a poster, an art exhibition, a presentation or even a song.
- Integrate language and communication skills as well as other key skills.



Implementation

Each class will discuss a project theme and implement this in a manner that supports the individual needs and choice of their students.

[See an example of an individual classe implementation statement.](#)

Impact

- Students will have explored their feelings, emotions and memories of the covid 19 lockdown.
- Through the exploration of feelings, emotions and behaviours, students in need of further interventions will have been identified and support will have been established.
- A project based learning approach will have enabled continued progress against curriculum, EHCP and therapy outcomes.
- Students will feel empowered through personal autonomy in the projects they carry out.