Grantham Villages' Church of England Primary Schools Federation

Building Our 'Healing the Gap' Curriculum

1. **Aim:**
   To restore the wellbeing and resilience of our children, supporting them in becoming effective and engaged learners who are able to access all the opportunities that school has to offer.

2. **Scenarios:**

Scenario:	Content:	Pedagogy:	Assessment:
1. Covid-19 disappears completely over the summer and the risk of contracting Covid-19 has been eliminated. This is likely to mean a full school return in September. No requirements for social distancing or other preventative measures.	Face to face teaching will focus on the full curriculum for each year group. It will be crucial to assess children's gaps, but as informally and unobtrusively as possible.	Normal timetable allows 100% face-to-face teaching. Lesson structure focused on short, stimulating teaching and learning activities. A complete return to pre-covid-19 Teaching and Learning Policy. One-to-one and small group tuition and intervention programmes are delivered.	First half term: Formative & summative assessments, focused on the core subjects & resilience - keeping the children comfortable & enthused, sharing experiences. Assessment informs priority children and priority areas for one-to-one and small group tuition, homework and interventions.
2. The risk level of contracting Covid-19 is lower than now, but not eliminated. This is likely to mean a full school return in September, with some social distancing and other DfE preventive measures remain in place.	Face to face teaching will focus on the full curriculum for each year group. It will be crucial to assess pupils' gaps, but as informally and unobtrusively as possible.	Almost normal timetable allows 100% face-to-face teaching. There may be limitations in using outside agencies/facilities eg Music lessons, trips & visits, swimming… Lesson structure focused on short, stimulating teaching and learning activities. A complete return to pre-covid-19 Teaching and Learning Policy. One-to-one and small group tuition and intervention programmes are delivered.	First half term: Formative & summative assessments, focused on the core subjects & resilience - keeping the children comfortable & enthused. Assessment informs priority children and priority areas for one-to-one and small group tuition, homework and intervention programmes.

Scenario:	Content:	Pedagogy:	Assessment:
3. The risk level of contracting Covid-19 is lower than now. This is likely to mean there could be a full school return in September. Social distancing reduced to 1m+ and other preventative measures still in place.	Face to face teaching will focus on the full curriculum for each year group. It will be crucial to assess pupils' gaps, but as informally and unobtrusively as possible.	We would keep to the "bubble" organisation. An 'as normal as possible' timetable allows 100% face-to-face teaching. Many limitations will remain in place. Lesson structure focused on short, stimulating teaching and learning activities. Small group tuition and intervention programmes are delivered within distancing guidance.	First half term: Formative & summative assessments, focused on the core subjects & resilience keeping the children comfortable & enthused. Assessment informs priority children and priority areas for small group tuition, homework and intervention programmes.
4. The risk level of contracting Covid-19 is still around the 0.7-0.9 rate. This is likely to mean that we could have half the school in at any one time. 2m social distancing and other preventative measures remain in place	Face to face and 'school at home' teaching will focus on the priorities for that year group. A key element would be ensuring that the children are familiar with the work we are setting them to work independently at home.	We would keep to the "bubble" organisation. With only half the children in school at one time, we will be teaching in cycles, with one half of the children in school whilst the other half is at home at any one time. There will be no teaching online as the full teaching staff will be teaching all week, every week.	First term: Formative & summative assessments focused on the core subjects & resilience keeping the children comfortable & enthused within each cycle. Assessment informs priority children and priority areas for additional 'school at home' activities.
5. The risk of a second spike is high. School would only remain open to key workers and most vulnerable.	Content to be delivered with a mixture of work posted online and remote teaching, with associated limitations.	We will have to enhance our practice and be delivering remote teaching and learning in the most interactive way possible.	Assessment beyond initial summer term RAG-rating will be postponed until Scenario 4 at the earliest.

3. Rationale:

Our 'healing the gap' curriculum will be based around five elements to counteract the effects of the pandemic on children's lives and learning. These are the areas we need to seek to both restore and promote. Keith White's 'The Growth of Love' (Barnabas, 2008) identified: **Security**, **Boundaries**, **Significance**, **Community** and **Creativity** as a framework for development. These areas have a theological as well as a child development basis.



a) **Security** – Security has to do with the most basic belief that there is always somewhere to shelter and hide in the fiercest storm; a rock that will not move when everything else seems to give way; a centre that will hold when things feel as if they are falling apart.

   He who dwells in the shelter of the Most High will rest in the shadow of the Almighty. Psalm 91:1

b) **Boundaries** – Boundaries imply discipline, regulation and rules, but this area also includes an underlying sense of structure, reliability, predictability, patterns of life and routines.

   And the Lord God commanded the man, "You are free to eat from any tree in the garden; but you must not eat from the tree of the knowledge of good and evil, for when you eat from it you will certainly die." Genesis 2:16-17

c) **Significance** – Significance is about self-worth, the emerging sense in all children (as they develop) of their individual value. We cannot give and receive love and affection until there is a belief that 'I am', 'I matter' and that 'I am worth something to myself and to others'.

   "I will not forget you! See, I have engraved you on the palms of my hands." Isaiah 49:15-16

d) **Community** – Our community is a source of support, affirmation and learning. It is a place of security and exploration; safety and measured risk.

   This is what the Lord Almighty says: "Once again men and women of ripe old age will sit in the streets of Jerusalem, each of them with cane in hand because of their age. The city streets will be filled with boys and girls playing there." Zechariah 8:4-5

e) **Creativity** – Creativity is about imagination, art, drama, adventure, sport, writing, poetry, affection and all the myriad ways, physically and imaginatively, by which we shape the world in which we live.

   For we are God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do. Ephesians 2:10

The work of Barry Carpenter et al (see Think Piece – Appendix 5), suggests that all children have experienced loss during the current pandemic which will have caused issues around attachment, emotional wellbeing and mental health.

"When the children return to school there needs to be a Recovery Curriculum in place… 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."

a) **Loss of routine -** Increase in anxiety or confusion. Disrupted sleep pattern – cumulative tiredness can diminish a child's coping mechanisms.
b) **Loss of structure** - worries about change, loss of control, leading to anxiety, frustration and loss of concentration.
c) **Loss of friendship** - loss of friendship and social interaction could trigger a bereavement response in some of our children, grieving for the deeper social interactions and connectedness that has not been possible during lockdown.
d) **Loss of opportunity** - loss of important life events such as birthday celebrations, holidays, family events, school events, transition activities, SATs etc.
e) **Loss of freedom** - loss of self-esteem and self-worth which comes from being part of a group, loss of control.

The pandemic will have affected some of the most basic needs of us, our pupils and their families.

All children, irrespective of their vulnerabilities before the pandemic, will be affected by these losses.

Emotional wellbeing, emotional literacy and emotional regulation are important building blocks in allowing new learning to take place. Staff will assess how children are in terms of their general wellbeing and support – including through ELSA and our PSHE curriculum – will be planned. All of this is set clearly within the context of the school's ethos:

St Sebastian's CE Primary School

'Together in Faith we Aspire to Achieve Excellence'

Marston Thorold's Charity CE Primary School

'Together in Faith we Aspire to Achieve our True Potential'

Across the federation we are an inclusive Christian community with hope for all, we work towards opening minds, widening horizons and unlocking potential.

Through challenge and support, we aspire to achieve excellence by creating a safe, nurturing learning environment where everyone is empowered with the skills, knowledge and wisdom to flourish and succeed and reach their true potential. We aim to build on the firm foundations of our shared Christian values to ensure all feel valuable, connected and have the highest expectations of themselves and others.

'Encourage one another and build each other up.' 1 Thessalonians 5:11

4. What might this look like in the classroom?…

4.1 Take into account the developmental process of learning:

- Accept children where they are. Many will have regressed either academically, socially or emotionally.
- Repeat and reinforce previous learning. Remind children of their successes.
- Provide fun, positive, fulfilling experiences; play is important for all ages.
- Focus on building learning skills rather than 'closing the gap'.
- Ensure building blocks are secure before expecting new learning to take place.
- Explain to children what they are learning, how and why. Reassure them about anything they have heard in the media about children 'falling behind'.
- Specialists advise:

4.2 DON'T:

- Re-teach from the beginning.
- Let tests drive the curriculum.
- Judge children on what they have or haven't achieved academically during home-learning.

4.3 DO:

- Start the curriculum from where the children should be.
- Revisit, refresh and practise previous curriculum content.
- Use lots of stories and talk, including reading often to the children.

- Include handwriting/fine motor practice (many children may have done little actual writing whilst at home – and the 'power' of handwriting to impact positively on self-esteem shouldn't be underestimated).
- Break tasks into small manageable chunks.
- Include lots of short tasks.
- Build up stamina gradually (children may not be used to concentrating or working independently for any length of time).
- Build in time for movement breaks or 'brainbreaks'.

4.4 Provide a safe space with secure boundaries:

- Clear routines.
- Visual timetable.
- Clear expectations and boundaries.
- Modelling of new rules and routines.
- Be explicit about new safety precautions that are in place and emphasise school's absolute priority to keep everyone safe.
- Develop trust and show that school can be relied upon.

4.5 Boost children's self-esteem:

- Give choices within activities.
- Give time for children to follow some of their own areas of interest.
- Use non-academic challenges (eg: STEM challenges, scavenger hunts, Lego challenges) to focus on learning skills such as resilience, persistence and perseverance.
- Praise all achievements.
- Provide opportunity for teamwork activities within 'bubbles'.
- Allow quiet times and activities for those that need time – mindfulness activities or time to process their feelings.
- Support the building of relationships between adults and peers. Play is a great medium for this.

4.6 Provide children with the means to communicate their thoughts and emotions:

- Help children to put their feelings into words – 'Name it to tame it'.
- Acknowledge all feelings as acceptable and normal. It is ok to feel angry, anxious, sad etc. Help children to find acceptable ways of expressing their feelings of anger and anxiety.
- Encourage children to communicate their feelings and consider what to do about them through stories, comic strips, social stories, short scripts or role-plays.
- Use visual cues, such as emojis to help children identify their emotions. Teach children to adopt non-verbal signals to indicate feelings of overwhelm.
- Provide opportunities to discuss experiences and present worries eg: circle times, worry box.
- Acknowledge all feelings as acceptable and normal. It is ok to feel angry, anxious, sad etc. Help children to find acceptable ways of expressing their feelings of anger and anxiety.
- Provide opportunities for expressing thoughts and feelings through creative activities such as art and music.

4.7 Remember that all behaviour is a form of communication:

- Follow normal school rules and behaviour policy. Explain and model any changes due to current situation. E.g. sharing equipment, staying in playground zones (where needed).

- A child or young person that has difficulty regulating emotions may frequently engage in behaviours that appear impulsive and that are challenging to manage. The strategy of 'Stop, Think, Do' is a good mantra for teachers. Stop and think about what the behaviour might be communicating, were these patterns of behaviour evident previously or could they be a reaction to recent events and a result of painful memories being stirred up? Respond calmly and clearly. These children and young people need to be aware that their behaviour has consequences, however they require patient teaching, reminders and clear boundaries and expectations that are repeatedly explained in different ways and enforced consistently. Respond to the underlying emotions rather than the behaviour, beginning by validating their feelings. (See www.intraquest.co.uk for ideas).
- Help children/young people to identify an emotional safe place (personal to them) and encourage them to 'travel' there when they are feeling dysregulated.

4.8 Be aware of transitions and change:

- Openly discuss changes that occurred during lockdown and changes that are happening now. Ensure children have age-appropriate understanding of measures taken and the reasons behind them.
- Explain any changes of routine to the children ahead of time.
- Communicate as much information as possible in advance.
- Elicit views of children about any impending transitions whether small or much larger and address any questions or concerns.

Appendix 1: **Circle Time Conversation Starters (KS2)** Taken from '*The federation of Golden Flatts and Lynnfiel Framework for Recovery'.*

Past:

1. Lockdown was a time that no-one predicted, what were your first feelings when you knew you couldn't go to school or even go outside your home or garden except for a walk? Did your feelings change overtime?
2. Many of you have favourite places you like to visit, which special places did you miss visiting and why?
3. Some people made running tracks in their gardens, some people created a beach with sand and water in their gardens. Were there any places you couldn't visit that you reconstructed in your own home? How did that help you?
4. Nobody was able to visit family or friends who lived in a different household. Who did you miss the most? What did you miss about this person?
5. While we were all at home many of us discovered new interests or developed new skills? What new interests or skills did you discover while you were learning or playing at home?
6. Were there any moments that you felt sad, lonely or worried during the lockdown? How did you manage to deal with these feelings and moments?
7. What was the happiest moment you experienced during your time at home?
8. Who celebrated a birthday whilst at home? How did you celebrate it? How was this different to last year?
9. At 8pm every Thursday many people clapped for the NHS and Keyworkers to say Thank You. Did you join in? What you think of this gesture of appreciation? What other ways did people show their appreciation?
10. Many children drew rainbows and placed them in windows to inspire people and remind everyone that we were all in this together. Were there any ways that you helped to encourage and inspire people to be strong together?
11. Many people found this time very difficult, was there anything you did to help a friend or member of your family?
12. How did your family communicate with friends and other members of your family? What did you enjoy or find helpful about these new ways of communicating?
13. Laughter helps people feel happy and included, what was your funniest moment during this time? What new jokes did you learn? What is your 'happy story'?
14. Lots of people had time to read more books than they usually would. Which books did you read? Many teachers and celebrities read stories to children using online technology, if you were able to listen to any, which were your favourite?
15. There were many online quizzes and games for families to take part in. As a family/friends which online activities did you participate in? Which non online games did you enjoy playing as a family?

Present:

1. How are you feeling about being back in school? In school routine? With your friends and teachers?
2. Today you are back at school. Take a moment to think about where you are at this particular moment. Maybe you are joining in Circle Time. Maybe you are in your classroom, maybe you are outside or perhaps in the hall. Just think about now, where you are, who is with you and how you really feel
3. What have you missed about being in school that you would like to do during the next week?
4. What questions do you have about being back in school? Being here today?

5. What do you think you have learned about yourself and the world which you didn't know when we were all in school together before?
6. How have you changed and grown as a person since you were in school before the school closure.
7. You may have been learning at home with the guidance your parents, did you have a visual timetable? What lessons did you decide to do? If you could use your home learning experience to devise a visual timetable for your class, what lessons/learning quests would be on it?
8. How do you feel about restarting school at this time of the academic year?
9. Are there any year groups that have not started back at school yet? Why do you think this is? How is this fair? What is the thinking behind this decision?
10. Now you can see your friends again and play in the outside environment, what kind of rules should we have to still keep everyone safe? Which games could be adapted to allow children their personal space? Can you devise /make up a new game?

Future:

1. There may be family and friends you still have not been able to see in person. What are looking forward to saying to them/doing with them when you can meet up again?
2. Many of you will have favourite places you like to go, which you haven't been able to visit. What will you do when you can visit them again?
3. Many children have an idea of the job or career they would like to aim for when they leave education, has school closure made you change your mind about your future job? Have any of the recent events inspired you to choose a different career?
4. What do you hope we will do together at school next week? Next term?
5. What school events are you looking forward to now you are back at school?

Appendix 2: **Class Games (socially distanced)**

Warm up and Ending games

1. The lining up game: Without help, the children need to line up quickly in: register order, birthday month order…
2. Clapping: Going round the circle one clap continues the direction, 2 changes the direction back.
3. Simon Says
4. Smile: A smile is passed around the circle.
5. Expressive Face: Children cover their face with their hands. Teacher says an expression / emotion (e.g. smile, frown, laugh, confused, thoughtful…). Children remove their hands to show the expression / emotion. Look at each other's faces: how easy is it to 'read emotions'?
6. Follow the leader: The leader begins miming and action; clapping, etc. the others in the circle must copy. Change leader after 2 or 3 actions.
7. Introductions: Introduce yourself and the person sitting next to you. Continue around the circle.
8. Instrumental listening: Have 5 numbered instruments. One member of circle plays one and the rest have to raise the number of fingers linked to instrument played.
9. Colours: If I were a colour, I would be … because…
10. Storm: Leader starts by wiggling fingers for the rain, this passes around the circle until everyone is wiggling their fingers. The leader then changes the action to other aspects of the storm, e.g. wind – arms waving, thunder – slap knees. End with the sun - mime a circle.
11. Emotions game: One person acts out an emotion from their seat or space. Rest of class try to interpret the emotion.
12. What am I? Choose a positive adjective to describe yourself, go around the circle in turn.
13. Actions story: Share a story with agreed actions for certain words. Everyone has to make the action when the words are said.

Also, see '101 Games To Play Whilst Socially Distancing for ages 3-7' by Martin Williams.

Appendix 3: **PSHE Curriculum Ideas**

The following additional activities are taken from '*The federation of Golden Flatts and Lynnfiel Framework for Recovery'.*

Promoting Belonging and Connectedness

- Jigsaw activity – it is important to recognise that we are all unique individuals but we can also come together as a group of children, class, or year group.

  https://www.twinkl.co.uk/resource/t-t-9884-we-all-fit-together-class-portrait-jigsaw-puzzle

- Recognising positive qualities - Take a sheet of paper write your name in the middle. Pass around the group or class and write a positive comment for each person in turn (or altered activity to not share paper!).
- Positivity Jar:

  https://primarysiteprodsorted.s3.amazonaws.com/stokedamerel/UploadedDocument/9803857907444ce2a002ae2046d66e59/positivity-jar-1.pdf

Managing Feelings and Emotions

- Worry box – Post your feelings, thoughts and questions
- Gingerbread man outline activity – Identify and label your current emotions. How does it feel? Where are these feelings? https://www.twinkl.co.uk/resource/t2-d-008-design-yourown-gingerbread-man
- Gratitude journal – It is important to remind ourselves things we are grateful for in the midst of a difficult time.
- Creating a happiness box (even if just talked about rather than physically created)

Mindfulness

- Free online mindfulness classes - https://www.mindfulschools.org/free-online-mindfulnessclass-for-kids
- Mindfulness quotes – http://www.doodle-art-alley.com/quote-coloring-pages.html
- Guided imagery – Utilising your sensations through imagination. https://www.headspace.com/meditation/guided-imagery For younger children https://www.youtube.com/watch?v=wf5K3pP2IUQ
- Cosmic kids yoga https://www.youtube.com/user/CosmicKidsYoga
- 18 Mindfulness games, worksheets and activities https://positivepsychology.com/mindfulness-for-kids/
- Tips for calming anxiety during a difficult time - The Child Mind Society https://childmind.org/article/how-mindfulness-can-help-during-covid-19/
- Puppy Mind by Andrew Jordan Nance https://www.youtube.com/watch?v=Xd7Cr265zgc
- Mindfulness does not always require sitting down by Smiling Mind and ABC radio. https://www.youtube.com/watch?v=buPuB4Sa0zU
- Safe Hands Thinking Minds - Creative resources to support regulation to include Presley the Pug: relaxation activity book for 5-10 year olds and grounding, southing and regulating cards: http://www.safehandsthinkingminds.co.uk/amazon-associates/

Appendix 4: **Links to stories and other useful resources**:

https://nosycrow.com/wp-content/uploads/2020/04/Coronavirus-A-Book-for-Children.pdf A book explaining Coronavirus to children

http://stayhome.walker.co.uk/rainbows/ 'Rain Before Rainbows' – a story about hope

https://www.storyberries.com/category/feelings-and-emotions/ collection of free stories about emotions

https://protectchildren.ca/pdfs/C3P_BigFeelingsComeAndGo_storybook_en.pdf 'Big Feelings Come and Go' - a story explaining anxiety to children

https://www.calameo.com/read/000777721945cfe5bb9cc?authid=Xu9pcOzU3TQx 'Everybody Worries' – story

https://issuu.com/bloomsburypublishing/docs/thebookofhopes_interactivepdf/6?ff 'The Book of Hopes' – an e-book containing a collection of short stories and poems around the theme of hope.

https://www.elsa-support.co.uk/category/free-resources/coronavirus-support/ A collection of free resources to promote children's wellbeing.

https://www.partnershipforchildren.org.uk/what-we-do/childrens-wellbeing-activities-for-teaching-staff-and-families.html Activities for school and home to promote emotional wellbeing.

https://search3.openobjects.com/mediamanager/biborough/directory/files/2020_transition_recovery_and_learning_primary_and_nursery_resource_booklet_for_schools.pdf Transition, recovery and learning in the aftermath of a pandemic. A resource for nursery and primary schools

https://padlet-uploads.storage.googleapis.com/581363924/cebe8b9406ae6d2d719be606eb4b0bd7/Outdoor_No_Contact_Games_and_Activities_powerpoint.pptx Ideas for non-contact games and activities

https://www.teritotoi.org/classroom-support/ Lessons written by experts to support children's return to the classroom through the Arts. (Used after the Christchurch earthquakes)

http://www.unm.edu/~unmvclib/gamification/cards/mindfulgamescards.pdf Ideas for mindful games

https://drive.google.com/file/d/16RyVSXmOTxbR4Z9u_rtNnSi95c5zOYC2/view Mindful colouring sheets –difficult

https://www.twinkl.co.uk/resource/t-c-1551-mindfulness-colouring-sheets-bumper-pack Mindful colouring sheets for children

Protecting the psychological health of children through effective communication about COVID-19

Talking to children about illness and death of a loved one during the COVID-19 pandemic

DfE has published a training module

Appendix 5: **Think Piece**:

A Recovery Curriculum: Loss and Life for our children and schools post pandemic.

Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University, UK
Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire, UK

"When will they actually go back to school?" This is the cry from many parents, as we write and there is no answer. But that does not stop us thinking about what it will be like for each and every one of our children, at whatever age, stage or ability level on the day they walk through the classroom door.

It would be naive of any Headteacher/Principal to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time.

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. No more rushing to get the school bag ready and running out of the door to begin the journey to school. For most children their daily goal in going to school is not just to learn but to see their friends and to feel a sense of self-worth that only a peer group can offer. You cannot underestimate the impact of the loss of that social interaction. It is as key to their holistic development as any lesson. Human beings are fundamentally social creatures, and the brain grows in the context meaningful human to human interaction. What will the children be making of this period of non-attendance? What worries will they have because grown-ups have now stopped them going to school indefinitely?

For many children the loss of structure will be devastating. This is why parents have been encouraged to establish clear routines in home schooling their children. Children need to know what they are doing now and what will come next. If they don't, the child will become anxious and concentration levels drop; they become frustrated with themselves, and their parents as makeshift educator.

For some, the loss of freedom is constraining. What teenager wants to be with their parents 24 hours a day? Frankly they are not cool! Their whole self-image, self-esteem, and self-concept, is located in the interaction and dynamics of a peer group. They cannot test their emerging self, against the rules and routines of family life and to be taught by a parent who clearly knows nothing, (what teen acknowledges parental skills?) is to them an insult!

The common thread that runs through the current lived experiences of our children, is loss. Publicly it has been the loss of national examinations which has been most obvious. As one student said, "I was preparing to run a marathon, but now they tell me there is no race!" Many would think that the removal of examinations would be a matter of joy for most young people facing a gruelling timetable of examinations. But these are rites of passage; they are integral to how that young person shapes their ambitions for their life. What impact will it have on students to give their all to examinations next time around?

From loss emanates three significant dynamics that will impact majorly on the mental health of our children. Anxiety, trauma and bereavement are powerful forces. For them all to appear at once in an untimely and unplanned fashion is significant for the developing child. Our children are vulnerable at this time, and their mental-health fragile. And on top of that, they are witnessing a sea of adult anxiety, which they unwittingly are absorbing. There will be many students who are young carers, and this loss of freedom will be combined with a weight of responsibility that will have made academic learning feel inconsequential.

The loss of friendship and social interaction could trigger a bereavement response in some of our children. They will grieve for that group of peers, who not only give them angst, but also affirm them as the person they want to be. The rules of the peer group have vanished without warning, and our young people in particular, were ill prepared for this. They will mourn for how their life was compared to how it is now. They have undergone a period where friends and family members have been avoided because they are a threat; how long will it take for children to feel not threatened by nearness of others?

The loss of routine and structure, will be traumatic for some. Already we are receiving reports of the increased incidents of self-harm, (Young Minds, 2020). Children can find it alarming that the infrastructure of their week has been abandoned however logical the reason. The suddenness of it all may induce panic attacks, a loss of self-control, as the child feels their own intellect no longer informs their personal judgements accurately.

Anxiety is a cruel companion. It eats away at the positive mental health of the child, and can cause a deterioration in their overall well-being. The anxious child is not a learning child. Mood swings may prevail; they

can become irrational and illogical. There can be a loss of sleep; the cumulative tiredness can diminish the child's coping mechanisms.

Daily, children are listening to reports of the spread of the pandemic and to the reported death toll in their country and internationally. It is probable that most children may return to school knowing of someone who has died. Indeed, they may have first-hand experience of the death of a loved one. In this respect, we have much to learn from the experiences of those children affected by the earthquakes in Christchurch, New Zealand. Schools there, kept a register of the deaths within a family, or other significant traumatic events, to guide and inform staff as children returned. Subsequent evidence from research studies from NZ, (Liberty, 2018) have shown that there has been considerable impact on the learning and development of those children who were under 5 years old at the time of the earthquakes, (eg speech delays, emotional immaturity, etc). We ignore such related evidence at our peril.

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.

How are schools to prepare? What curriculum adjustments are crucial? What pedagogical frameworks will facilitate teaching with compassion? How will staff manage their own recovery? We inevitably have a finite resource and we must consider the gradual implementation of any form of curriculum to recover from loss. All of our learners will need a holistic recovery, some may need a focused recovery intervention programme, personalised to their needs; others may need a deeper and longer lasting recovery period, enabling a fuller exploration of the severity of their trauma and emergent attachment issues.

Teaching is a relationship-based profession. That has been clearly demonstrated in the response of the teaching profession, supporting children through online teaching during the crisis, and also caring for the children of key workers by keeping schools open and offering an activities programme. This was not without its inherent risk.

In response to the weight of loss our young people will have experienced, what are our levers of recovery? Many of us will focus on the recovery of lost knowledge, but this does not recognise the scale of impact. If we consider the definition of a relevant curriculum as the 'daily lived experience' we must plan for experiences that provide the space for recovery. Already Headteachers are saying "The children will be so far behind academically when they return." Such statements are incompatible with the process of recovery from loss, trauma, anxiety and grief. It is more about the results culture so many Headteachers are steeped in. Now is the time to return to more humane approaches concerned with the fundamental wellbeing, and secure positive development of the child. Without this there will be no results that have true meaning and deep personal value to the child in terms of their preparation for adulthood.

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.

We suggest the Recovery Curriculum is built on the 5 Levers, as a systematic, relationships-based approach to reigniting the flame of learning in each child. Many children will return to school disengaged. School may seem irrelevant after a long period of isolation, living with a background of silent fear, always wondering if the day will come when the silence speaks and your life is changed forever.

Our quest, our mission as educators, should be to journey with that child through a process of re-engagement, which leads them back to their rightful status as a fully engaged, authentic learner.

What must be going though children's minds at this strange time? Is school to be always transitory, when for you as a child, it has always been a constant, love it or hate it? Can I trust you again, as my teacher, to not abandon me? We were walking a path together, and then this 'thing', this virus, sent us on different journeys. Can our lives reconnect? Can our relationship be re-established? School is no longer the safe, constant place we thought it was. We must be ready to understand, to reframe their perceptions, and show that we are trustworthy.

The Recovery Curriculum is an essential construct for our thinking and our planning. Each school must fill it with the content they believe is best for the children of their school community, informed by your inherent understanding of your children in your community. What were the aims and values of your school before this pandemic? Use them now to guide your judgements, to build a personalised response to the child who has experienced loss. No Government can give you the guidelines for that. It is down to you, as that skilled, intuitive teacher, who can lift the mask of fear and disenfranchisement from the child. You can engage that child as a learner once more, for engagement is the liberation of intrinsic motivation, (Carpenter et al, 2015).

The Loss the children experienced during this pandemic will have caused issues around attachment – in their relationships in school that they have forged over years; these will be some of the strongest relationships the young people have, but bereft of the investment of those daily interactions, will have become fragile. Our unwritten relationships curriculum must restore the damage of neglect; it must be a Curriculum of Recovery. Now is the time to address the damage of loss and trauma, so that it does not rob our children of their lifelong opportunities. Now is the time to ensure that we restore mental wealth in our children, so that their aspirations for their future, can be a vision that becomes, one day, a reality.

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Date: 23rd April 2020

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