



Exmouth
Community
College
Academy Trust

Our Recovery Curriculum Plan

**Exmouth Community
College**

2020/21/22

Learn • Progress • Grow

Introduction

Your child's wellbeing and safety is always at the heart of our thinking. As young people returning to College they will carry with them, (to whatever degree), elements of grief, trauma, loss and anxiety. These are all toxic in the learning process, and for some children may have extinguished the flame of learning that previously made them a happy, successful learner. Possibly their experiences as a disaffected learner might have become more entrenched during lockdown.

We acknowledge that children 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. Some of you may have experienced this with your own children.

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 your child's ability to learn. This approach will encompass and support the academic expectations for your child.

What is Recovery Curriculum?

Professor Barry Carpenter has developed the Recovery Curriculum, as a response to the losses described above. It is a way for schools to help children come back into school life, acknowledging the experiences the children have had. We want children to be happy, feel safe and able to be engaged in their learning. We have decided that a way to achieve this for the children is to acknowledge the importance of helping them lever back into school life using the following **5 Levers**.

- **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 students 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.** We will all need to work together efficiently and effectively to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University explains why a Recovery Curriculum is necessary to successfully transition children back to school. Click here to read more. <https://www.evidenceforlearning.net/recoverycurriculum/>

What?	Why?	Where?	Who?	How?	When?	Cost?	Progress?
Level 1							
Develop a specific package for delivery through Lesson 42 to support the return of students	It is important that when students return we spend some time reflecting on what has happened and giving them space and time to re-establish connection, social networks, being Covid secure and, for some, re-implementing boundaries for behaviour	Through Lesson 42 and initial days	NW HM Tutors Pastoral Teams	Through Lesson 42	Lesson 42	Staff time Curriculum time Approx. £5000 per month is currently being spent on Covid consumables (this does not include Summer, set up costs, loss of income from lettings) Approx. £32,000 has already been claimed back	On track
Continue to signpost mental health and well-being support	Some students will require more support based on their experiences	Young Devon day to raise awareness with support on social media	NW HM PR	Wear something green day	Oct 2020	Nil	On track
Provide additional support through Young Devon for students	Ensure that ongoing or delayed issues that may arise are dealt with promptly	On site	HM	HM meeting with Dr B Coakley about additional support as part of partnership working with NHS	9 th Oct	Nil	On track
Delivery of assemblies through Teams	HoYs and others to continue to promote key themes and culture through remote assemblies	On line	HoYs SLT	MS Teams	Tutor time	Nil	On track

What?	Why?	Where?	Who?	How?	When?	Cost?	Progress?
Remote delivery of Lesson 42	Should a year group have to self-isolate, mental health and well-being/contact with tutors will be vital	On-line	NW HM PB	Online – requirement for ICT hardware to support tutors to call tutees and deliver Lesson 42 remotely during Lesson 42 time and contact tutees during registration	As required	Hardware costs	On track
Level 2							
Continue to communicate effectively with the community	Parents and carers will be able to understand and therefore support our objectives if we communicate well	Virtual Open Evening P16 Open Evening Parents' Evenings inc P16 Options Evenings (probably)	PR	Social Media Website Video blogs		Nil	
Publish all Schemes of Learning on the website	Parents and carers will be able to understand the shape and direction of the curriculum and potentially offer support	Website	NS PR Subject Leaders	Through existing website	Complete by 1 st Nov	Staff time	Ongoing
Continue to update the website with signposting to support	Some families will need additional support for some time depending on need	Website	NS HM	Through existing dedicated website area	Ongoing	Staff time	Ongoing

What?	Why?	Where?	Who?	How?	When?	Cost?	Progress?
Ensure clear communication channels particularly for vulnerable children and families	Excellent communication channels were established during lockdown with regular calls home. If a Year group needs to self-isolate pastoral staff from that year group will re-start this communication.	Details on the website	HoYs/ PSAs PP team SEND team HM NS	Through existing systems	Ongoing	Staff time (freed up from having no year group)	On track
Level 3							
Complete updated audits to establish where students may not have access to ICT facilities at home	In order to promote equality of access for all students	Audits completed in Post-16 through Lesson 42 Audits completed through tutors in KS3 and KS4	HM NS MB PB	From the audit decide on level of need and where resources come from – existing or Catch Up Fund	9 th Oct	Depends on demand Catch up funding will be used to fill any hardware/software or broadband gaps	P16 completed KS3 and KS4 being collated
Put in place processes for distribution of paper based information	As above	During lockdown there was an efficient system in place which was co-ordinated through HoYs and usually, but not always, involved collection from College of materials	HoYs NS PP team SEND team	As per lockdown	In place	Staff time	Complete

What?	Why?	Where?	Who?	How?	When?	Cost?	Progress?
Establish teams for each class	Enable resources to be distributed to different classes and enable resources to all be stored in one continuous stream which makes sequencing of implementation clear	Teams	PB / GA DH KOs Subject Leaders	Implemented by ICT team populated by staff	In place In place and ongoing	Staff time	Complete
During lockdown a consistent approach based on EEF principles was established	Activate/Explain/Practise/ Reflect/Review was introduced during lockdown and will be implemented again to ensure a consistency of approach if remote learning is required again	Online through communication with GA	GA Teachers	Advice form GA and practice Sharing of practice and resources within Depts	Principle established	Nil	Ongoing
Key remote learning content has been identified and will be sent out to parents and carers in due course in a consistent format	For students who might have to self-isolate it is important that they can stay reconnected to the curriculum so they do not fall behind while also recognising the pressures faced by staff in trying to teach face to face and remotely at the same time.	College has identified key consistent resources online which can be accessed immediately	GA DH	GA to co-ordinate with Subject Leaders Once agreed communicated to parents and carers	1 st Nov 2020	Mainly nil (eg Seneca/BBC Bitesize) and some expenditure already budgeted for eg GCSE Pod	On track

What?	Why?	Where?	Who?	How?	When?	Cost?	Progress?
Lever 4							
Develop a consistent whole school approach to Knowledge Organisers	This will distil the key knowledge that needs to be learnt and allow learning to be flipped, reviewed and spaced as required	Paper based and online	DH Subject Leaders	Models shared Web page updated Information communicated home	Complete	Staff time	On track
Discussions have been held with specialist Subject Leaders to discuss our recovery curriculum in terms of re-sequencing the curriculum	Students will need help to re-connect with their curriculum (see Lever 3 above)	Subjects have created revised Schemes of Learning for implementation in September which focus on key information and content.	GA Subject Leaders KS Leaders	Curriculum plans redrawn and implemented through subject teams from Sept 2020. Directed time made available for departments to review the implementation throughout the year to enable plans to be revised as required based on ongoing assessments.	In place	Staff time	On track
We have modified our assessment programme for this year	Students need to slowly re-connect and not become anxious by being tested too early before knowledge has been refreshed	Assessments have been adjusted to initially concentrate on low stakes quizzing to identify any gaps in knowledge and will	DT RB Subject Leaders	Assessments are being worked through to inform the teaching programme	In place	Nil	On track

		progress through to full mock exams in January for Year 11 and 13 once further teaching has taken place					
What?	Why?	Where?	Who?	How?	When?	Cost?	Progress?
Discussions have been held with Subject Leaders about different scenarios for learning	Departments will need to be prepared for a range of scenarios from full lockdown to partial opening to completely face to face. Departments have been asked to consider these options and prepare a curriculum which is flexible enough to deal with each of these scenarios Tier 2 plan (Year 7, 9, 11 and 12)(Year 8, 10, 13)	Resources based in subject areas Plans shared with Principal and SLT link	Subject Leaders SLT link	Plans in place for each team	In place	Staff time to create	On track
Our immediate offer of remote education	Departments have prepared resources that are available for students who are self-isolating. This can be matched across to other existing online resources. Students will be contacted by email to check on learning and establish contact. Teachers will be expected to check on work weekly.	Remote	Subject Leaders Pastoral staff SLT	Keep well developed communication channels particularly with vuln/PP/SEND through phone/email/social media plus good Comms with staff	In place	Staff time to create Live sessions at normal timetabled times 100 extra webcams purchased and being distributed Individual headsets purchased for	On track

	<p>We will avoid long term projects or internet research. Resources need to be differentiated for SEND students. TAs (LMs) will be allocated to do this and provide 1:1 support for SEND students remotely.</p>		NS	<p>Keep Teams and packages within Teams Keep using consistent remote resources Improve how resources are delivered through Teams by assigning classes Embed the phases framework from EEF Publish Knowledge Organisers for each section of work which students can work from and covers the key knowledge Use Knowledge organisers on website to frame subject content/link to face to face learning/check in via email during lesson times (if</p>	<p>each staff member Remote sessions might look like -shared classes taught by two members of staff (Ge) -larger groups with 3/4 members of staff in the session (RE) -sessions aimed at different ability groups -sessions where perhaps 15/20 mins are live to activate the learning Teachers will as a minimum be available at this time online to answer queries and check learning Schemes of Learning to go on Teams for teaching groups £10000 for new equipment</p>	
	<p>Funding provided from Catch up fund to buy webcams/laptops/dongles for students where needed.</p>	<p>Equipment (HM and KAC have conducted audits plus reminders on many parent/carer updates and knowledge</p>				

		from previous lockdown)		whole year out) or once a week for self isolating to feedback/guide learning LMs – work with staff to differentiate learning/contact parents/carers (see parent/carer sheet for more details) Audits will inform need			
Increase capacity for 1:1 support in English and Mathematics	Some students will have already been falling behind and lockdown will have exacerbated this.	Face to Face	Specialist teacher CH(not avail) possible media appointment? RC? Is available	Students identified through progress data, subject identifications, behaviour and attendance	EP exploring CH HM exploring RC	Costs from catch up fund Teacher identified UPR3 £40 an hour 5 days a week 7hrs a day – 7 weeks £9800	Starting

Provide an online tutor for disadvantaged and other students	60 students will benefit for a 1:1 online tutor. Using Catch up funding this will be expanded to more students	Online	1:1 tutor	Students identified as above once initial review into provision carried out	NS	Costs from Catch up fund £20 an hour Identify a further 60 students at an hour a week £8400	Starting
What?	Why?	Where?	Who?	How?	When?	Cost?	Progress?
Level 5							
Continue to ensure that students have space to express their feelings	Students will require space to find their voice on issues – opportunities include Student voice Tutor time Online assemblies	Face to Face and online	HM NW HoYs	Ensure these opportunities are in place – consider other ways to make more space available to groups and individuals as required	On going	Time – student and staff	Further development required
Encourage staff to use a common vocabulary that reassures students about the need to re-connect rather than panic	Staff introduced to key vocabulary to use as students returned to help students reconnect effectively	Reopening documentation / Training days	AJD GA Subject Leaders All staff	Done	Complete	Documentation	Complete
Using Catch-up funding establish a Wellbeing /Mental Health	Provide additional support on an individual or small group basis for students to receive mentoring on health and	Face to face	LM	Catch up funding to pay for additional expert member of staff	Ongoing	Being explored (Catch up Fund) Staff identified 3 days a week	Starting

/Behaviour support group for students	well-being issues which may be affecting their behaviours in College			(LM exploring a contact)		(150 a day?) for 7 weeks £3150	
Using Catch-up funding to create more capacity for 1:1 support	Create more time for individual students to receive expert support Additional time now being supplied by Young Devon for counselling (5 days a week)	Face to Face Face to face	NS HM HM	Catch up funding to pay for additional time from Paula Baker if possible	Ongoing	Being explored (Catch up Fund) In Nov (free) £35 an hour thereafter Agreed	Starting Imminent start
Using Post-16 support fund to employ a Raising Achievement co-ordinator	Create more time for individuals to have 1:1 academic support as well as enabling pastoral staff to focus on more pastoral support	Face to Face	KAC MB	Post-16 funding (£14000)	Ongoing	Being explored JD being drawn up (KAC)	Starting
Total termly spend from Catch up fund (Autumn)						£3150 (MHWB support) £8400 (1:1 remote support) £9800 (Maths/Sci teaching) £9800 (Eng support possibly) £7000 (ICT funds to support remote learning) £38 150 (£38000 available for Aut 3/12ths)	

Carry Over – Covid Catchup £40k	Review of carry over funds showed that there was £40k to spend in the year 2021-22. Spending planned as follows:	Face to Face	1:1 tutor	Internal member of staff to support children in groups or 121 to fill gaps.	Ongoing	Extraction or dropped subjects (often supporting in STEPS). £20k	Started Sept 2021
Carry Over – Covid Catchup £40k	Review of carry over funds showed that there was £40k to spend in the year 2021-22. Spending planned as follows:	Admin support for RTL.	Overseeing RTL provision	Member of staff to support the inclusion team/RTL admin.	Ongoing	£20k	Started Sept 2021

Glossary

KO	Knowledge Organiser
LM	Learning Mentor
TA	Teaching Assistant
PSA	Pastoral Support Assistants
HoY	Head of Year