Recovery and Intervention Session 1

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Overview

- Bringing together the evidence and research
- Considering:
  - The affective dimensions of learning
  - The cognitive dimensions of learning
  - The relationship between the two
- Pointing towards some possible starting points

Recovery and intervention

There are a number of reasons to explore the role intervention can play in the current climate:

- Most children have returned to school for the first time since March 20th

- Well documented research on 'learning loss' during school closures

- Concerns over children's well-being more generally

- Need to narrow the bandwidth

  - Equity

  - Getting on with the job

The story so far…

Professor of Mental Health in Education Barry Carpenter is amongst many who have serious concerns about the emotional well-being has given several talks recently on the emotional dangers children are exposed to through the dramatic changes made to their lives since March. In particular he highlights the loss of routine, structure, friendship, opportunity and freedom and how these losses can lead to anxiety, trauma and bereavement.

This talk was given to the Schools, Students and Teachers network. Listen to and think about the impact these emotions can have on children's lives and their capacity to learn.

Watch https://www.youtube.com/watch?v=IkAkGIQtDwE (from 1:00 to 8:10) and then read 'extracts from a recovery curriculum'

The story so far…

There will be a number of different issues that children are facing and will face upon their return to school. For some the return to school will be an anxious experience *in itself*.

It is well documented that anxiety, trauma and bereavement have a negative impact on both well-being and academic achievement:

'…early exposure to circumstances that produce…chronic anxiety can have lifelong consequences by disrupting the developing architecture of the brain…all of them [these experiences] have the potential to affect how children learn, solve problems, and relate to others…'
      National Scientific Council on the Developing Child (2010)

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The story so far…

Another meta-study has been done by the EEF.

Read the document: eefcovidextracts

Make a note of your thoughts about the following:
- How will the gap between the most disadvantaged and their peers be effected in your school?
- What will the impact of this gap be?
- How many of your learners are likely to be exposed to learning loss?
- How much of that learning is likely to be 'truly lost' and how much 'rusty'?
- How will you know?

The story so far…

[Kuhfeld and Tarasawa (2020)](#) used research on summer learning loss and student learning gains across typical school years with a nationally representative sample of students in grades 3-8 (equivalent to Years 4-9 in the English system) to estimate learning losses as a result of COVID-19-related school closures.

They project that where students missed the learning gains they would normally have during school closures they might return to schools in September with about 70 per cent of the learning gains in reading of a typical school year and even smaller learning gains (less than 50 per cent) in mathematics.

In other words a 'loss' of 30% in reading and 50%+ in mathematics. It may be even more significant for younger learners.

Bridging the affective and the cognitive

It's clear that schools need to ensure that their learners 'recover' their:

- Place in the learning community
- Sense of belonging
- Enthusiasm to engage with their peers, their teachers and their learning
- Their voice in the dialogue

These things will *take time*.

Think about what supporting this will look like in the classroom and make a note of your responses on handout 1.

Start with the learners

In order to best support the recovery of the learning community it will be important to look at the experience through the eyes of the learner.

Read:
'Introduction to TRU'
- Page 1 'Overview'
- Page 17 'The TRU Domain-General and Mathematics-Specific Observation Guides'

As you read consider which of the 'five dimensions of powerful learning' you will want to emphasise to support recovery.

Start with the learners

The Five Dimensions of Powerful Classrooms

The Content	Cognitive Demand	Equitable Access to Content	Agency, Ownership, and Identity	Formative Assessment
The extent to which classroom activity structures provide opportunities for students to become knowledgeable, flexible, and resourceful disciplinary thinkers. Discussions are focused and coherent, providing opportunities to learn disciplinary ideas, techniques, and perspectives, make connections, and develop productive disciplinary habits of mind.	The extent to which students have opportunities to grapple with and make sense of important disciplinary ideas and their use. Students learn best when they are challenged in ways that provide room and support for growth, with task difficulty ranging from moderate to demanding. The level of challenge should be conducive to what has been called "productive struggle."	The extent to which classroom activity structures invite and support the active engagement of all of the students in the classroom with the core disciplinary content being addressed by the class. Classrooms in which a small number of students get most of the "air time" are not equitable, no matter how rich the content: all students need to be involved in meaningful ways.	The extent to which students are provided opportunities to "walk the walk and talk the talk" – to contribute to conversations about disciplinary ideas, to build on others' ideas and have others build on theirs – in ways that contribute to their development of agency (the willingness to engage), their ownership over the content, and the development of positive identities as thinkers and learners.	The extent to which classroom activities elicit student thinking and subsequent interactions respond to those ideas, building on productive beginnings and addressing emerging misunderstandings. Powerful instruction "meets students where they are" and gives them opportunities to deepen their understandings.

Figure 1. The five dimensions of powerful classrooms.

Identifying needs

The EEF has recently produced 'The EEF guide to supporting school planning: a tiered approach to 2020-21' proposes that schools pay particular attention to identifying learners needs. It says:

High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor pupils' progress, particularly as they re-establish classroom routines and recover any learning loss. Schools may also consider how they assess pupils' engagement with school and their well-being.

Supporting learners

There are likely to be three levels of support needed by learners:

- Recovery
- Catch up
- Keep up

Read handout 2 for more detail

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