



'Learning and Growing Together'

Autumn Term Curriculum

Road to Recovery

September 2020

It is our intent to 'Rise Strong', to take Bold and Brave steps to ensure that our children are nurtured and supported to become strong fearless individuals whose well-being is nurtured and supported and whose academic educational journey is rebuilt. It is our aim to ensure the children receive a broad and balanced curriculum which is underpinned through securing the children's mental health and well-being.

Over the Autumn Term we will be following a step by step plan.

Be Bold, Be Brave, Be Hopeful

Valuing Communicating, Connectivity and Compassion

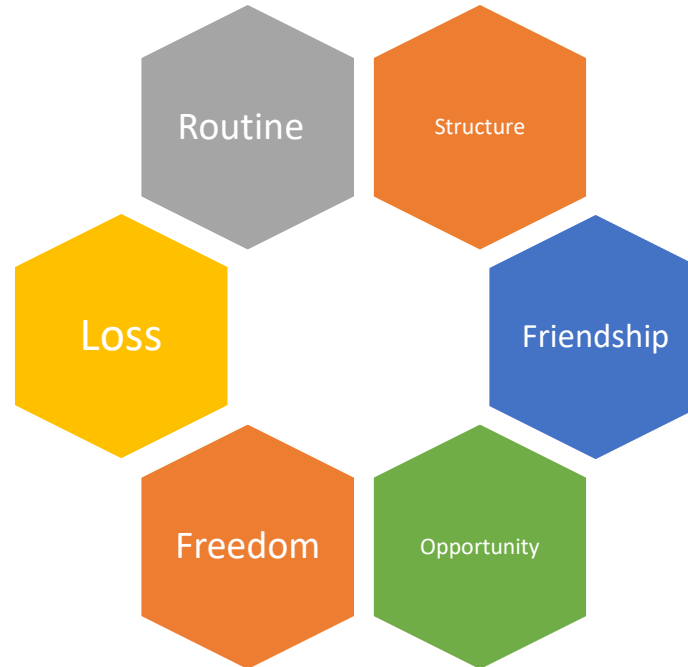
Phase		Who	Support	Action	Evidence	revisit
Re-act	React to the situation	SLT Governors Staff		Communication Staying connected to the school and the community; SEND phoned by SEnCo, BW phot vulnerable, teachers contact class via zoom. SENTA's contact their pupils Safeguarding Identifying Priorities Learning Plans Monitoring Mental Health	Email trails My Concern Trails of support for vulnerable	Staying connected Review priorities Review Blended learning approach Embracing change- more time to meet as a staff
Reset	Reset for safety	SLT Operational Governors	DFE LA	Following guidance Safeguarding Risk Assessments for staff, parents and governors Developing Structures Reviewing procedures and priority policies Liaison with LA and Cluster and teachers Looking at the bigger picture	Action plans Risk Assessments Policy Updates	
Recover	Recover for Well being	HT Staff	BSS MHWB PSHE	Collecting and gathering research, information, evidence, resources, ideas, posters, etc. Attending online training- CPD Being Bold and Brave- ethos, clarity focus for our staff and pupils Empowering staff to know it is essential to teach what the pupils need	School Ethos CPD records Evidence of communication Presentations to Governors and Staff Meetings	Recover; <ul style="list-style-type: none"> • Gathering • Being Bold • Empowering • Learning to learn • Communicating • Rebuilding

				Communicate our plans to the community, our thoughts and feelings		<ul style="list-style-type: none"> • Creating a community • Ongoing support
Rebuild	Rebuild for learning	SLT Staff Community	PSHE Yvonne Wright	Rebuild the school vision, ethos, curriculum. Adding in additional elements to the curriculum BLM Ongoing support and evaluation	Opportunities to share	Rebuild; <ul style="list-style-type: none"> • Growth mind set • Learning to learn • MHWB • Maintaining the community approach and ethos
Reflect	Reflect and review the future of the school	SLT Governors		Formal assessment of our plan In rebuilding have consideration of <ul style="list-style-type: none"> • How the plan impacts on all stakeholders? • Gather feedback from all stakeholders. • Comparing success • Summarise any outcomes and feedback • Revisiting the school culture and aims if necessary 	Review of questionnaires/ surveys to stakeholders. Review; HT report to Governors	Reflect on lessons learned <ul style="list-style-type: none"> • Identify • Record • adapt

It is essential that we design our teaching at the point of learning and need. Being brave, reigniting a love of learning, re-engaging children who have become disengaged, worried about learning and increasing resilience and pace.

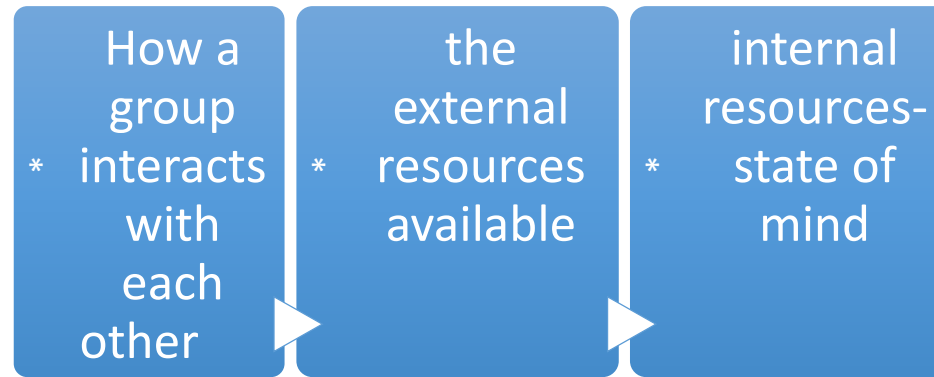
To begin with we will be using our best informed judgements through assessing where the children are at.

We need to be aware that our children will have experienced loss and we need to explore the losses that the children have experienced.



During the Autumn Term as a school we will look to refocus the learning and the flow of learning, re-engage the children, reaffirming their learning experiences. We will re-establish Learning Habits and routines and look to retrain our children. As teaching is a relationship- as teachers we show kindness to our children, compassion and we restore hope.

Our capacity to learn is affected by many factors;



Our internal resources are thought about in the following way; our emotional state and feeling of social acceptance, the prior knowledge, skills and understanding the children have.

The external factors are the opportunities and limits arising from tasks, activities, language and interaction.

Therefore, we need to be mindful that all these impact on a child's 'Learning Capacity' so we need to plan over the Autumn Term initially and beyond to strengthen [Learning Capacity](#).

For our school children and for our teachers learning should be an adventure in which we can all take part as a TEAM. We are adept at St Oswald's at considering the curriculum we teach and what is right of our children, we all have different teaching styles, we group children in different ways according to their needs, we offer a range of teaching styles, tasks and opportunities as a result we impact upon the children's capacity and willingness to engage.

We believe that a child will engage if they can identify with the values being upheld in the school, if they have their own self-worth and self-identity. We will be building confidence in the first few weeks- ensuring our children feel emotionally safe, comfortable and positive about learning and being at school. If a child is emotionally secure then they will feel competent and in control. We want our children to feel successful and experience success and achievement.

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Wk 1	Hope & Compassion	Gathering of information. Re-establishing rules and systems and expectations. Assessment Experience of loss		Bereavement Box ideas Book; dear earth- by Isabel Otter After the Fall by Dan Santat The Heart and the bottle Always and Forever Up in Heaven The Huge Bag of Worries	Loss	Emotions Phonics Maths Baseline
Wk 2	Hope & compassion	Gathering of information. Re-establishing rules and systems and expectations. Assessment Experience of loss		Bk; Wisp A story of hope Lubna and Pebble Hope by Corrine Averiss Grandpa Michael Rosens Sad Book Gentle Willow Goodbye Mog		Emotions Phonics Maths Baseline
Wk 3	Respect, Friendship	Re-establishing friendships- PSHE activities Respecting one another playtimes/lunchtimes/classroom values Developing behaviours for learning Learning to Learn approach Ethos Re establishing learning habits		SRE curriculum ideas based on friendship Bk; And if the Moon could talk Monica Plums Horrid Problem- You and Me little Bear	Learning to Learn PSHE	Baseline on I Track

			Interventions for Nurture, Reading, Forest schools will begin			
Wk 4	Respect, Friendship	Re-establishing friendships- PSHE Activities Respecting one another- Lunchtimes/playtimes/classroom values Developing behaviours for learning Learning to Learn approach Talking to the children about the Ethos Re-establishing learning habits Interventions continue		SRE curriculum Ideas based on friendship Peanut Giraffes can't dance		
Wk 5	Understanding Choices- forgiveness	Choice to learn and to engage Reaffirm the opportunity to engage in the learning Meta-cognition Understanding the 5R's of lifelong learning; Resilience, remembering, resourcefulness, reflectiveness, readiness Interventions continue Choices of behaviour, choices in relation to attitudes in learning		This is the house that Jo Built PSHE Matters Booklet Book; The Wonder by Faye Hanson No Matter What	Learning to Learn for life	
Wk 6	Understanding choices- forgiveness	Choice to learn and engage Reaffirm the opportunity to engage in the learning Understanding the 5R's of lifelong learning; Resilience, remembering, resourcefulness, reflectiveness, readiness Interventions continue		PSHE Matters Booklet Bk; The Owl who was afraid of the dark Mabel's Magical Garden-		
Wk 7	Resilience	Growth mind set within the classroom Iceberg approach		How to catch a star- Oliver Jeffers	Growth Mind Set Training- review of what	

		Children developing and using the language Interventions continue		Bringing down the Moon- Jonathan Emmett Ruby Flew	we do and where we are at; Growth Mindset lessons- every child a learner	
Wk 8	Resilience	Growth mind set within the classroom Iceberg approach Children developing and using the language Interventions continue		Lost and Found- Oliver Jeffers Stuck- Oliver Jeffers Badgers Parting Gits		
Wk 9	Being true to yourself	Understanding and having belief and self-confidence. Beginning to understand who you are as a person and a learner. Not following the crowd. Interventions continue		A duck so small- Elisabeth Holstein The way back home- Oliver Jeffers I Like myself	Behaviour Audit Tool	
Wk 10	Being true to yourself	Self-belief and self confidence in who you are. Interventions continue		Ruby's Worry The Proudest Blue Little Leaders		
Wk 11	Gratitude and Trust	Being thankful for your ability to learn. Being thankful for own self worth Celebrating the achievements Interventions continue		Happy a Children's book Thanks a Million Poems		Re assess where the children are at I track Monitor impact of interventions
Wk 12	Gratitude and Trust	Reaffirming the proud moments through the term Celebrating successes and achievements Re assess Re-evaluate		The Elves and the Shoemaker		I track Progress made in core and non-core Monitor impact of interventions

							<i>Reassess emotions</i>
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