



**The Constellation Trust SPACE curriculum:
A recovery curriculum from Autumn 2020.**

- S** Safety and security
- P** Physical health
- A** Academic standards
- C** Creativity
- E** Emotional wellbeing

Phase 1: A transition curriculum

Phase 2: A recovery curriculum

Phase 3: A broad and balanced curriculum

Background:

As a result of the Coronavirus global pandemic, the country entered a period of lockdown in March 2020. Schools were closed to all pupils from this point, except for a small number of children of key workers or vulnerable pupils.

This has been an unprecedented experience for children, their parents and families and for staff who work in schools. The usual pattern of the school year with its annual cycle of events was abruptly interrupted. Children engaged with home learning set by their teachers, with parents having to balance their own responsibilities with those of supporting the learning of their children. We don't yet fully understand the impact that the loss of structure, routine and freedom will have had on children, or the levels of anxiety that may have been created by children hearing reports of the spread of the pandemic. They may have experienced loss or bereavement within their own families or communities.

"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."
(Carpenter and Carpenter, 2020)

The DFE guidance (July 2020) identifies that schools should provide more focused pastoral support for pupils designed to,

- *Support the rebuilding of friendships and social engagement*
- *Address and equip pupils to respond to issues linked to coronavirus (COVID-19)*
- *Support pupils with approaches to improving their physical and mental wellbeing.*

(DFE: Guidance for full opening -schools July 2020)

So how should schools respond to this as they plan for the wider return of pupils? It is essential that we gain a full understanding of how pupils are feeling and the support they need, both emotionally and academically. We cannot expect children to simply pick up from where they left off. We need to listen to what they are saying and look at what they are experiencing.

"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."
(Carpenter and Carpenter, 2020)

The aim is to return as quickly as possible to the full broad and balanced curriculum that we were running so successfully in our schools prior to the lockdown period. But we also need to ensure that we pave the way carefully for this with a well planned recovery curriculum.

The DFE guidance from states that, "substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021."

(DFE: Guidance for full opening -schools July 2020)

As well as investing heavily in pupils' emotional wellbeing, we need to develop a recovery curriculum which ensures that pupils are feeling safe and secure, that we prioritise their physical health and that we focus on how pupils learn as well as accurately identifying what they need to learn. Many children have had some very positive experiences through home learning and improved their levels of resilience and independence and schools should aim to build on this when pupils return. Professor John Hattie writes, "We should be collating and sharing all the excellent examples of learning away from school, and asking how we could introduce them into the regular school day." (Hattie, 2020)

In their article, "A Recovery Curriculum: Loss and Life for our children and schools post pandemic," Carpenter and Carpenter propose 5 levers to reignite the flame of learning. The aim is to support every child through a process of re-engagement, which leads them back to their rightful status as a fully engaged and effective learner. The 5 levers are as follows:

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.* (Carpenter and Carpenter 2020)

Using the above principles, we have designed a recovery curriculum and implementation plan for the schools in The Constellation Trust, entitled our 'SPACE' curriculum. The curriculum will focus on the following 5 key drivers, building back towards the broad and balanced curriculum that children are used to.

- Safety and security
- Physical health
- Academic standards
- Creativity
- Emotional wellbeing

There will be a 3 phase approach to the implementation of this:

Phase 1: A transition curriculum

Phase 2: A recovery curriculum

Phase 3: A broad and balanced curriculum

The focus of each area will be as follows: (See next page)

References:

- Prof Carpenter and Carpenter (2020) 'A Recovery Curriculum: Loss and Life for our children and schools post pandemic.'
- Coventry City Council (2020) 'A trauma informed approach to supporting children.'
- Department For Education (2020) 'Guidance for full opening – schools.'
- Prof J Hattie (2020) 'The new normal of learning: Build Back Better.'
- Young Minds (2020) Coronavirus; the impact on young people with mental health needs. www.youngminds.org.uk



'SPACE' Curriculum – Key Drivers

Safety and security:

- Establishing new routines to be safe and feel safe
- Learning how to work in the context of new safe practices
- Adapting to the new normal
- Making sure we feel safe and secure
- Following the trauma informed approach to supporting children

Physical health

- Health and hygiene during the pandemic
- Being active
- Exercise
- Sports and games
- Eating well

Academic standards

- Metacognition – re-establishing positive learning behaviours
- Transition between home learning and school learning (Build Back Better)
- Identifying and addressing gaps in learning
- Focus on core skills: reading, writing, phonics, spelling, grammar, mathematics
- Re-introducing a broad and balanced curriculum when appropriate
- Catching up on lost learning
- Interventions / 1:1 tuition
- SEND support

Creativity

- Re-establishing ways to work with others – group work, communication
- Re-engaging in school
- Supporting mental wellbeing through self-expression
- Fine motor skills
- Concentration
- Encouraging communication in a range of forms

Emotional wellbeing:

- Rebuilding positive relationships
- Feeling safe and secure
- Managing feelings and behaviour
- Mental health and wellbeing
- Re-establishing behaviour routines and expectations
- Time to talk
- PSHE / Jigsaw

Implementation Plan

(Timescales will vary depending on assessment of pupils' needs in each school)

Phase 1: A transition curriculum (July 2020 to end of September 2020)

This phase will include...

- **Safety and security**
 - Providing accurate information about what to expect when pupils return (physical environment, safety measures, routines, curriculum etc...)
 - Engaging with parents and community (positive and negative experiences of home learning, feelings about returning to school)
 - Re-establishing relationships (time to talk, reflecting on shared experiences, circle time, group work, team activities)
 - Transition (welcoming new starters, communication from previous teacher and new teacher, saying goodbye to previous teachers, welcome to new classes)
- **Physical health**
 - Routines and rules for safe outdoor learning and play
 - New team games to support learning / collaboration / being active
 - Introduce fitness routines and habits
 - Introduce / revise good health and hygiene practices
- **Academic standards**
 - Re-engaging in core learning / basic skills
 - Reflecting on home learning (what went well / what support do they need?)
 - Metacognition (re-engaging with learning behaviours, planning, organising, reviewing, success criteria, self esteem)
 - Diagnostic assessments / testing to accurately identify gaps in learning to inform next phase of curriculum implementation
- **Creativity**
 - Re-engaging in creative tasks
 - Expressing thoughts and feelings creatively
 - Application of metacognition strategies
 - Learning skills / following instructions
 - Building up concentration
 - Rediscovering collaboration
 - Building stamina and good work habits
- **Emotional wellbeing**
 - PSHE / circle time
 - Jigsaw lessons
 - Expressing thoughts and feelings / worries and anxieties
 - Assessment of need to inform teaching and support

Phase 2: A recovery curriculum (End of September to December 2020)

This phase will include...

- **Safety and security**
 - Establishing and embedding safe practices
 - Establishing and embedding behaviour and routines
 - Ongoing targeted support for pupils with anxiety about safety and wellbeing
- **Physical health**
 - Embedding and establishing routines for physical health
 - Daily exercise routines established
 - Increased opportunities for socially distanced team games and activities
 - Embedding health and hygiene practices
- **Academic standards**
 - Focus on core skills – reading, phonics, spelling, grammar, writing, mathematics
 - Curriculum time focused on English and Maths (plus PSHE, creative activities and PE). Opportunities to apply learning into project work are developed.
 - Gradual re-introduction of foundation subjects as an opportunity to apply learning and to broaden curriculum content
 - Progressive skills and knowledge based on accurate, diagnostic assessment of need
 - Developing and applying metacognition strategies
 - Introduction of Read, Write Inc phonics programme plus diagnostic assessments and interventions
 - Targeted intervention programmes based on assessment information to catch up learning for identified pupils
 - 1:1 tuition and additional targeted support for identified pupils
 - High quality remote learning for any pupils who are unable to attend school
- **Creativity**
 - Range of creative activities in place
 - Opportunities to express moods and emotions
 - Opportunities for reflection and evaluation
 - Application of metacognition strategies
 - Opportunities for collaboration
 - Build stamina and concentration
- **Emotional health**
 - PSHE / Jigsaw lessons continue
 - Regular opportunities for sharing and discussion eg: daily circle time
 - Regular monitoring of pupils' emotional wellbeing needs
 - Targeted support from ELSA / counselling / school nurse etc...
 - Targeting attendance issues and re-establishing routines and expectations

Phase 3: A broad and balanced curriculum (From January 2021)

This phase will include...

- **Safety and security**
 - Established and embedded safe practices (revised in light of guidance and changing circumstances)
 - Established and embedded behaviour and routines
 - Ongoing targeted support for pupils with anxiety about safety and wellbeing
- **Physical health**
 - Embedded and established routines for physical health
 - Regular exercise routines established
 - Regular opportunities for socially distanced team games and activities
 - Embedded health and hygiene practices
 - 2 hours PE as part of broad and balanced curriculum
- **Academic standards**
 - Reading, phonics, spelling, grammar, writing, mathematics remain key priorities but are offered as part of a broad and balanced curriculum
 - All subjects re-introduced. Full curriculum intent and implementation re-established.
 - Progressive skills and knowledge based on accurate, diagnostic assessment of need
 - Embedded metacognition strategies
 - Embedded Read, Write Inc phonics programme plus diagnostic assessments and interventions
 - Targeted intervention programmes based on assessment information to catch up learning for identified pupils
 - 1:1 tuition and additional targeted support for identified pupils who still require accelerated progress
 - High quality remote learning for any pupils who are unable to attend school
- **Creativity**
 - Range of creative activities in place as part of broad and balanced curriculum
 - Opportunities to express moods and emotions
 - Opportunities for reflection and evaluation
 - Application of metacognition strategies
 - Opportunities for collaboration
- **Emotional health**
 - PSHE / Jigsaw lessons continue as part of broad balanced curriculum. Opportunities for additional time to be given to this if needs arise
 - Regular opportunities for sharing and discussion eg: circle time
 - Regular monitoring of pupils' emotional wellbeing needs
 - Targeted support from ELSA / counselling / school nurse etc...
 - Targeting attendance issues and re-establishing routines and expectations