

Cambian Bletchley Park School

Educational Provision through Covid (2021)

The education, safety and well-being of our young people is paramount during these difficult times. Our aim is to minimise any disruption to learning throughout the pandemic and ensure all of our students engage in a full-time educational programme. Due to the complexities and needs of our young people some parents may choose to take up home learning during the lockdown. Where this is the case a full virtual learning programme will be provided in line with DFE guidance and appropriate measures taken to safeguard our young people and ensure smooth transitions back onto site.

Supported Home-Learning

We have made the following arrangements for off-site provision:

- Students will have work packs delivered home weekly with individualised activities which will be collected for marking the following week.
- Students will participate in daily Zoom lessons with class staff to provide direct input to those working at home. These sessions will be followed by an activity from the work packs to reinforce skills introduced during the lessons. In order to support mental health and well-being, and where appropriate, lessons will be whole class to allow for peer socialisation.
- Daily welfare calls will be made to any student not on site. This will provide an opportunity to check on the family's well-being and provide any necessary support with either the learning package on offer or from a welfare point of view.
- Weekly therapy input will continue through either zoom sessions or via the telephone
- For students normally accessing pastoral sessions these will be included in student's individualised timetables and will take place via zoom
- For those qualifying student's weekly food parcels will be delivered
- Where there are any further queries relating to learning activities education staff will provide support via email or telephone
- We recognise that home-learning is difficult for many parents and that some households may struggle to have adequate access to appropriate technology. In these cases, we will endeavour to support our young people by lending families laptops/iPads as the need arises and where available.
- Students, both at home and on site, have been and will continue to be supported by their class staff on a regular basis with daily contact through both email and Zoom.

On site learning

Students accessing education on site will follow their normal timetable as closely as possible to ensure the continued all round development of each individual. There have been some modifications to timetables to ensure the health and safety of all is our highest priority. Timetables have been adjusted to allow class bubbles to be maintained and the necessary additional cleaning schedule for shared facilities to be completed. Those receiving therapeutic support will continue to access this during their blended learning programme. On-site provision will be mirrored by the virtual off-site provision to ensure that all students receive equal learning opportunities. This is essential to ensure that no child is penalised by where their learning takes place and that there is a smooth transition from on-site to off-site learning throughout.

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. Where parents have chosen to keep students at home during this recent lockdown we will use this model upon their return to site to support transition back to on-site learning.

We have put the student's well-being at the centre of our thinking. We acknowledge that the student will have had different experiences during this time. However, the common thread running through all is the loss of routine, structure, friendship, opportunity and freedom. These losses can trigger anxiety in any child. We know that an anxious child is not in a place to learn effectively. So, with this in mind, the school community has thought about the most effective way to support our young people's ability to learn. This approach will encompass and support the academic expectations for all.

"The Recovery Curriculum" written by Professor Barry Carpenters argues for a holistic approach built around routines and a raised awareness of mental health needs. He identifies 5 Levers of Recovery to consider, which may help a school firm up plans that are already in place and gives structure to staff.

We have also added our own lever 'The new normal' in order to teach students routines and hygiene in order to avoid the spread of Covid 19. Those students who are able to understand will learn about the importance of these measures and the implications if they are not followed.

Lever 1 – The new normal

Lever 2 – Rebuild relationships

Lever 3 - Community
 Lever 4 - Transparent Curriculum
 Lever 5 – Metacognition

This approach has been personalised for each group of students to ensure an individualised programme for all which mirrors our bespoke curriculum. Below is an example of the recovery curriculum for one of our classes.

Intent	Implementation
<p>Lever 1: the new normal</p> <p><i>Introduce housekeeping e.g. hand washing, social distancing etc.</i></p> <p><i>Provide sessions to gauge student's emotional needs and plan to address these.</i></p>	<p>Hand washing has been further integrated into their timetable. Within our classroom more symbols have been provided so that students have a visual aid/reinforcement that encourages washing their hands more often due to the current conditions. This is in addition to their normal routine i.e. when transitioning between activities students in class 2 use a now and next to indicate this transition, 'wash hands' symbols will be used at this time. Furthermore 'wash hands' has also been added to the beginning and end of their school timetable.</p> <p>Staff will also be expected to wash and sanitise their hands when using any new equipment or entering and leaving the room.</p> <p>Students and staff will all have their own equipment to prevent cross-contamination.</p>
<p>Lever 2: rebuild relationships</p> <p><i>Re-establish the relationships with known staff and develop ones with new staff</i></p>	<p>Students will only be supported by the staff team allocated to support students. Within this team, staff will rotate regarding individual support.</p> <p>Re introduction of these staff members as well as introducing new staff members will take place during circle time where both staff and students are required to introduce themselves at the beginning of each day.</p> <p>Staff are encouraged to engage with students throughout the day such as intensive interaction during down time in addition to 1:1 support during activities.</p>
<p>Lever 3: understand the individual child and their community</p> <p><i>Managing transitions</i> <i>Developing communication between staff and other pupils.</i></p>	<p>Now and next prompts will be used to support student's timetables and reaffirm the transition from one activity to another. Individual timetables are displayed in the classroom with which students interact with to complete their now and next prompts.</p> <p>Sessions have been timetabled to encourage peer-peer interactions and communication, e.g. circle time, as well as to develop their interpersonal skills such as turn-taking in 'interactive games' on their timetable. Furthermore, staff are expected to work in close proximity not only to support the student's ability to complete an activity but also to further</p>

	develop student's social skills, e.g. tolerance of others in sharing personal and community spaces.
<p>Lever 4: know, acknowledge and address the gaps in learning through a transparent curriculum</p> <p><i>Investigate what the child has learnt during lockdown/new learning styles. Begin to re-establish a timetable and student's engagement.</i></p>	<p>School days will focus on reinforcing routines and re-establishing relationships with both staff and peers throughout timetables activities.</p> <p>Establishing student expectations will be done through managing new and existing behaviours and familiarising students with their classrooms.</p> <p>Students will begin their lessons at the level they were previously working on prior to the school break before attempting to progress.</p>
<p>Lever 5: metacognition – ensure the children continue to develop the skills for learning</p> <p><i>Begin to re-introduce key subjects. Consolidate previous learning.</i></p>	<p>Students will begin working at the level they were working at prior to the school break before building upon new skills.</p> <p>Maths and English sessions will take priority before re-introducing further subjects such as history and geography. Such lessons will be formatted similar to the lessons occurring before the school break to consolidate previous learning and reintroduce lesson expectations of students.</p> <p>Low-level functional skills will also be heavily emphasised in lessons. E.g. pre-writing skills such as mark-making and following texture tracing with index fingers.</p>
<p>Lever 5: a curriculum that engages and inspires, gives children the space to adjust and minimises any disadvantages.</p> <p><i>Implement lessons in a practical, engaging way, building up their attention span.</i></p>	<p>Lesson planning has taken a more practical approach to emphasise development of student's life skills and independence in the future.</p> <p>Curriculum and skill development delivery will be hands on and involve activities intended to be 'fun' in nature such as using a car to trace lines to improve upon writing skills.</p>