

Learning  
today  
for our  
tomorrow



**Oakfield**

HIGH SCHOOL & COLLEGE

# Oakfield High School and College

Re-engagement Plan



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Every single one of our learners and staff have been affected, in some way by COVID-19. We cannot underestimate the trauma this has caused on our young people. With that in mind we must carefully plan the re-engagement of our learners into school and learning. The follow re-engagement plan is devised using the 'A recovery Curriculum' think piece and Maslow's hierarchy of needs.



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# THE 5 LEVERS OF RECOVERY

## LEVER 1: RELATIONSHIPS

We will not necessarily expect our children to return joyfully. Many of the relationships that were thriving, such as with friends, teachers, supporting adults may need to be invested in and restored. We will plan for this to happen, not assume that it will.

## LEVER 2: COMMUNITY

We will recognise that your child's curriculum will have been based at home for a long time. We will 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

Our children may well feel they have lost time with their learning at school and we want to show them that we understand this and that we will help them to become confident learners at school.

## LEVER 4: METACOGNITION

In different environments, children will have been learning in different ways and may have developed different styles of learning. It is vital that we acknowledge this.

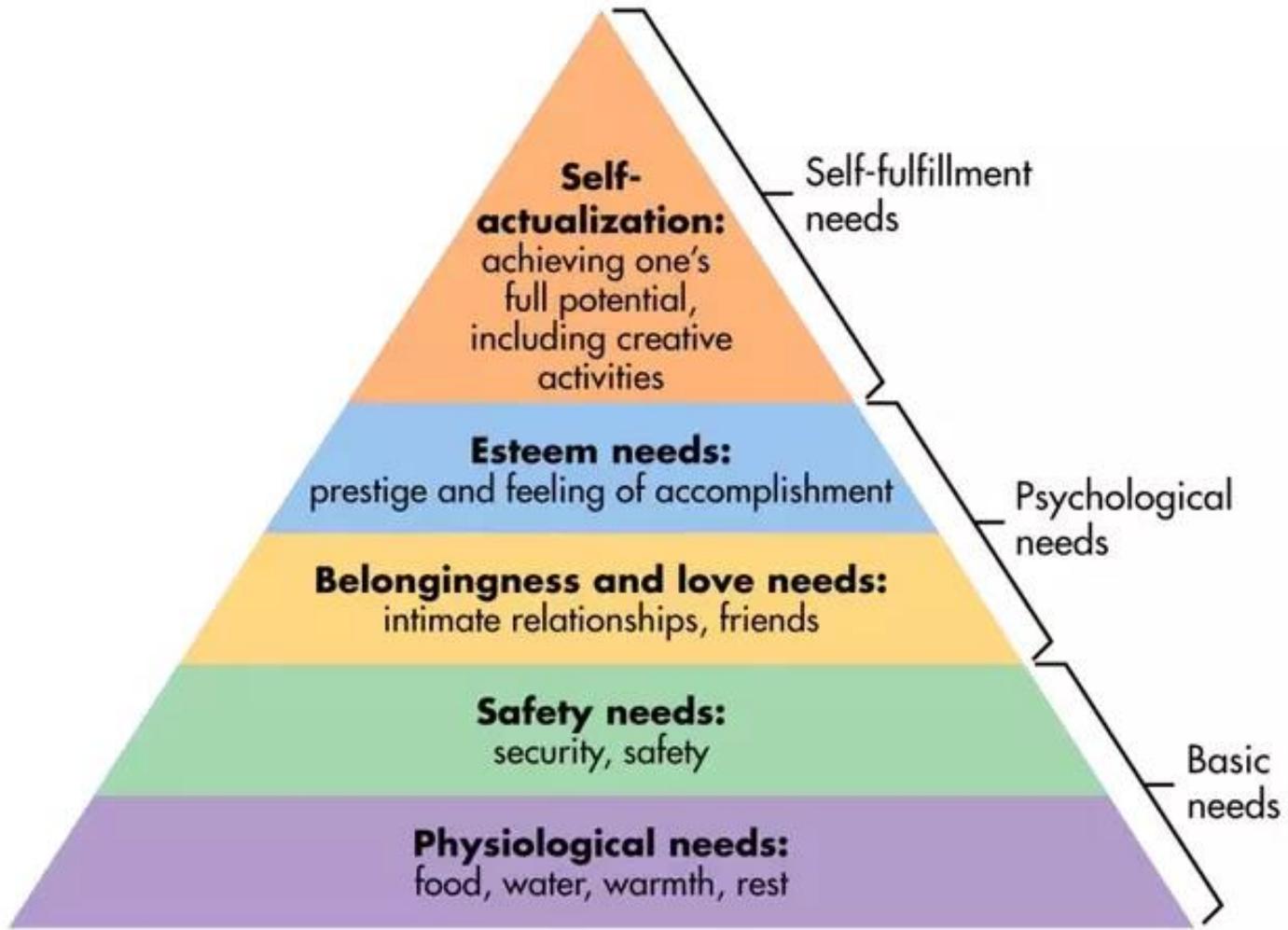
## LEVER 5: SPACE - TO BE, TO REDISCOVER SELF, AND TO FIND THEIR VOICE ON LEARNING IN THIS ISSUE

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.



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# Oakfield Re-engagement Plan

**Stage 1**  
Routine and  
Safety

**Stage 2**  
Relationships  
and  
belonging

**Stage 3**  
Transparent  
Curriculum  
and Self  
Esteem

**Stage 4**  
Metacognition  
and  
Self-  
actualisation



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# Step One: Routine and Safety

We cannot expect learners to have rationalised their return to school and as such need to ensure they feel safe in school. The impact upon not having any routine in their lives will have had a detrimental affect on them socially, emotionally and academically.

## **Oakfield's plan**

- The first morning back in school staff will use this time to explain the new school routine and procedure.
- Learners must, where appropriate be encouraged to ask questions about the new routine.
- Staff must persist and explain that the measures are in place to keep learners and staff safe.
- Amongst the full protocol, staff must reinforce hand washing procedures and social distancing.

# Step Two: Relationships and Belonging

We can't expect our learners to return joyful and with fully functional relationships that are thriving. These need to be supported and restored. The sense of belonging is a basic human need that must be fulfilled.

## **Oakfield's plan**

- The remaining first day and second days back into school will be focused around 'how are you'.
- Classes will stay class based and have the chance to reconnect with each other and staff. During this time staff can share their personal journeys during lockdown and celebrate any achievement.

# Step Three: Transparent Curriculum and Self Esteem

All learners will feel like they have lost time in learning and we must show them that we will support them with this. The learners will feel deflated about their learning and they have forgotten everything and cannot achieve. We must address this and develop their self esteem and respect for others.

## Oakfield's plan

- Learners will participate in a project based curriculum where the learners will draw upon all their knowledge both before and during lockdown.
- This will be set for the first two full weeks back. The project will be titled who are we? and will combined all the foundation subjects to celebrate their achievements and uniqueness.

# Step Four: Metacognition and Self-actualization

In this new learning environment the learners will need to learn in different ways. It is vital that we make the skills for learning in the new school environment explicit to reskill and rebuild their confidence as learners. Through rebuilding these learning skills we will rebuild their belief in their learning capacity and potential.

## Oakfield's plan

- Key stage 3 learners will continue to work on projects for the remainder of Autumn 1. This will allow the learners time to develop the skills for learning and confidence in learning through consolidating and connecting prior learning.
- Key Stage 4 and 5 learners will begin to access some options curriculum although in smaller chunks.

