



Halfway Nursery Infant School

Recovery Curriculum and
Catch-Up Plan

Recovery Curriculum and Catch-Up Plan

September 2020

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Statement of intent

"Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn..."

Guidance for full opening: schools (DFE, 02 July 2020)

Through the implementation of this plan, we aim to plan and deliver a relevant curriculum to all pupils in 2020-2021 through a Recovery Curriculum which addresses not only the potential gaps in their academic attainment from the ongoing Covid-19 pandemic and school closures, but one that also supports their health and mental wellbeing.

The government guidance acknowledges some schools may be considering revisions to their curriculum for the new academic year, and may need to make use of "existing flexibilities" to create time to cover the most important missed content, whilst returning to the normal curriculum by the 2021 summer term.

Whilst our pedagogy will need to be fluid in order to be responsive to meet the needs of our pupils in the ever changing circumstances due to the pandemic, this plan aims to communicate our curriculum expectations to all stakeholders and ensure that our curriculum remains both broad and ambitious from the start of the autumn term. Where remote education may be needed, this will also be of high quality, aligning with in-school provision. This document also aims to communicate how we will spend Catch-Up Funding to re-establish good progress for all children, particularly those who are vulnerable and may have regressed during school time missed.

Signed by:

P.Bestall

Headteacher

Date: September 2020

_____ Chair of governors

Date:

1. What is a Recovery Curriculum?

- This term is being used to describe how schools will support pupils to 'recover' from the period of teaching and learning missed in school as a result of Covid-19.
- This aims to reintegrate children and families back into school, identify and address needs, supporting them to move forward.
- The Recovery Curriculum will provide a safe space for the children to express any anxieties or questions they may have incl. supporting children to explore their experiences.
- The Recovery Curriculum needs to enable children to settle and re-engage in school so they feel ready to learn the academic subject content they need to cover, and will evolve in response to our children's wellbeing and learning needs.
- Alongside a strong pastoral focus, schools need to identify, prioritise and address gaps in skills and knowledge to move children forward rapidly.

2. Values behind our Recovery Curriculum – the 4 Rs

Relationships

Routine

Relevance

Reflection

| Values behind our 2020-2021 Curriculum | | |
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| | Overview | What will this look like in practice? |
| 1. RELATIONSHIPS | Behaviour Friendships Reconnecting Rebuilding relationships and trust in our classrooms and in the school community to support children, their families and our school. | <ul style="list-style-type: none"> • The first step to re-engaging our children with learning will be through building relationships and building on their confidence/trust • Reach out and greet children and their families as they return to school • Make time to listen to children and their experiences and to support them with the transition back into school routines - both pastorally and academically |

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| | | <ul style="list-style-type: none"> • Reconnect friendships between children • Research by Barry Carpenter, Mary Myatt and Tom Sherrington etc. emphasises the importance of support, reassurance and positivity when children come back to school • Explore purposeful, team driven opportunities for learning • SLT and Inclusion team to create specific, individualised plans to meet high needs |
| <p>2. ROUTINE</p> | <p>Clear structure, systems and expectations for safety, to reassure and to reengage.</p> | <ul style="list-style-type: none"> • Health and hygiene, in line with our risk assessment/s • Clear structure to the day • Focus on establishing behavioural expectations and new routines over the first few weeks to help reassure children and help them to feel safe so they settle quickly • Personalised routines in place for specific children, where needed • SLT to review timetable changes needed - catch-up time for PSHE, maths and literacy key skills, in addition to 60 active minutes per day • Adult guided group activities with and groups in independent provision, building up to more |

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| | | structured independent learning |
| 3. RELEVANCE | <p>Focus on gaps in learning through identifying individual need and providing opportunities and support to address gaps.</p> <p>Metacognition - giving children opportunities to relearn past skills, rebuild confidence, resilience and independence etc.</p> <p>Relevance to re-engage and develop active learners.</p> | <ul style="list-style-type: none"> • Reteach and focus on basic skills - reading, phonics, handwriting, maths etc. • Focus on the key areas in the timetable (PSHE, exercise, Eng/Maths) for the first half a term at least, with assessment opportunities and coverage of skills/content potentially missed in the Summer Term • First 2/3 weeks heavily based on PSHE, wellbeing, physical activities, creative/practical/engaging to help children settle and feel happy to be back at school. • Carry out gap analysis assessments in informal and active ways - what do they know, where are the gaps, and what do they want to learn? • After informal assessments, TAs to deliver interventions to give extra support to children who have regressed • Use of new curriculum systems to gather what children already know and what they want to learn • A clear focus on the core curriculum, in line with DfE guidance |

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| <p>4. REFLECTION</p> | <p>Pastoral support</p> <p>Encourage expression</p> <p>Support for their emotional wellbeing</p> <p>Building on interests, purposeful opportunities, exploring and following their own lines of enquiry</p> <p>Celebrating achievements</p> | <ul style="list-style-type: none"> • Supporting emotional wellbeing/PSHE/welcome back activities in the first few days, whilst re-establishing behaviour expectations • Celebrating and sharing accomplishments daily/weekly e.g. Star of the Day/Week • Developing skills of metacognition • Teamwork gives children the chance to explore emotions and life skills • Behaviour Management Policy updated/ individualised plans for high need children • Teachers should ensure pupils have opportunities to: <ul style="list-style-type: none"> - develop coping skills and self-care techniques - talk about their experiences during the outbreak - have conversations with trusted adults if needed |
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3. Key principles of our Recovery Curriculum

DfE guidance states -

- Education is not optional - all pupils need to receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- The curriculum needs to remain broad and ambitious - all pupils should continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

- Pupils should be taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.
- Remote education, where needed, needs to be of high quality and needs to align as closely as possible with in-school provision.
- We will teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.
- Substantial modification to the curriculum may be needed at the start of the year - teaching time should be prioritised to address significant gaps in pupils' knowledge, with the aim of returning to the school's normal curriculum content by no later than summer term 2021.
- **Nursery** - DfE guidance states that for children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development.
- **For pupils in Reception** - Teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. We will follow updates to the EYFS disapplication guidance and consider how all groups of children can be given equal opportunities for outdoor learning.
- **For pupils in Key Stage 1** - Teachers will prioritise identifying gaps and re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary.

Focus areas

3a.) PE and physical health

Unicef recognises possible reduction in health-promoting behaviours during lockdown; when children are out of school they are typically less physically active, may have much longer screen time, irregular sleep patterns, and less favourable diets. We may therefore see an increase in obesity and an impact on children's mental health as a result of reduced exercise and poor nutrition, and both may have long-term effects lasting into adulthood.

In school, Points Network will continue to provide quality PE lessons in KS1 and pupils will have access to physical play during break and lunchtimes to ensure 60 active minutes per day. Nursery and Reception pupils will receive physical development activities and sessions led by their class teacher. Alongside this, and in order to raise the profile of daily physical activity, we want pupils to access physical elements in classroom learning.

DfE guidance reinforces that children should be encouraged to exert themselves physically; all sessions, not just PE sessions, can incorporate active elements.

At Halfway Nursery and Infant School, we also believe that outdoor play is extremely important, especially as some children may have had limited access to a quality outdoor environment during lockdown and during household isolation etc. The outdoors allows children to reconnect with friends, to be active after a long period of confinement and to use play to process their thoughts and feelings. Play is important for all children, but is particularly beneficial to those who have had difficult experiences during lockdown. Each class bubble will be allocated a place in the playground for both break and lunch time where they do not mix with other bubbles. Playground resources will be organised so that each bubble will have a box of equipment that they will use throughout the week. Boxes of resources will be cleaned and rotated weekly between bubbles to allow for variety but also safety.

3b.) PSHE incl. mental health and wellbeing support for pupils

"Children returning to school are going to experience a range of emotions. This may include a mixture of excitement, happiness and relief but may also include anxiety, fear and anger. In most cases a whole community response aimed at promoting positive reintegration and building resilience will help to resolve their difficulties, for others the use of school based social emotional and mental health resources and expertise will help" - Back to School: Using Psychological Perspectives to Support re-engagement and Recovery by the British Psychological Society, 28/05/20

Our pupils may be experiencing a variety of feelings in response to the Covid-19 outbreak but the common thread that runs through the current lived experiences of our children may be loss - not just loss of time in school and the formal curriculum, but also losses in terms of loss of daily interactions with friends, peers and their key adults etc. This may affect the children's mental health and wellbeing in different ways, with some experiencing anxiety, trauma, attachment and bereavement.

Our responses to our pupils' return will include a focus upon wellbeing and pastoral care to support health, alongside consideration of the formal curriculum. We will focus on positive reintegration and recovery, with wellbeing and mental health being an

important aspect of this. To help staff support pupils with this we have provided resources and staff training modules to support children's mental health and wellbeing incl. part of the new RSHE curriculum in the Sheffield Scheme of work which is also being implemented this year.

DfE guidance makes reference to -

- Pupils may be experiencing a variety of emotions in response to the outbreak such as anxiety, stress or low mood. This may particularly be the case for vulnerable children (our staff have received training on this to ensure they are able to contextualise these feelings as normal responses to an abnormal situation).
- Some children may need support to re-adjust to school due to experience incl. may have enjoyed being at home and be reluctant to return. Others may not experience any challenges and will be keen and ready to return to school.
- More focused pastoral support may be needed where issues are identified, drawing on external support where necessary and possible.
- The importance of providing opportunities for all children to -
 - support the rebuilding of friendships and social engagement
 - address and equip pupils to respond to issues linked to coronavirus
 - support pupils with approaches to improving their physical and mental wellbeing

3c.) Phonics

We will use Phonics Bug to teach Phonics and SPaG throughout school, along with the use of matchable decodable texts to support application of skills into reading through Bug Club and reading scheme books. All classes will have at least daily phonics sessions, with additional targeted phonics interventions for specific groups of children, as identified in our provision mapping documents.

3d.) Reading

Daily reading such as guided reading, whole class 'Reading for Inference' sessions and/or individual reading sessions take place F2 to Y2, with areas of continuous provision encouraging independent reading for pleasure, in addition to developing comprehension skills. Additional 1:1 reading sessions also targeted for specific pupils.

3e.) Writing

Developing language skills, including increasing vocabulary, description and narrative will be a key focus in English, with cross curricular links where appropriate.

A new handwriting scheme will also be introduced, in line with Halfway Junior School's approach, with fine/gross motor skills sessions to support our young learners. Spelling strategies will also be taught through phonics and literacy, with discrete SPaG sessions for Y2 children and spellings also being sent home weekly in Y1 and Y2.

Frequent opportunities for moderation will be planned so pupils in need of support can be identified for targeted intervention. Marking and feedback will follow policy to ensure pupils receive consistent, constructive and valuable feedback as a part of ongoing, robust monitoring processes.

3f.) Maths

Staff will assess children's gaps in learning and ensure children's previous learning is secure before moving learning forward, with continued assessment taking place within the learning environment on a regular basis. Basic skills will be revisited and retaught where needed, with a focus on place value initially, and teaching to address any gaps in learning from the Summer Term. White Rose resources will be utilised for blended learning as well as learning in school, and mastery approaches will continue to be embedded.

4. Assessment to inform planning

'Many pupils will have gaps in their knowledge and understanding after an extended period of remote education. These gaps could be between pupils in the same cohort (for example, a disadvantage gap or gender), or it could be one that relates to the curriculum at whole-cohort level. With this in mind, many schools are postponing any formal, summative assessment and instead focusing on lighter-touch approaches to assessment for pupils returning to the school site' - Identifying and addressing gaps in pupils' understanding, DfE, 12 June 2020)

After a period of transition back into school to support pupil wellbeing, with a focus on PSHE and wellbeing, early baseline formative assessments will be key to assess where children are in their learning, if they have they fallen behind, or progressed further against the existing curriculum. Staff will use this information to drive teaching and learning forward to address gaps and re-establish good progress for our children.

We will plan on the basis of the educational needs of pupils; planning should be informed by an assessment of pupils' starting points to address the gaps in their knowledge and skills, particularly making effective use of regular formative assessment.

As a result of baseline assessment, staff may need to -

- Re-teach and re-learn where necessary incl. re-teaching phonics and using matched reading books to practise reading.
- Where there are small numbers significantly behind others, children will receive support as intensively as can be managed to catch up, liaising with parents/carers to ensure they can support too (see Catch Up Funding section)
- Once assessments are completed, Teaching Assistants and teachers, where available, will be assigned to interventions for individual year groups to help children to 'catch up'
- The Government plans to assess children in Phonics in Year 1 and in Year 2, and in Reading/Writing/Maths by the end of Year 2.

5. Supporting vulnerable learners - closing the gaps

5a.) Recovery for Pupils with SEND

In response to the loss of education that pupils have experienced, we will ensure that those with recognised additional needs have the support and resources to continue to close the attainment gap between them and their peers.

A pupil with SEND needs may require special educational provision to be made to meet their individual needs and to address their barriers to learning - Communication and Interaction, Cognition and Learning, Social, Emotional and/or Mental Health and Sensory/Physical needs. This is something we plan, do and review on an ongoing basis. Children without SEND needs may also return and display additional needs that have not previously been demonstrated.

The support we will put in place will be sustained and targeted. Robust support for pupils with significant needs incl. ASD, Speech and Language, SEMH and MLD may include a personalised plan, individual risk assessment, personalised curriculum/provision, additional support, personalised timetable and phased return to school where appropriate.

5b.) Catch-Up Funding

Although all children have had their education disrupted by the coronavirus outbreak, it is likely that disadvantaged and vulnerable groups may have been affected more. After assessing the gaps in learning, the assessments will inform teaching and curriculum planning to identify pupils who need additional catch-up support, particularly for pupils in vulnerable groups. Adjustments will be made to the way the curriculum is delivered to achieve this. Along with modifying the current curriculum offer, provision will be made to support pupils facing the greatest need, including targeted support interventions within class bubbles and dedicated intervention to identified groups of pupils, including children who have English as an Additional Language, SEND, Pupil Premium children and disadvantaged pupils.

See Appendix 1 for our Catch-Up Plan to provide additional, targeted support for disadvantaged children from the Autumn Term.

Monitoring and review

The Recovery curriculum is a focus within our School Improvement Priorities this year and the effectiveness of our approach will be monitored and reviewed at least half termly by senior leaders and governors, including specific governors assigned to each School Improvement Priority, regular agenda items at full Governing Body Meetings each half term etc.

The Recovery Curriculum Policy will be reviewed on an annual basis by the Headteacher.

- 5.1 Any changes to this policy will be communicated to all members of staff and other stakeholders.
- 5.2 The next scheduled review date for this policy is September 2021.



Halfway Nursery Infant School

Catch-Up Premium Plan 2020 - 2021

To inform this plan: resources from EEF guide to supporting school planning: a tiered approach 2020 - 2021, EEF COVID-19 support guide for schools; Gov.uk Coronavirus catch-up premium July 2020

"As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents." Gov.uk Coronavirus catch-up premium July 2020

Funding is based on 153 pupils in the October 2019 Census (excluding nursery) - £80 per pupil, equating to a total of £12,240. The payment is apportioned over two financial years (Autumn, Spring, Summer tranches), with the first payment for the Autumn Term of £3060. This document should be read in conjunction with the SIP 2020.

| Area to address No.1 - Teaching | What we are doing? | How much it will cost? | When and for how long? | Monitoring | Why are we doing this? What we hope the impact will be? |
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| <p>Quality first teaching</p> <p>Remote Learning Policy to ensure continuity of education.</p> | <p>Staff training sessions in September and October to develop remote learning policy and practice and train staff to use remote learning portals before these are rolled out in school.</p> <p>Headteacher to develop a Remote Learning Policy and agreed expectations for all members of the school community incl. SLT, teachers, children, governors, DSL, technician and parents/carers. EEF guidance to inform this on most effective remote learning strategies.</p> <p>Seek parental permission for remote learning portal to set up accounts for each child.</p> | <p>Staff training - costs already accounted for</p> <p>Tapestry accounts for whole school - £447</p> | <p>Staff CPD x 2 in Autumn Term for remote learning</p> | <p>Monitoring of access to remote learning portal by teachers and SLT during periods of lockdown or isolation.</p> <p>Teacher assessment to evaluate effectiveness of remote learning strategies employed.</p> | <p>From their Autumn Baseline, pupils in 2020 will make at least good or better progress from starting points on tracking systems.</p> <p>All children to be able to access high quality learning when learning remotely, with full curriculum offer.</p> |

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| <p>Assessment</p> <p>Effective formative baseline assessment to be used as a central point of teaching and learning.</p> <p>Embed the use of assessment data into planning and delivery.</p> | <p>INSET day in September on the recovery curriculum and the need to assess gaps through formative assessment to identify and address gaps in learning and plan on the basis of the educational needs of pupils.</p> <p>Early baseline formative assessments to be used to assess where children are in their learning, if they have they fallen behind, or progressed further against the existing curriculum.</p> <p>Staff to use this information to drive teaching and learning forward to address gaps and re-establish good progress for our children.</p> | <p>No additional costs</p> | <p>Built into the school assessment cycle 2020- 2021.</p> <p>No further additional assessment resources required.</p> | <p>Teacher will have specific targets for the pupils in their class they are expected to meet. These will be monitored on a half termly basis by the SLT.</p> <p>Pupil progress meetings will be held once per term, with an additional meeting after baseline assessment in the first instance, to hold teachers to account.</p> | <p>From their Autumn Baseline, pupils in 2020 will make at least good or better progress from starting points on tracking systems.</p> |
| <p>Area to address No.2 - Targeted Academic Support</p> | <p>What we are doing?</p> | <p>How much it will cost?</p> | <p>When and for how long?</p> | <p>Monitoring</p> | <p>Why are we doing this? What we hope the impact will be?</p> |
| <p>Additional Teaching - small group teaching in the afternoon for pupils vulnerable to meet year groups expectations due to missing school</p> <p>e.g. Phonics intervention sessions Reading sessions Speech and Language Numbers First Writing intervention</p> | <p>Qualified teacher with specialist SEND support and tutoring background to take a key stage at a time over the year and teach relevant catch up content to those pupils vulnerable for meeting expectations. This will be completed in the afternoons to ensure children do not miss the main input of maths and English lessons in the morning.</p> <p>Year 1 and Year 2 targeted for literacy in the first term - short intensive catch up sessions based on the key areas of learning they are missing.</p> <p>F2 and Nursery targeted for Speech and Language initially.</p> | <p>Qualified SEND teacher to coordinate and lead interventions and catch up support - liaising with TA team to deliver and evaluate impact - £7733</p> <p>Additional hours for TAs to lead interventions in each year group £4060 incl. academic, nurture, working with families etc. (other costs to</p> | <p>Autumn Term 5 x pm sessions every week for Year 2 pupils - group/s identified by teachers and assessment leader</p> <p>1:1 and small group tutoring, led by a qualified teacher and SEND specialist, will begin from Jan 2021.</p> <p>Spring Term Reception year early language programme</p> | <p>Drop-ins by SLT and SEND team to check on lesson content, quality and frequency.</p> <p>All children monitored against phonics screening to measure they are on target to achieve the phonics screening in December 2020.</p> <p>All children in identified group to be monitored to meet targets milestones set in October and to be back on track in December.</p> | <p>From their Autumn Baseline, pupils in 2020 will make at least good or better progress from starting points on tracking systems.</p> <p>Pupils targeted in Year 2 will be on track to meet expectations to meet end of Key Stage expectations.</p> <p>Pupils targeted in Year 1 will be back on track to achieve end of KS1 expectations within 18 months.</p> <p>Pupils targeted in EYFS receive early intervention in Speaking and Listening skills to remove barriers to learning</p> |

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| | | <p>come from school budget incl. Pupil Premium funds to supplement the Catch-Up Funding as costs for additional TA support exceeds this funding stream)</p> <p>Nuffield Early Language Programme - no extra cost to schools</p> | | | <p>early. Several EEF trials have found that NELI improves both children's oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group.</p> <p>The EEF's Teaching and Learning Toolkit identifies tutoring as an approach that can improve learning by, on average, five additional months' progress over the course of a year (EEF, 2018a). Pupils receiving tutoring made significantly more progress than similar peers who did not (EEF, 2019; EEF, 2018b).</p> |
| <p>Area to address No.3 - Wider Strategies</p> | <p>What we need?</p> | <p>How it will happen</p> | <p>When, who and for how long?</p> | <p>Why are we doing this? What we hope the impact will be?</p> | |
| <p>Rebuilding Relationships Relationships that were thriving may have to be nurtured and restored. We need to plan for this to happen and reach out to the children and parents/carers to welcome them back.</p> | <p>A connection with our pupils and parents/carers prior to a whole school return.</p> <p>Opportunity for our children to 'say goodbye' to their class teacher and celebrate the school year to come to terms with the closure of one school year, before being able to prepare for the next.</p> <p>Children to know we care about them and want to support them so relationships can be re/built.</p> | <ul style="list-style-type: none"> • Whole school video messages/class celebration assemblies from staff to say goodbye and welcome new classes. • All children to have a social story about their new teacher and what their classroom looks like before summer holiday incl. 1-1 visit to collect special books from previous teacher and collect a special welcome pack from new teacher | <p>July - all staff, RH to support</p> <p>July - all staff, RH to support</p> | <p>Children will restore trust and relationships with teachers. Minimise anxiety for transition to new classes</p> <p>Effects of lockdown and loss of social interaction will have a negative impact on all children to some degree</p> <p>Some children will take longer to integrate back into the</p> | |

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| | | <ul style="list-style-type: none"> • Year 2 - support their wellbeing and help them to prepare for transition to Junior School • Identify vulnerable children who require more opportunities with their class teachers/support staff prior and on transition to new year groups. • DSL to share information of pupils who have been at risk or experienced difficulties through lockdown. • Establish more vulnerable families who need access to Early Help and mental health support etc. • Staggered start times for children returning in September <ul style="list-style-type: none"> • Children and parents to have a 1-1 visit in new classrooms before welcome PSHE visit (staggered start to support children) • Focus on PSHE and team building activities to develop a sense of belonging to a group | <p>July - Y2 staff, SLT</p> <p>July - SLT and previous teachers</p> <p>July - PB</p> <p>Ongoing - PB/RH</p> <p>Sept - PB</p> <p>Sept - class teachers, JB support with appointment system</p> <p>Sept - class teachers and support staff</p> | <p>school after months of lockdown.</p> |
| <p>Community Curriculum will need to be based around the community; 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.</p> | <p>Rebuilding trust and professional relationships. Time for children to talk about their experiences and reflect on their experiences.</p> <p>Let our values inform our Recovery Curriculum.</p> <p>Welcome the children back and acknowledge what they have been through</p> | <ul style="list-style-type: none"> • Children and parents to have a 1-1 visit to meet new teacher/s in new classrooms to discuss any concerns before welcome PSHE visit (staggered start to support our young learners and families who may feel anxious about return to school) • Meet the Teacher Zoom sessions for all parents in week 1 of new school year • Text/emails to communicate with parents/carers | <p>July - SLT</p> <p>Sept - class teachers</p> <p>Ongoing - office staff</p> <p>July - LH</p> | <p>We need to have a clearer picture of what life in lockdown was like for each child so we support their individual needs/ tailor interventions when they return to school and also provide parents/carers and children with an opportunity to say goodbye to the last teacher and meet new staff to support their wellbeing.</p> <p>We know and understand our school community and this</p> |

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| | | <ul style="list-style-type: none"> • CPD PSHE - mental health and wellbeing training and additional PSHE/RSHE curriculum • Focus on aspects of relationships, routine, relevance and reflection - in line with Recovery Curriculum Policy • Displays in class to promote identity and belonging. • Emotional recognition work to build emotional literacy so children can articulate feelings accurately. • Pupil catch ups in Safeguarding meetings | <p>Autumn Term - Learn Sheffield</p> <p>Sept - classroom staff</p> <p>Autumn Term - teachers</p> <p>DSL</p> | <p>should be reflected in our Recovery Curriculum.</p> <p>We need to acknowledge what has happened and the effect it has had/ is having on children/staff/wider community.</p> <p>Wellbeing support may be needed by the whole school community - parents/carers, children, staff etc.</p> |
| <p>Our curriculum Students may 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 any sense of loss.</p> | <p>Children to understand what the coronavirus is from scientific evidence, understand its origins and how it spreads etc. in an age appropriate way.</p> <p>Parents/carers to be made aware of the Recovery Curriculum</p> | <ul style="list-style-type: none"> • Demonstrate to pupils our procedures to keep us safe in the school and revisit frequently. • Circle-time question & answer sessions each week during collective worship times around PSHE, feelings and mental wellbeing to help pupils to reflect and understanding their experiences incl. any loss they may have felt • CPD for staff on mental health • Share the risk assessment with parents so they know what the school is doing to keep everyone as safe as we can • Share the Recovery Curriculum | <p>Sept - all staff</p> <p>Ongoing - SLT</p> | <p>Eliminate myths surrounding coronavirus and what children may have heard second-hand through friends/family. Encourage families to talk openly about coronavirus using scientific evidence.</p> <p>Help children to know how they can try to keep safe and live alongside the virus.</p> <p>Build strong relationships with parents by keeping regular lines of communication open.</p> |
| <p>Rebuilding Learning Skills "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"</p> | <p>Teachers to plan and deliver learning to reinforce the key basic skills for learning.</p> <p>Sessions should include active and physical elements where possible (outside wherever possible, allowing for social distancing).</p> | <ul style="list-style-type: none"> • Teachers to observe children in the classroom and note unusual behaviours- withdrawal, anger etc. These children to receive time to talk with TA. • Plan for shorter lessons to improve focus, concentration and stamina for learning. | <p>Ongoing - all staff/class teachers</p> | <p>Planning of curriculum will support a steady development of key skills that has been missed in school. Children's mental wellbeing will be supported by promoting self-expression and creative/expressive sessions to support children's fine</p> |

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| <p>to reskill and rebuild their confidence as learners" BC & MC</p> | | <ul style="list-style-type: none"> • Re-establishment of teaching routines - interaction, goals, checking for understanding, guided practice and quality feedback. • First week back to focus on activities that promote talk around team/relationships, routine and reflection. • First half term timetable to incl. <ul style="list-style-type: none"> - Structured focussed lessons in the morning using blended learning of prior knowledge and new knowledge (Guided reading, English, Maths, Phonics/SPaG and handwriting) - Use of informal assessment to identify gaps in learning and what needs to be taught - In maths use of White Rose recovery curriculum. - Activities that re-enforce active listening, following instructions, collaboration, teamwork, fine/gross motor skills etc. - Regular PSHE lessons to enable talk and reflection - Afternoon sessions to be more creative. All subject's learning intentions covered with a focus on active and practical sessions, using outdoor space where poss. • Regular short 'active' breaks from learning which could include daily mile, yoga, Spelling Bee etc. • Team games to re-establish team-working skills • PE sessions | | <p>motor skills, enjoyment and concentration.</p> <p>Some of our children live in flats or houses with little or no outdoor space for exercise and some may have experienced a loss of freedom or low levels of physical activity during lockdown. This may have a negative effect on the quality of life, health and well-being.</p> <p>All staff will have received mental health and wellbeing training materials to support children when they return.</p> |
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| <p>Self - awareness We need to review and understand how each child is recovering and adapting, and listen to staff to see how they are recovering also. Offer support and space to simply 'be'.</p> <p><i>"To be, to rediscover self, and to find their voice on learning. 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"</i> BC/MC</p> | <p>Allow children to express their emotions through mindful activities and art etc.</p> <p>Allow children space and time to speak about their experiences and worries.</p> | <ul style="list-style-type: none"> ● PSHE sessions to allow children time to listen and explore how they are feeling and support them to understand emotions. ● Emotional literacy opportunities to explore using art and dance etc. to improve understanding of different emotions, how to recognise these and work towards greater self-moderation. ● Use emotion books and resources to support learning about emotions. ● Each class to sensory toys to provide good sensory feedback for pupils which may help them to engage in circle time sessions and discuss how they are feeling etc. (shiny, smooth, rough etc.) ● Daily collective worship/reflection time ● Identifying key adult each child feels they can talk to in school ● Implement social interventions and support as necessary | <p>Ongoing - all staff/class teachers</p> | <p>Work on emotions will support pupils to recognise their own feelings from lockdown and when returning to school and adapting to new routines etc.</p> <p>Children need opportunities to talk about their feelings/ anxieties/ fears openly and safely.</p> <p>Sensory toys help some children to feel calmer and regulate their own emotions.</p> |
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