

## **Annexe b**

### **Purposeful Activity – education learning and skills, gym and library**

Throughout recovery the Novus team have worked collectively with the establishment to plan the recovery of education in order to provide consistency to the learners. On average more than 50% of learners have a recognised learning need and a further 10% go on to be assessed to require support. Proportionally, speech, language and communication is a primary factor and the focus of recovery has been to provide a regime that continues to improve, rather than reduce.

Recovery plans have been agreed through the Education Performance Review Meetings and shared with multi agency partners at the Quality Improvement Group to gain the investment in the regime development.

During the lockdown the education team worked hard to provide engaging work packs that children were interested in completing. This ranged from the completion of pathway work from March 2020 and through completion of two surveys to gauge learner voice and regular telephone communication developed into a range of subjects. Children's progress was monitored through the completion of their work packs, supported by regular calls by telephone from teachers and Engagement & Resettlement workers (E&R). Progress was gauged through the communication by telephone and engagement with staff and through developmental feedback provided to help children improve. The completion of work was incentivised through the green card rewards and supplemented by a range of competitions resulting in prizes. During this time and through early stages of recovery, five children completed sectional awards for Duke of Edinburgh through the joint work with the PEIs and 30 children submitted creative work for the Koestler Arts awards. There were nine individual prizes with one child won a Platinum award.

In July 2020, there was a planned recovery to face to face education and the curriculum was broadly based on a range of Personal & Social Development subjects to underpin the need to remind children of how to effectively work together, learn to learn again and set and achieve targets. This has involved a number of key initiatives as part of the build back better strategy to provide a more creative and flexible curriculum to ensure that children are invested in the curriculum and to encourage attendance. These include:

#### **Cadets Programme**

Development of a more practical programme which encompasses aspects of fitness development, discipline, and behaviour as well as preparation for employment. The teacher has worked with two officers who both have army experience; one of which works with cadets in the community. Also working with community partners such as Kent Fire Service and The Royal Engineers Outreach service.

#### **Cookham Wood animal welfare project – Introduction sessions**

[The Kent Owl Academy](#) are working with Cookham Wood on an introduction to animal care and welfare. Children attend sessions where they can meet a range of animals and birds, learn about their care, and help to scope a wider project to create a project on site to care and rehabilitate. Children say working with the animals makes them feel calm.

**RSE Programme** – The Relationships and Sexual Health Education Programme, has been implemented as a joint working project between Education, Health and Wellbeing and

facilitated by Sofie Wheeldon – the Child Health Programme Manager for Medway Public Health Directorate. Across the ten sessions a core of 20 children took part, learning a range of subjects including sex and the law, stalking and harassment, reality parenting and the truth about STIs. Children engaged well and feedback has been mostly positive with mature and informed responses. The aim of future programmes is to provide three teachers with the skills to make it sustainable and for Sofie to contribute to an update session annually. This programme draws out a number of issues for the health & wellbeing practitioners to pick up on and ensures the children have access to learning that they would be entitled to in mainstream schools. ***Impact report available***

**National Youth Arts Trust** – National Youth Arts Trust (NYAT) have recently worked with the children in the Drama class on a performance project. The children developed scripts and developed performance skills which resulted in a gritty and honest piece entitled, 'At Nicky's place', which they performed to an audience including an IMB member, new POELTs, Education managers, CXK youth workers and the Deputy Governor. Children developed skills in spatial awareness, improvisation, working as a group and communicating effectively while learning skills in design and performance. ***Impact report available***

**National Prison Radio digital content** - Cookham Wood's Prison Radio class was approached by communications officer Paul Philby to enquire if they would like to be involved in working with National Prison Radio (NPR) producers, as part of a focus group to discuss and record content for induction children who are new to the establishment. The three selected learners discussed the establishment rules, sharing their own thoughts and experiences, they thought would help the adjustment of new arrivals, this will be able to be accessed on the new digital platform where, NPR will also be available. While in this focus group, these learners produced work that can be used towards their completion of the NFCE Level 1 Award in Prison Radio, alongside some additional theory work. Later this month the team will be recording an interview with Jobs in Kent CEO, Paul Andrews about employment and about his radio show, the Business Bunker. The team are collating questions from their peers currently.

**Letters to your younger self** – Following a request from Governor Trevor Kempton, education teachers have asked children to think about where they are at this point in their lives today and write a letter to their younger selves offering advice and guidance based on what they know now. Initially, this was set up to identify triggers for violence and encourage children to think about what makes them volatile and why and how these triggers have affected their own lives. However, the children have focused more on how they could help their younger selves to make different, better choices.

**Other new initiatives have been developed and introduced to drive engagement and new ways of partnership working.**

**Community Landing Learning** - Bridge Community Learning was introduced as a way to provide a learning experience that met the needs of the more complex cohort so that all of their learning was not classroom based. The success of the pilot has been the participation and engagement from the Officers and Partners, working with the children. There are now three established two-hour sessions per week to keep Bridge landing broadly in line with other children's learning hours. This model suits

the cohort, is flexible and provides an alternative to the contract Outreach model. This style of learning has a range of benefits; children less likely to mix in larger groups in education classes feel more comfortable to learn in their own environment and value the opportunity to take part in learning about food, fitness, and PSD subjects. This concept will form the basis for the development of the new learning community on the Phoenix unit. A trial has taken place on B2 landing and on A2 landing and will be the basis to offer an additional 3 hours of learning, taking the planned offer to 18 hours across the estate in a way that fits the needs of individuals and groups.

**Levelling the Playing Field** – Funding is in place to commence the joint project with Sports Connect & the Alliance of Sport under Levelling the Playing Field agenda. Sports Connect have piloted work around athletics and Novus have completed the learner voice to establish sports that children will be willing to engage in. Following a recent survey, Sports Connect have secured coaches for Basketball, Wheelchair Basketball and Wheelchair Rugby, Table Tennis and American Football. The coaches will come from a diverse background, may have overcome disability, or struggled with socio-economic issues. Sports Connect will underpin with professional Ambassadors, Novus and Sports Connect will provide taster qualifications.

### **Areas for improvement and risks**

In returning children to pathway, needs led learning, there has been a review of the curriculum and the courses available have been grouped into suites of learning under the occupational routes from the Sainsbury review. The needs analysis completed through the children's induction and initial interview provides choices of learning which the reinstated Activities Planning Board are able to consider to allocate children to appropriate learning. Whilst the APB is now a regular weekly multi agency meeting, the process is measured and considered to avoid an increase in violence as groups begin mixing. The conflict resolution team and the residential team are key to the meeting to help maintain stability whilst moving forward with mixing.

Retention of staff has been a key issue as a result of the pandemic. Vacancies for vocational trainers and well qualified English and maths teachers is the biggest risk to providing a stable and engaging regime. This has resulted in Novus implementing a weekly recruitment Teams call with agencies and the Novus Direct recruitment team. This has resulted in a renewed focus on the embedding of English and maths within the main curriculum and focussed support for children to ensure exam readiness. The reduced amount of hours in learning has resulted in children taking longer to prepare for exams. However, children that are subject to Rule 49 or who are self-separating receive the same amount of time in learning as other children as they are seen on a one to one and this is improved from the Outreach model pre pandemic.

The time spent in education is a key focus. As there are currently 12 hours of planned learning per week, which is due to increase to 15 on 9<sup>th</sup> August, there has been a multi-agency approach to ensuring that appointments are planned outside of education time. Movement times and the punctuality of children. Learning walks focus on how quickly children are engaged in learning and positive lesson endings. Daily attendance in education is monitored and reported on a daily basis so that leaders can identify where lost hours can be minimised. Novus report a summary of time lost at the monthly PRM, through a movement log, average time spent in education and interruptions. This approach to prioritising learning remains a key focus as recovery moves towards the desired minimum of 15 hours in learning.

## **Library**

The library are an active contributor in the Quality Improvement Group. They work with partners to provide a broad service including competitions and visitors. Attendance at planned library sessions is a concern. The scheduled library access coincides with exercise and where the groups have been split due to incidents, time spent in providing exercise put a strain on the regime and library attendance is poor. Teachers and Officers support children to access books they request. Attendance is monitored by the Custodial Manager for Activities and working with the Residential team take actions to facilitate attendance. Librarians go to the landings and talk to young people to provide them with the resources they request. The library venue is used by CXK, the youth work provider, to support children to participate in Story Book dads to produce spoken word for their own children or siblings. Teachers will sign post children to relevant books to support their learning.