

## **Cambian Whinfell School**

### **Educational Provision through Covid (2021)**

Our over-riding aim is to ensure minimal disruption to education. Through 2020 the school remained open throughout the pandemic. For short periods some student's parents chose to take up home-learning during lock-down. As we go forward our intent is to have **all** students on site, engaging in a full educational time-table. Only in extremis will we revert to home-learning should DfE guidance and risk-assessment dictate.

Students who attend **college** will be supported at school to engage with learning should college temporarily close.

#### **Supported Home-Learning**

We have made the following arrangements should home-schooling become necessary:

- Students will have individualised work bundles sent home along with e-mail packages. Both will be returned to school for marking.
- We use 'Seesaw' to allow all teachers to regularly upload relevant resources for students, parents and carers to access. This will enable us to support and set tasks and to encourage independent learning. A bank of physical resources and associated tasks will be sent to each student's home and we will share links to online-learning resources. This is regularly added to and reviewed. Seesaw has been used to reinforce community links and links with peers by sharing activities that have happened at school. It allows us to actively encourage the students who are home schooled to maintain relationships with other students by adding feedback to tasks and supporting each other's learning.
- There will be regular email, phone contact and Zoom meetings to support students. Typically this will be every other day to not only support academic progress but also focus on welfare and mental health. There will be close liaison and regular conversations with parents on how best to support their son. Parents are encouraged to contact school should they have any issues including access to the clinical team.
- Students who are having therapeutic or clinical interventions will continue to access the professionals on-line
- All teachers have access to their Cambian emails at home. This means that all students and parents can email them directly if they require any specific resources, guidance or further input.
- The Residential Care Team and the Clinical and Therapy Team both have weekly contact with individuals in the form of key-worker

meetings and support from the Clinical Co-ordinator. Parents are encouraged to contact school should they have any issues.

- We recognise that home-learning is difficult for many parents and that some households may struggle to have adequate access to e-learning resources. We have laptops allocated that can be lent to families should the need arise and have worked with LAs to allow looked-after children to obtain their own laptops.
- College students, both at home and on site, have been and will continue to be supported by their college tutors on a regular basis with contact almost daily through various platforms such as Facebook, the college VLE, Teams and Zoom.

### **On site learning**

- In the event of increased restrictions, the timetable may be adjusted to reflect any changes in staffing or occupancy. It will also reflect the potential pressure on mental health that lock-down brings and the associated restricted opportunities. A 'lock-down' timetable has been created that is aimed at providing education in a more relaxed situation manner. Previously, staff have worked hard to run creative and imaginative, fun educational activities in a nurturing environment. There are positives in all situations and we will again use the opportunity to build and strengthen relationships, communication and interaction skills whilst nurturing mental health and well-being.
- Each student has an education file which is resourced with individualised paper-based curriculum learning and activities which can be accessed at any time through the waking curriculum.
- Students will have access to Seesaw and the activities, resources and links set on there by the teachers as well as being able to share activities keeping in contact with peers who may be learning from home.

All students have been encouraged to take ownership of their own learning and expand their knowledge. Students have responded well to this and some of the activities have included learning Japanese, British Sign Language, how to play the guitar and thermodynamics as well as improving skills such as coding and the different programming languages including Python, Java and C++.

## Recovery Curriculum

In September 2020 we implemented a recovery curriculum to allow the opportunity for rebalance and for the students to re-orientate and reconnect with their own learning pathway. We will repeat this should the need arise again.

The recovery timetable included all subject teachers restarting a full timetable in a phased manner. Initially, structured morning sessions were followed by a more relaxed open curriculum in the afternoon. One day a week the students picked their own timetable by selecting lessons and staff in which they feel they would like extra time and were engaged in identifying areas they would like to study.

To illustrate how it may work in 2021 the last recovery curriculum included these activities:

- Cleaning down and repainting the garden sheds including painting a mural on the sides representing different shaped foliage to brighten the outside space up
- Making dreamcatchers for bedrooms
- Learning how to make and decorate simple clay pots and sculptures of their choice
- Creating Andy Warhol -style self-portraits using a stencilling technique
- Painting expressive paintings of meadows in the garden, using rollers, balloons and paintbrushes
- Making scraperboard drawings
- Completing entries for the Caretech Art and Crafts competition on the theme of "Our Future World"
- Painting designs on rocks to add to the Kendal rocks snake trail
- Cooking and baking including - tray bakes, cakes, bread, past, stir fries, pizzas, cloud eggs
- Making Moon sand, Lava lamps and Cloud dough
- Mystery box game
- Writing Newsletters and keeping up with current affairs
- Researching large scale food production
- Completing a project on 'Lord of the Flies' /being stranded on a desert island
- Creative writing practice
- Poetry writing using the garden as inspiration
- GCSE English Language practice questions
- Treasure hunt in and around the building
- Egg decorating
- Watching and discussing 'Race Across the World' and 'Life' (David Attenborough) on BBC iplayer
- Making friendship bracelets
- Drawing/colouring with new felt pens
- Spirograph/Mother's Day card making

- Bird box making
- Book share
- Playing board games including scrabble, Connect Four and Monopoly
- Walks which have included learning about the science behind thunder and lightning and Joseph Smith (who founded Mormonism).
- Dismantling an old computer and laptop to explore how a computer is made and the difference in computer components.
- Completing Python challenges
- Making garden habitats bees/insects
- Planting seeds and looking after them
- Planting the seeds in a small vegetable plot made in the garden with tyres
- Watering and garden maintenance
- Making a cloche
- Tie dying t-shirts
- Reading
- Learning about European history
- Drawing tutorials using you-tube
- Making animal desk tidies
- Making VE day bunting and model aeroplanes
- Karaoke
- Origami