



NPCAT Covid-19 Recovery Curriculum

Discussion Document



For I know the plans I have for you. Plans to give you Hope and a future.

Jeremiah 29:11

Context

“let’s have a summer catch up programme”!

Is this child care provision or schooling?

Ofsted set out the need for all children to access a curriculum that has a clear rationale or intention and effectively sequenced and subsequently implemented so that we can be assured of impact for all pupils.

There is a misconception in the public consciousness that for the next period of time the principles as set out by Ofsted can be abandoned and replaced by “catch up”.

We set out in this paper our preferred approach to “Catch Up” - **Recovery Curriculum Model**.

Some politicians are arguing that the government open up church halls and provide marquees for football clubs so volunteers will identify and address all shortcomings, whilst others coach some sport and offer a little drama and music. Somehow this will ensure there are minimal gaps in pupils' knowledge and understanding.

The intended result of which is that by September 2020 our pupils will be back in school and ready to begin programmes of study and one year examination pathways.

In parallel schools will welcome Ofsted back to inspect the quality of education against the Ofsted Framework.

These two scenarios set out above are contradictory at every level and cannot co-exist.

If this is an accurate assessment of current thinking then schools need to have the resolve and steps in place to accurately assess the impact of the proposed measures on children from September 1st 2020.

The scenario as set out above has unquantifiable risks at every level from safeguarding to mental health to misunderstanding of concepts and misunderstanding that may never be recovered from.

We must avoid the ill informed, populist clamour for quick solutions and this enables schools to have an informed, rigorous and clear plan for term 1, September 2020.

From an educational perspective there is no way educationalists can defend a scenario where volunteers, well intentioned teams of coaches and degree holding non qualified summer workforce can miraculously bridge all gaps. This is where the boundary of childcare and schooling must be made clear to all audiences.

The huge public investment required for “catch up” or as we set out the Recovery Curriculum Model must be only allocated carefully and against a clear and structured Recovery Curriculum Framework.

NPCAT’s pre-emptive approach will ensure we plan appropriately for our children's learning recovery. These steps will have a lifelong impact on our children.



NPCAT Recovery to Resilience Curriculum

Foreword

Due to the reduction of pupils attending school during the Covid-19 pandemic, it is necessary to re-evaluate our schools approach to the provision on offer for our children as and when they return to school. This will ensure all children have the level of support that they will need to become ‘**effective**’ and ‘**engaged**’ learners who are able to access all that school has to offer.

*“The more healthy relationships a child has, the more likely they will be able to recover.
Relationships are the agents of change and the most powerful therapy is human love”*

Bruce D. Perry

Aims

Learning ways to look after your mental health creates what we call “Mental Wealth”.

Each school should ensure a review of their curriculum offer in order to assist the recovery process for all NPCAT pupils. They should aim to restore the mental wealth and rebuild the resilience of our pupils to allow them to become learners again by:

- recognising the experiences had by all;
- restoring trust and relationships with staff;
- re-establishing friendships and social interactions;
- regaining structure and routine;
- rebuilding a sense of community;
- regulating their emotions and managing behaviours;
- re-engaging them in learning;
- preparing them for transition.

The way in which Nicholas Postgate Catholic Academy Trust intends the Recovery Curriculum Framework to be used is through the initial identification of need using the pathway of support which is aimed at joint recovery, working closely with parents and carers to assess the appropriate level of provision for individual pupils. The pathway of support makes explicit the 3 main levels of support and intervention at the varying levels from:



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.

NPCAT 6 Phase Pathway to Recovery

| Phase: | How? | Who? | When ? |
|---|---|--|--|
| <p>1: Assessing the reality</p> <p>How has Covid-19 affected our staff, pupils and families?</p> | <p>Ensure that school leaders maintain effective communication with all school families in order to understand the impact of the pandemic . Assess the loss within the community.</p> <p>Ensure leaders have suitable mechanisms to communicate either through questionnaires and or conversations with staff, pupils and families.</p> <p>Leaders should collate responses in order to ensure the correct provision and support at all levels.</p> <p>Identify external agencies to support.</p> | <p>Central Trust</p> <p>Standards Officers</p> <p>School leaders</p> | <p>June / July 2020</p> |
| <p>2: Staff regulation</p> <p>Creating a secure base for all thus ensuring a strong team equipped to support staff in all aspects of the Recovery Curriculum Framework.</p> <p>Time for leaders and staff to self regulate.</p> <p>Staff will be better equipped to cater for pupil needs if they are self regulated, stable and well prepared having had time to reflect on the real needs of their school community.</p> | <p>Trust/school wide opportunities for spiritual reflection to enable staff to come together to share their experiences in order to reconnect and re-establish relationships .</p> <p>Ensure staff receive quality time to rest, repair, self regulate and reflect in order to meet the needs of their school communities.</p> | <p>NPCAT standards team</p> <p>NPCAT chaplaincy team</p> | <p>Autumn 2020</p> <p>July /Aug 2020</p> |
| <p>3: Support</p> <p>Support mechanisms for staff, pupils and families-catering for the experience within each community.</p> | <p>Ensure support for Trust leaders through nominated link officers</p> <p>Ensure compassionate leadership across all NPCAT schools</p> <p>Provide CPD in order to equip all staff to cater for all pupils and the holistic, individual and deeper support which may be required.</p> | <p>NPCAT standards team</p> <p>School leaders</p> | <p>Ongoing</p> |
| <p>4: The plan to return</p> <p>Ensuring a safe environment for a full return.</p> | <p>Ensure leaders communicate a detailed plan with a clear rationale for all stakeholders.</p> <p>Consider ways in which to assess missed learning but also for missed experiences.</p> <p>NPCAT to support the full risk assessment procedure.</p> <p>Provide resources to fully equip leaders to</p> | <p>NPCAT central team</p> <p>NPCAT standards officers</p> | <p>Ongoing</p> |

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|---|--|--|------------------|
| | enable a safe environment. Ensure there is advice available at all times. | | |
| 5: The recovery curriculum Rising strong. Hope and humanity and repairing knowledge. | Provide curriculum guidance and resources to support the recovery for NPCAT pupils. Ensure a well stocked resource library is available for school leaders | School leaders NPCAT standards team | June / July 2020 |
| 6: Sustainable support Staying strong and well equipped to support the recovery. | Ensure Trust wide support networks are established especially for vulnerable pupils. Provide CPD opportunities in order to cater for the community requirements, pupil needs and staff wellbeing. | NPCAT standards team | Ongoing |



The Recovery Curriculum

The **Recovery Curriculum Framework** is based upon the work of Barry Carpenter and the Evidence for Learning team, which sets out the importance of recognising the trauma and loss that children will have been through during the Covid-19 pandemic. Successful transition for children to enable them to once again become efficient and confident learners is key. The way in which we do this is to acknowledge and accept the losses that we have all been through during the pandemic. It will be essential that each school must ensure they adhere to our aims and objectives with the content they believe is best for their school community.

Loss of routine: means that we are likely to have at some point had disrupted sleep patterns, change in coping mechanisms, worried or become confused at lack of routine.

Loss of structure: would indicate that we may not have been following the same structures for learning that we have previously been accustomed to, we may have worries over lack of control and in particular change, we may have lost out on our right to carry out important transitions in our lives such as SATS, secondary school visits, end of year parties, moving onto the next year group when Y6 and 11 leave school.

Loss of friendship: whilst we haven't lost friendships and those people still remain in our lives we will not have been able to interact with them in the way we were previously used to, we grieve for the deeper social interaction and connectedness that friendship and relationships bring.

Loss of opportunity: many children and adults do not understand why school was closed, why we were no longer able to meet up with our friends and had to remain at home and indoors for most of the day. We do not understand fully why the decisions were made and for children in particular, they do not have the understanding that the Government made the decisions to partially close schools and that it wasn't their teachers or other school staff who took those decisions. For this reason, it is vitally important that we help children to understand that their safety was and is our primary concern.

Loss of freedom: for some children and adults school offers a place of escape, somewhere that they can be who they want to be and allows a sense of freedom to explore, make mistakes and to learn from them.

The consequence of loss may mean some of our pupils will require support dealing with **bereavement, attachment, anxiety and trauma.**

The primary focus of the recovery curriculum is to 'help children to recover from their loss of routine, structure, friendship, sleep, opportunity and freedom.

Those five 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.

Naturally we recognise that pupils may have a loss of 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.

The Recovery Curriculum Framework is built on the 5 Levers, as a systematic, relationships-based approach to reigniting the flame of learning in each child. Some children may 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.

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.

The Recovery Curriculum Framework 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.

