

Colliers Green Church of England VA Primary School



WHOLE SCHOOL RECOVERY PLAN AUTUMN TERM 2020

Colliers Green Core Values:

Aspiration

Resilience

Community



Church of England's Vision for Education

Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.



"I can do all things through God who gives me strength."

Philippians Chapter 4, Verse 13

"For the Spirit God gave us does not make us timid, but gives us power, love and self-discipline."

2 Timothy Chapter 1, Verse 7

"Let us hold resolutely to the hope we confess, for He who promised is faithful. And let us consider how to spur one another on to love and good deeds."

Hebrews Chapter 10, Verse 23 & 24

Parable of the Sower

Joseph and his dreams

Parable of the Good Samaritan

At CG all that we do stems from our Christian ethos and values, they are embedded in everything and are implicit in our everyday; our actions, thoughts and deeds, pervading through our school. This is at the heart of our planning and practice for our whole school return in September 2020.

The school's Christian ethos and values tie in with the Church of England's Vision of Education and the Recovery Curriculum. Compassionate Leadership on all levels is crucial here.

Our values of **Aspiration, Resilience and Community** will help to mitigate the Recovery Curriculum's premise of loss: loss of social interaction, loss of structure and loss of freedom. **Community** will be our Term 1 value; within this, we aim to minimise the effects of a loss of social interaction across all sectors of our school community. We will give back routines and accepted and familiar norms, allowing children to feel safe and happy and show **Resilience**, enabling the loss of structure during lockdown to be restored on full return to school. Our full return will give pupils their freedom to learn as a whole school/class back. It will give clear rules and boundaries, mitigating a period of restriction and absence from school and allowing a freedom in which pupils can show **Aspiration** to be the best they can be.

The sense of loss within the Recovery Curriculum theory says that the three significant dynamics of loss can be anxiety, trauma and fear. We believe that our Christian ethos and our focus on well-being within our small community will enable children to feel joyful within our school community not to feel threatened or anxious. To know that they are safe as children of their parents, of the school and of God.

The five levers within the Recovery Curriculum we interpret within our school Christian ethos and values as follows:

Relationships – these are key to all: pupils, parents, staff and the wider community.

Community – is at the heart of all we do; one of our three core values

Transparent Curriculum – not in terms of what we do not know or have forgotten, but in terms of what we can learn now, what we can gain through high quality focussed teaching and learning.

Metacognition – skills for learning and skills for living entwined, delivered clearly and with purpose

Space – a safe space to 'be' at CG. To feel safe, happy and supported, therefore learning to the best of our abilities. To live life in all its fullness. (John 10:10)

We do this with reference to our memory verses and Bible stories above. We can thrive although we have had some time on stony ground, we can dream and great things will happen, we can help others and the rewards will be mutual. **We are strongest together and with God's help, we can do all things.**

Ofsted Action Points March 2019:

- The school continues to ensure that there are more opportunities for all pupils to apply their mathematical skills and that most-able pupils are consistently challenged in their learning
- The new curriculum is further developed so that it fully meets the requirements of the national curriculum.

SIAMS Action Points June 2018:

- Review the biblical application of the school's Christian values so that pupils have a deeper understanding of them.
- Ensure that the school's Christian values are explicit in written documentation and on the school website.
- Develop the role of governors in enhancing strengths and identifying areas for improvement, including within worship, so that they drive the strategic direction of the school in partnership with the senior leadership team.
- Develop an awareness of Christianity as a multi-cultural world faith, so that pupils gain an understanding of its richness, diversity and breadth.

A Recovery Curriculum: Loss and Life for our children and schools post pandemic.

Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University, UK

Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire, UK

“When will they actually go back to school?” This is the cry from many parents, as we write and there is no answer. But that does not stop us thinking about what it will be like for each and every one of our children, at whatever age, stage or ability level on the day they walk through the classroom door.

It would be naive of any Headteacher/Principal to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time.

When the children return to school there needs to be a Recovery Curriculum in place. Suddenly daily routines have evaporated and with it, any known curriculum framework. No more rushing to get the school bag ready and running out of the door to begin the journey to school. For most children their daily goal in going to school is not just to learn but to see their friends and to feel a sense of self-worth that only a peer group can offer. You cannot underestimate the impact of the loss of that social interaction. It is as key to their holistic development as any lesson. Human beings are fundamentally social creatures, and the brain grows in the context meaningful human to human interaction. What will the children be making of this period of non-attendance? What worries will they have because grown-ups have now stopped them going to school indefinitely?

For many children the loss of structure will be devastating. This is why parents have been encouraged to establish clear routines in home schooling their children. Children need to know what they are doing now and what will come next. If they don't, the child will become anxious and concentration levels drop; they become frustrated with themselves, and their parents as makeshift educator.

For some, the loss of freedom is constraining. What teenager wants to be with their parents 24 hours a day? Frankly they are not cool! Their whole self-image, self-esteem, and self-concept, is located in the interaction and dynamics of a

peer group. They cannot test their emerging self, against the rules and routines of family life and to be taught by a parent who clearly knows nothing, (what teen acknowledges parental skills?) is to them an insult!

The common thread that runs through the current lived experiences of our children, is *loss*. Publicly it has been the loss of national examinations which has been most obvious. As one student said, "I was preparing to run a marathon, but now they tell me there is no race!" Many would think that the removal of examinations would be a matter of joy for most young people facing a gruelling timetable of examinations. But these are rites of passage; they are integral to how that young person shapes their ambitions for their life. What impact will it have on students to give their all to examinations next time around?

From loss emanates three significant dynamics that will impact majorly on the mental health of our children. Anxiety, trauma and bereavement are powerful forces. For them all to appear at once in an untimely and unplanned fashion is significant for the developing child. Our children are vulnerable at this time, and their mental-health fragile. And on top of that, they are witnessing a sea of adult anxiety, which they unwittingly are absorbing. There will be many students who are young carers, and this loss of freedom will be combined with a weight of responsibility that will have made academic learning feel inconsequential.

The loss of friendship and social interaction could trigger a bereavement response in some of our children. They will grieve for that group of peers, who not only give them angst, but also affirm them as the person they want to be. The rules of the peer group have vanished without warning, and our young people in particular, were ill prepared for this. They will mourn for how their life was compared to how it is now. They have undergone a period where friends and family members have been avoided because they are a threat; how long will it take for children to feel not threatened by nearness of others?

The loss of routine and structure, will be traumatic for some. Already we are receiving reports of the increased incidents of self-harm, (Young Minds, 2020). Children can find it alarming that the infrastructure of their week has been abandoned however logical the reason. The suddenness of it all may induce panic attacks, a loss of self-control, as the child feels their own intellect no longer informs their personal judgements accurately.

Anxiety is a cruel companion. It eats away at the positive mental health of the child, and can cause a deterioration in their overall well-being. The anxious child is not a learning child. Mood swings may prevail; they can become irrational and illogical. There can be a loss of sleep; the cumulative tiredness can diminish the child's coping mechanisms.

Daily, children are listening to reports of the spread of the pandemic and to the reported death toll in their country and internationally. It is probable that most children may return to school knowing of someone who has died. Indeed, they may have first-hand experience of the death of a loved one. In this respect, we have much to learn from the experiences of those children affected by the earthquakes in Christchurch, New Zealand. Schools there, kept a register of the deaths within a family, or other significant traumatic events, to guide and inform staff as children returned. Subsequent evidence from research studies from NZ, (Liberty, 2018) have shown that there has been considerable impact on the learning and development of those children who were under 5 years old at the time of the earthquakes, (eg speech delays, emotional immaturity, etc). We ignore such related evidence at our peril.

Those 5 losses, of routine, structure, friendship, opportunity and freedom, can trigger the emergence emotionally of anxiety, trauma and bereavement in any child. The overall impact cannot be underestimated. It will cause a rapid erosion of the mental health state in our children.

How are schools to prepare? What curriculum adjustments are crucial? What pedagogical frameworks will facilitate teaching with compassion? How will staff manage their own recovery? We inevitably have a finite resource and we must consider the gradual implementation of any form of curriculum to recover from loss. All of our learners will need a holistic recovery, some may need a focused recovery intervention programme, personalised to their needs; others may need a deeper and longer lasting recovery period, enabling a fuller exploration of the severity of their trauma and emergent attachment issues .

Teaching is a relationship-based profession. That has been clearly demonstrated in the response of the teaching profession, supporting children through online teaching during the crisis, and also caring for the children of key workers by keeping schools open and offering an activities programme. This was not without its inherent risk.

In response to the weight of loss our young people will have experienced, what are our levers of recovery? Many of us will focus on the recovery of lost knowledge, but this does not recognise the scale of impact. If we consider the definition of a relevant curriculum as the 'daily lived experience' we must plan for experiences that provide the space for recovery. Already Headteachers are saying "The children will be so far behind academically when they return." Such statements are incompatible with the process of recovery from loss, trauma, anxiety and grief. It is more about the results culture so many Headteachers are steeped in. Now is the time to return to more humane approaches concerned with the fundamental wellbeing, and secure positive development of the child. Without this there will be no results that have true meaning and deep personal value to the child in terms of their preparation for adulthood.

***Lever 1: Relationships** - we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.*

***Lever 2: Community** - we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.*

***Lever 3: Transparent Curriculum** - all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.*

***Lever 4: Metacognition** - in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.*

***Lever 5: Space** - to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.*

We suggest the Recovery Curriculum is built on the 5 Levers, as a systematic, relationships-based approach to reigniting the flame of learning in each child. Many children will return to school disengaged. School may seem irrelevant after a long period of isolation, living with a background of silent fear, always wondering if the day will come when the silence speaks and your life is changed forever. Our quest, our mission as educators, should be to journey with that child through a process of re-engagement, which leads them back to their rightful status as a fully engaged, authentic learner.

What must be going through children's minds at this strange time? Is school to be always transitory, when for you as a child, it has always been a constant, love it or hate it? Can I trust you again, as my teacher, to not abandon me? We were walking a path together, and then this 'thing', this virus, sent us on different journeys. Can our lives reconnect? Can our relationship be re-established? School is no longer the safe, constant place we thought it was. We must be ready to understand, to reframe their perceptions, and show that we are trustworthy.

The Recovery Curriculum is an essential construct for our thinking and our planning. Each school must fill it with the content they believe is best for the children of their school community, informed by your inherent understanding of your children in your community. What were the aims and values of your school before this pandemic? Use them now to guide your judgements, to build a personalised response to the child who has experienced loss. No Government can give you the guidelines for that. It is down to you, as that skilled, intuitive teacher, who can lift the mask of fear and disenfranchisement from the child. You can engage that child as a learner once more, for engagement is the liberation of intrinsic motivation, (Carpenter et al, 2015).

The Loss the children experienced during this pandemic will have caused issues around attachment - in their relationships in school that they have forged over years; these will be some of the strongest relationships the young people have, but bereft of the investment of those daily interactions, will have become fragile. Our unwritten relationships curriculum must restore the damage of neglect; it must be a Curriculum of Recovery. Now is the time to address the damage of loss and trauma, so that it does not rob our children of their lifelong opportunities. Now is the time to ensure that we restore mental wealth in our children, so that their aspirations for their future, can be a vision that becomes, one day, a reality.



Colliers Green C of E VA Primary School
WHOLE SCHOOL RECOVERY PLAN

	Focus Area	Actions	Impact	Who/Cost	Monitoring
RECOVERY PLAN	Base return to school on Recovery Curriculum message	<ul style="list-style-type: none"> NH/AS KCC webinar on RC in July INSET 4/9/20 disseminate to teaching staff and share with other staff Teaching staff focussing on routine, structure, friendship, opportunity and freedom, underpinning all. Teaching staff using 5 levers within thought processes of planning and delivery 	<ul style="list-style-type: none"> Recovery Curriculum underpinning all and in action. 5 losses and levers are evident in the way the school is operating 	NH Time cost	SESC / HT
	Assess impact of lockdown on academic progress	<ul style="list-style-type: none"> Parental survey on Home Learning Staff to respond to survey Quality First teaching throughout Term 1 Informal assessment by teaching staff of current academic position Term 2 – formal assessment 	<ul style="list-style-type: none"> Staff aware of impact of lockdown on academic progress and are aware of learners current needs and gaps. Are planning for these and delivering high quality teaching 	Teachers Time cost	SLT/SESC
	Assess impact of lockdown on emotional well being	<ul style="list-style-type: none"> Well-being and involvement scales completed by staff in Week 3 after initial settling in Vulnerable pupils monitored by NH/AS/CE in weekly meetings NH/AS/CE follow up conversations with all parents highlighted during lockdown Staff meeting slot each week 	<ul style="list-style-type: none"> Staff aware of chd’s emotional state and planning for this appropriately. Vulnerable pupils receiving targeted support in house or from outside professionals. Well-being and involvement monitored and support given as required. 	Teachers Time cost	SLT/SESC
	Provide safe environment for children and adults	<ul style="list-style-type: none"> Risk assessment created and reviewed weekly KCC and Gov.uk guidance followed and matched to site and person specifics Individual risk assessments for staff and pupils as required 	<ul style="list-style-type: none"> Children and adults feel safe and are showing this through their actions and words, therefore creating an atmosphere most conducive to work and progress. CG still feels like CG and individual needs are planned for and met 	NH All staff Time and resources cost	SESC/Safeguarding Gov

		<ul style="list-style-type: none"> Site modified for safety but also mindful of integrity of CG and its ethos which brings its own emotional safety and reassurance 			
Concentration on core aspects of learning	<ul style="list-style-type: none"> Reading, writing, maths and phonics core skills key at this point Staff to follow KCC guidance given via webinars in English, maths and assessment. Use of visuals, questions for learning, feedback and high levels of re-engaging in learning. 	<ul style="list-style-type: none"> Staff aware of any gaps Chd concentrate on key skills and feel success Chd happy and learning Clear language to chd regarding being back in school and doing our best, not on what we might have missed/lost 	NH All staff Time and resources cost	SESC Gov	
Provide clear and safe boundaries within new school layout and routines	<ul style="list-style-type: none"> Risk assessment Chd educated in new systems during Week 1, clear guidance. Staff enforcing and explaining Methods and routines adapted as required Bubbles Plan clear and precise, followed by all 	<ul style="list-style-type: none"> Chd and adults following clear guidelines in Bubble Plan and Risk Assessment, they know these when asked 	NH All staff Time and resources cost	SESC/Safeguarding Gov	
Induct new members of staff	<ul style="list-style-type: none"> Staff welcomed at INSET days Become part of CG groups Become familiar with responsibilities and roles Check ins with NH Formal induction with NH Use of new staff skills and knowledge within CG is happening 	<ul style="list-style-type: none"> New staff members feel welcomed, safe, understand their roles and know where to ask for help/look for information 	NH Time cost	SESC	
Induct new Year R children and new starters to school	<ul style="list-style-type: none"> Holiday messages – postcards sent, videos, story time via video etc Chd to come in own gate, parents close Parents not in classroom but able to see in ME + CE/GE welcome every am. Plus NH at lunchtime going home Home Visits @ School – 1:1 meetings to build relationships 	<ul style="list-style-type: none"> New pupils safe and happy at school due to transition and planning, welcome received and security of class and routines. Staff aware of individual chd's needs and planning for these, relationships with pupils a parents begun and developing 	EYFS team NH SM AS MDS Time and resources cost	EYFS Gov	

		<ul style="list-style-type: none"> • Join FB, Study Bugs etc. • Specific lunch plan – own room plus large ‘dining room table’ scenario; eating as a family • Starting under canopy and increasing space as chd more settled 			
	Create new SLT with new DHT covering maternity	<ul style="list-style-type: none"> • NH and CE designated half day time on Thur am • Roles and responsibilities clear and working • Catch up meeting on Tue prior to Staff Meeting on Wed 	<ul style="list-style-type: none"> • Protected time allows strategic focus to be maintained alongside the large current operational need. Clear division of roles allows smart working and progress 	NH/CE Time cost	SESC
	Create new finance team with SM/NH/RC – KCC finance	<ul style="list-style-type: none"> • JK hand over to SM • JK handover to RC (KCC) • One day a month RC in school – meeting scheduled with SM/NH every time 	<ul style="list-style-type: none"> • Handover and settling in period allows increased financial knowledge for all. Teamwork and division of roles develops. Strategic focus enabled planning forward with close monitoring of budget and monthly financial position 	NH/SM Time cost KCC finance cost	F + P Govs
	Work towards full roll following Home Schooling + other leavers	<ul style="list-style-type: none"> • Off roll/alert KCC to Home Schooling • Check Waiting Lists still viable options • Offer places as available • Visits/conversations show CG at best • Ask existing parents if they know any pupils who are looking for new schools 	<ul style="list-style-type: none"> • Impact of 4 chd leaving to be Home Schooled is minimised by re-filling of places and maximum numbers of chd on roll for census date. 	NH/SM	Admissions Govs