



**INSPIRE NURTURE BELIEVE ACHIEVE**

*Working **together** to be the **best** we can be.*

Happiness

Perserverance

Resilience

Kindness

Friendship

Respect

# 'Reconnection to the Curriculum' Action Plan – Aspects relating to Summer 2 and Autumn 1

Whilst schools have been open for the key worker's children, numbers have been relatively low. If we are now being asked to cater for more children some operational concerns need to be factored into the next steps.

**There is an extensive Risk Assessment which has been verified by the Local Authority in relation to operational issues to consider and implement, see additional Risk Assessment.**

**Issues identified are:**

- Issues related to staff well-being;
- Issues related to re-establishing routines and expectations - establishing new systems and routines in accordance with Government guidelines
- Curricula Issues; **Refer to Government Guidance Document re: opening in September 2020 alongside this document.**
- Children's different experiences during lockdown;
- Safeguarding;
- Transition and Special Needs.

**Please read all the information carefully. Some is important for the summer term, other points are related to the first half-term back at school in the new academic year. It is advisable to make notes, to highlight the points made and create your own 'to do' list in relation to the Risk Assessment. **A new Risk Assessment for September will be distributed before opening.****

**Please note the following points regarding the curriculum for any children at school, in June and July 2020:**

The Government have left schools to decide the best provision on these days based on the children and staff members. It would not be right to plough straight into curriculum work as a way of trying to catch up on what has been missed. The sole focus will be to provide some structure and the opportunity to work on project - based learning, similar to what is outlined for those working at home. Teachers will plan lessons to 'plug the gaps' and 'extend' learning when all pupils are back to school in their full capacity. Normal routines will not be in place and online learning will continue for those children who are not at school. Children should continue to access online learning in relation to Reading – no schoolbooks will be sent home until the end of the academic year. This will be reviewed in September 2020 along with any further Government and Local Authority guidance.

Section	Issues
Issues related to staff well-being	<ul style="list-style-type: none"> <li>• Partial Closure of schools</li> <li>• Staff Motivation</li> <li>• Support for individual staff</li> </ul>
Issues related to re-establishing routines and expectations	<ul style="list-style-type: none"> <li>• Re-establishing routines</li> <li>• Re-establishing expectations</li> <li>• Dealing with children who are worried about returning</li> <li>• Separation anxieties</li> <li>• School uniform</li> <li>• Relationships</li> </ul>
Curricula Issues	<ul style="list-style-type: none"> <li>• Missed elements of the curriculum</li> <li>• Reading</li> </ul>
Children's different experiences during lockdown	<ul style="list-style-type: none"> <li>• Home learning or not</li> <li>• Access to learning at home</li> <li>• Children who were at school and those who were not</li> </ul>
Safeguarding	<ul style="list-style-type: none"> <li>• Different types of abuse</li> <li>• Bereavement or serious illness</li> </ul>
Transition	<ul style="list-style-type: none"> <li>• Helping <b>all</b> children move on to the next stage of their education</li> <li>• Helping children move on to the next stage of their education from FS1 in EYFS to FS2</li> </ul>
Special Needs	<ul style="list-style-type: none"> <li>• Helping children with special needs settle back into school life</li> </ul>

## Returning to School: Action Plan

### Issues related to staff well-being

#### a) Partial Closure of schools

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> <li>• The majority of schools have remained open for vulnerable children and children of key workers</li> <li>• Staff have continued to work, alternating between home and school</li> <li>• This included the Easter holidays (for some staff and May Half Term)</li> <li>• All staff have been providing home learning tasks whilst home-schooling their own children</li> <li>• Some staff have been doing additional 'Home Learning' support whilst shielding</li> <li>• Some staff could be coming back both physically and mentally tired</li> <li>• Many may have had additional worries (and will continue to have additional worries) about members of their family and friends</li> <li>• Some staff may have experienced illness or bereavement within their family</li> <li>• The use of space within the buildings / classrooms will continually need reviewing in terms of measures required and cleaning / preparation requires.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meetings are prioritised so that staff are reinvigorated by the curriculum and are excited to return to 'business as normal'.</li> <li>• Continue to work on TEAMS for efficiency.</li> <li>• Be mindful of time required to return to the normal pace of school life and support this transition.</li> <li>• Ensure that staff feel they are able to spend time with and able to focus on their family members alongside their school role.</li> <li>• For staff and pupil well-being, delay formal summative baseline assessments in September. <b>Review this – is testing appropriate in December?</b></li> <li>• Carefully assess children's well-being and social, emotional and mental health → Thrive Assessments.</li> <li>• Embed Relax Kids processes into lessons, including meditations.</li> <li>• Ensure that the curriculum is well-rounded and broken into achievable chunks in more formal lessons and that the Enrichment Curriculum (PE, Music, Art/DT etc.) remains a key focus. These lessons must not be squeezed from perceived pressure to <i>do more Maths and English</i>.</li> <li>• Topic themed projects based on SEMH will allow teachers to work together initially, incorporating formal Maths and English learning into a 'project' similar in style to how Home Learning during 'lockdown' was organised.</li> <li>• Whole Federation SEMH projects – The Colour Monster and The Fantastic Flying Books of Mr Morris Lessmore.</li> <li>• Make time for all staff to talk to senior leaders about their personal situation</li> <li>• Remind staff of any internal support plan/system that is in place.</li> <li>• Continue to action guidance and ensure the building is clean and germ free.</li> </ul>	<ul style="list-style-type: none"> <li>• After the first half term staff are fully back in the swing of things and the rigour in providing an outstanding curriculum is re-established.</li> <li>• The Autumn 1 staff meetings are carefully organised and allow a chance for staff to connect each week.</li> <li>• Staff feel well supported during the return period and feel more confident about leaving vulnerable family members.</li> <li>• Now that year group classes are aligned, staff continue to work successfully with their Year Group Federation Partner to ensure high standards throughout the whole curriculum while sharing the workload effectively.</li> <li>• Staff feel empowered to collate a wide range of information though formative assessment focusing on the children's well-being and other curriculum areas within day-to-day lessons.</li> <li>• Normal after school arrangements have been re-established after the first half term – monitor throughout Autumn 1.</li> <li>• Staff are better equipped to continue to assess children's social emotional and mental health through SENCo support, Relax Kids and Thrive input.</li> <li>• Teachers feel their class are ready for more structured learning.</li> <li>• Structure and formal learning builds over the half term, responding to the needs of each cohort.</li> <li>• Return to the 'open door' policy and ensure that HT / AHT do daily check-ins as they did before lockdown.</li> <li>• Staff have time to talk about any issues.</li> <li>• Staff, children and parents feel confident that the preparation and use of the buildings / spaces is as safe as it can possibly be in terms of being disinfected regularly.</li> </ul>

**Returning to School: Action Plan**

**Issues related to staff well-being**

b) Staff Motivation

Issue	Actions Needed	Success Criteria		
<ul style="list-style-type: none"> <li>• There could well be staff who will find it difficult to pick up from where they were.</li> <li>• Many adults keep saying that ‘the world will be a different place once we are back to normal’</li> <li>• For some staff this may mean re-prioritising their lives.</li> <li>• You may have some staff who wish to be relieved from their additional responsibilities.</li> <li>• Staff who want to retire early.</li> <li>• There may be an undercurrent of unhappiness, ‘we shouldn’t be back yet’, ‘we shouldn’t be doing this...’ etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders ensure that staff ‘welcome back’ is well thought through and likely to raise spirits</li> <li>• Leaders need to find time to talk to individual members of staff and reassure them of their value to the school</li> <li>• Where appropriate, find specific tasks for everyone so that they feel part of a team again</li> <li>• Although the initial focus will be on well-being and social issues, do not stop individuals who are desperate to get back to the more subject based developments to be given a task – e.g. monitoring of a subject. ALL CURRICULUM AREAS established by July to begin in September.</li> <li>• However, judge this carefully as it may well be easier to reach burnout than ever before</li> <li>• Bring the staff together more frequently than usual, even if it is a quick five-minute ‘on your feet’ meeting</li> <li>• All staff, if safe to do so, to enjoy break / lunch together. This should be a regular occurrence twice per week at least to keep people connected and to boost morale.</li> <li>• Promote services to staff that can be accessed as another layer of support:</li> </ul> <p>Staff Advice Line - The team can be contacted by email on <a href="mailto:SAL@northyorks.gov.uk">SAL@northyorks.gov.uk</a> or by phone on 01609 797973.</p>	<ul style="list-style-type: none"> <li>• Staff have settled back to their routines well and are back in the swing of things</li> <li>• Few staff that initially wanted to step down from additional responsibilities have done so because they now feel more secure</li> <li>• However, some staff will have stepped down from additional responsibilities for the sake of their own well-being</li> <li>• Individual chats with staff have maintained the warm, caring federation relationship between senior staff and all adults in school</li> <li>• Individual tasks have been given to key members of staff and these have been acted upon in a positive way</li> <li>• Staff members who wanted to continue to work on subject or curriculum related activities have been able to do so and this has been helpful to them</li> <li>• There is no evidence of staff burn-out</li> <li>• The brief ‘on your feet’ gatherings have continued and proving to be a success</li> <li>• Some motivational events have continued and are now part of the school’s culture.</li> <li>• Staff utilise help services regularly.</li> </ul> <div data-bbox="1509 1018 2139 1094" style="background-color: #800040; color: white; padding: 5px; text-align: center;"> <p><b>FREE 24 HOUR</b>      <b>0800 030 5182</b>  <small>www.healthassuredeap.co.uk</small></p> </div> <p style="text-align: center; font-size: small;">Username: <b>Northyorkshire</b> Password: <b>Council</b></p> <div data-bbox="1554 1150 2092 1445" style="background-color: #800040; color: white; padding: 10px;"> <table style="width: 100%; border: none;"> <tr> <td style="width: 60%; vertical-align: top;"> <p>employee assistance <b>programme</b></p> <p>relationships _____</p> <p>work _____</p> <p>bereavement _____</p> <p>family _____</p> <p>stress _____</p> <p>financial _____</p> </td> <td style="width: 40%; vertical-align: top;"> <p><b>FREE 24 HOUR</b> personal support service <b>0800 030 5182</b></p> <p>to call from outside the UK: <b>+44 161 836 9498</b> <small>(calls will be charged)</small></p> <p>Online Health Portal: <small>www.healthassuredeap.co.uk</small> Username: Northyorkshire Password: Council</p> </td> </tr> </table> </div>	<p>employee assistance <b>programme</b></p> <p>relationships _____</p> <p>work _____</p> <p>bereavement _____</p> <p>family _____</p> <p>stress _____</p> <p>financial _____</p>	<p><b>FREE 24 HOUR</b> personal support service <b>0800 030 5182</b></p> <p>to call from outside the UK: <b>+44 161 836 9498</b> <small>(calls will be charged)</small></p> <p>Online Health Portal: <small>www.healthassuredeap.co.uk</small> Username: Northyorkshire Password: Council</p>
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## Returning to School: Action Plan

### Issues related to staff well-being

#### b) Support for individual staff

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> <li>Schools will be very keen to support staff, including those who will have suffered loss or trauma</li> <li>Some will have been in school without a proper break whilst others have worked almost exclusively from home</li> <li>Allow time to rebuild school communities</li> <li>Staff need to be aware of the stress that headteachers have faced and need to be considerate as well</li> <li>Many headteachers have had to make some very difficult decisions and have had to respond to a range of government guidance</li> <li>There is a role here for LA to support all staff</li> </ul>	<ul style="list-style-type: none"> <li>LA need to focus on the well-being of all staff in the first half term back</li> <li>LA accept that data will not be accurate until at least the end of the Autumn term</li> <li>Staff should not be spending time on monitoring learning or writing subject specific reports / scrutiny reports early in Autumn 1. Phase in monitoring and routine.</li> <li>The focus should be on assessing children's well-being and creating a healthy environment to enable children to be ready for learning</li> <li>Accept that when children return this will be a new situation for everybody and nobody has a blueprint on what it should look like</li> <li>There will be a little of 'feeling our way' involved as the return happens.</li> </ul>	<ul style="list-style-type: none"> <li>LA have played a significant role in supporting staff as they return to 'normal' routines</li> <li>LA and senior leaders accept that checking data is not the priority and have not pressured staff to provide information related to academic progress – no September baselines. December testing window to act as a baseline to identify gaps.</li> <li>Staff have focuses on children's well-being and have not felt pressurised into providing reports or monitoring lessons.</li> <li>There has been a strong focus on creating a healthy environment</li> <li>Children have made excellent adjustments and are rapidly back in the swing of things</li> <li>There has been an acceptance that certain routines have had to be changed for the sake of children and staff</li> <li>The 'feeling our way' approach has been eradicated and routines established.</li> </ul>

## Returning to School: Action Plan

### Issues related to re-establishing routines and expectations

#### a) Re-establishing routines

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> <li>Recognise that it may more difficult than anticipated to re-establish routines</li> <li>This goes beyond school routines: daily life routines for staff and children</li> <li>Some sleep patterns may have been disrupted</li> <li>The issues often associated with beginning of a new term will be magnified</li> <li>Leaders may have to allow for a period of adjustment</li> <li>However, there are benefits in re-establishing these routines for staff, children and parents</li> <li>Getting back 'into the swing of things' will need to be a priority.</li> <li>Be ready for many children (and staff) feeling tired in the afternoon.</li> </ul>	<ul style="list-style-type: none"> <li>Aim to get back 'into the swing of things' as quickly as possible (the routine could provide much emotional support for staff and children)</li> <li>A short period of time at the beginning of the Briefing / Staff meeting each week will be allocated to discussing what is working well and what requires further action to improve with regard to any new routines / ongoing guidance.</li> <li>The vast majority of children feel more secure when routines are set, and they know what is expected of them</li> <li>Similarly, so do the vast majority of staff.</li> <li>School is able to recognise that some families may struggle with getting back into the swing of things</li> <li>Support these families where it is needed</li> <li>Provide more open type activities in the afternoon so adjustments to the timetable may be needed</li> <li>Children will have established different eating patterns – they may feel hungry more frequently – snack times may need to be introduced for a short while.</li> <li>Ensure school snack shop in place and Fruit available for KS1. Children without money may need to be given spare fruit. Offer FSM children fruit for free.</li> <li>Time outlined to teach 'Talking Roles' and Skills of Learning Behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>The school is back to its normal working routines in a very short time (well within the first half term back)</li> <li>Children respond well to the routines that have been set for them</li> <li>Rules are carefully reintroduced / children reminded – especially any that have been updated post Covid-19.</li> <li>There are few, if any, issues that can be associated with a return to school</li> <li>Staff are very much back into routines and this is helping children to settle</li> <li>Staff have dealt well with children from families that are finding it difficult to get back into the swing of things.</li> <li>Relax Kids Coach supports these children in school each week.</li> <li>The adjustments made to the afternoon timetable have gone down well and helped children to settle</li> <li>Snack times seem to have done their job as children are not saying they are hungry</li> </ul>

## Returning to School: Action Plan

### Issues related to re-establishing routines and expectations

#### b) Re-establishing expectations

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> <li>Recognise that different people will have had very different experiences during the lockdown period</li> <li>Some will have been in school throughout (including senior leaders)</li> <li>The majority of children will have been at home – all having had different experiences</li> <li>For some, it will take time for them to re-establish and re-learn the expectations of the school, particularly learning and behaviour</li> <li>Learning involves much practice and children will be out of practice in this respect</li> <li>Staff not used to being in a formal workplace environment – maintain too casual approach.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that behaviour expectations are re-established as quickly as possible</li> <li>Re-establish and promote Positive Relationships Policy with children, staff and parents</li> <li>Revise use of Emotion Coaching techniques with all staff- information and training provided by SENCO</li> <li>Remind children (and staff) about how they speak to each other; how they treat each other and the expectations with regards to attitudes</li> <li>Leaders need to find time to talk to each class daily to remind them of these expectations – continue with Collective Worship.</li> <li>Through the School Ethos Statements and themes, place emphasis on the school being a safe environment and that they are loved and cared for</li> <li>Place emphasis on respecting each other</li> <li>Aim to re-establish the culture and ethos that existed before</li> <li>Once this is established place much emphasis on attitudes to learning, learning behaviours etc.</li> <li>Reintroduces Staff Code of Conduct including staying safe online and appropriate communication with parents, and appropriate smart (not casual) dress code for the workplace.</li> <li>Teachers and Administrators to monitor attendance and discuss this with specific parents weekly to help address the issue.</li> </ul>	<ul style="list-style-type: none"> <li>Patterns of behaviour have been re-established and the school's expectations with regard to behaviour have been adhered to</li> <li>Children are polite and caring and are aware of how words can hurt</li> <li>Staff are careful about the way they approach potentially difficult situations and take extra care with the words they use</li> <li>Children are reminded regularly of the school's expectations</li> <li>Children know what is expected of them and feel cared for</li> <li>There have been additional activities organised aimed at helping children to be kind to each other and to listen to each other</li> <li>Everyone believes that the school is the same place that it used to be</li> <li>Attitudes to learning are very positive and much in line with what they used to be.</li> <li>Attendance is high for all pupils.</li> <li>Vulnerable learners are in school.</li> <li>Emotion check-in are established as part of the daily routine, used by all pupils in all classes morning and afternoon and has impact.</li> <li>Relax Kids Medications and 'Gratitude Journals' are embedded as part of school routine.</li> </ul>

## Returning to School Action Plan

### Issues related to re-establishing routines and expectations

#### c) Dealing with children who are worried about returning

<b>Issue</b>	<b>Actions Needed</b>	<b>Success Criteria</b>
<ul style="list-style-type: none"> <li>Many children will be looking forward to returning to school, but many will find being around people difficult, frightening and even overwhelming</li> <li>This will especially be the case as we move quite rapidly from social distancing to a return to school</li> <li>Some children may have developed a fear of people in general</li> <li>Many children will be overwhelmed by the implicit message that other people could be dangerous to their health</li> <li>Again, many will not have experienced other people apart from their immediate family being in their personal space</li> <li>The daily life of a school, with its hustle and bustle, could be difficult for some</li> <li>Be aware that some may have sensory issues and anxiety about the proximity of others physically</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of the sensory issues, especially when moving around the school</li> <li>Lunchtime is a potentially key time to consider</li> <li>Aim for calm and quiet at all times but be aware of a need for quiet space for individuals who need it. The Reading area offers a calm location.</li> <li>Promote low lighting to bring the calm mood to the classroom – fairy lights, mood lamp etc.</li> <li>Start and finish the Goldsborough Library reorganisation ASAP so this can be a calm space.</li> <li>Ensure you have such spaces dedicated on the playground and create quiet spaces around the school</li> <li>Help children to understand that if they crave space that it is not unusual and talk to them about it</li> <li>As most children have not been in crowded rooms for some time, they may find the classroom over whelming. Keep noise levels as low as possible</li> <li>Teachers should continually remind children of the quiet spaces that have been created.</li> <li>Teachers provide quiet time by using Relax Kids tasks / meditation stories and CDs. This is every day after lunch for all classes and more frequently when classes require additional support. Calming music while working.</li> <li>Wellbeing letters to support children at home and in school- linked to Wellbeing Wednesday in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Movement around the school is calm and well ordered</li> <li>Lunchtimes are also orderly with greater levels of calm evident</li> <li>Quiet places have been established both in and out of the main building</li> <li>There are quiet areas established on the playground and children know where they are</li> <li>Children know that it is not unusual for them to want to go to a quiet area</li> <li>The noise levels in classrooms are particularly low</li> <li>Very few, if any, children mention that they are unsettled because of noise levels around the school</li> <li>Staff continually remind children of the quiet spaces that have been established</li> <li>Following the success of split playtimes, monitor how children react all together at lunchtime and move towards two sittings at lunch time.</li> </ul>

## Returning to School: Action Plan

### Issues related to re-establishing routines and expectations

#### d) Separation anxieties

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> <li>The vast majority of children will have become used to being with their parents for extended periods</li> <li>Even for the children who are excited to come back to school to see their friends, this could be a source of potential anxiety</li> <li>There will be some children who will struggle with this separation and experience anxiety</li> <li>Children may well worry about their parents going to work, either as key workers or those returning after the lockdown</li> <li>Most children separate from their families quite easily but there will be a few who did not, even before this lockdown period</li> <li>Staff are likely to know the most vulnerable in this respect, however these numbers may now grow</li> </ul>	<ul style="list-style-type: none"> <li>Allow children to bring in photographs of their family</li> <li>Younger children may benefit from having a familiar cuddly toy – consider the spread of germs if situation is still tricky,</li> <li>Older children should be provided with time to ‘check-up’ on their younger siblings</li> <li>Talk to children to reassure them:                             <ul style="list-style-type: none"> <li>It is perfectly ok to miss them</li> <li>It is perfectly ok to not to want to be surrounded by lots of people</li> <li>It is ok not to want to get back to formal learning once more</li> </ul> </li> <li>Staff should constantly reassure children that their parents are safe</li> <li>Staff should be allowed to call parents at midday so as to reassure a very anxious child</li> <li>In some cases, arrange a midday meeting between the child and the parent.</li> <li>Whole Federation Project on Emotions – Emotion Monster and The Fantastic Flying Books of Mr Morris Lessmore.</li> </ul>	<ul style="list-style-type: none"> <li>Children do not feel anxiety about being separated from their families</li> <li>Fewer children feel the need to bring in photographs of family members or a cuddly toy to make them feel more settled</li> <li>Arrangements for older children to see their younger siblings have been established</li> <li>The regular talks with children have helped them with coming to terms with being away from their family members</li> <li>Children know they can talk to a member of staff when they feel insecure</li> <li>The number of calls being made by staff at lunchtimes is diminishing rapidly</li> <li>Meetings between parents and children at midday are also dwindling</li> </ul>

## Returning to School: Action Plan

### Issues related to re-establishing routines and expectations

#### e) School uniform

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> <li>Children will have grown during the time of the lockdown and many uniforms may no longer fit them</li> <li>This will be a major issue if there is a short notice given for the return</li> <li>This situation could well be exacerbated by financial issues faced by parents during the lockdown, especially without full pay or no pay coming into the household</li> <li>Schools need to be sympathetic and may have to relax some of their rules regarding school uniform</li> <li>Children need to be welcomed back and lack of appropriate uniform should not be picked up on in the first instance.</li> </ul>	<ul style="list-style-type: none"> <li>Welcome all children back with, or without, uniform</li> <li>It is important that this message is shared with all parents</li> <li>If possible, give a sensible time limit for parents to get the uniform situation sorted</li> <li>Where parents are struggling financially, then schools should provide the uniform for the child/ren</li> <li>Perhaps encourage parents who are struggling, to sort the shoes and the school could help with the uniform</li> <li>If extra funds are provided towards opening, then these funds can be partly used to support helping with uniform</li> </ul>	<ul style="list-style-type: none"> <li>There is an acceptance that uniform regulations have been relaxed for a given period</li> <li>Parents have found the school approachable when they have had issues about replacing their children's uniform</li> <li>Financial support has been provided for those parents who are in need</li> <li>All parents have accepted that 'shoes' are their responsibility but that they can ask for support for the clothing</li> <li>Any additional funds have been allocated appropriately with needy families given priority.</li> </ul> <p style="color: red; font-weight: bold; margin-top: 10px;"><i>N.B. This should not be an issue for many of our families, however, some may have fallen on hardship / lost their job / lost a percentage of their income etc.</i></p>

## Returning to School: Action Plan

### Issues related to re-establishing routines and expectations

#### f) Relationships

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> <li>It is important that re-building relationships will be a key factor in a successful return to school</li> <li>This may well not happen overnight</li> <li>Staff need to give themselves time and work at being kind to each other</li> <li>Accept that most children will have spent months in the company of only their parents and could well struggle to separate</li> <li>They are unlikely to have played with friends where they have had to compromise and may find following rules difficult</li> <li>New staff will not be aware of expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that all play is supervised and scaffolded</li> <li>Remind children how to play together</li> <li>Remind children how things are done at this school</li> <li>Remind children of how to communicate and work together – use Talk Roles and game situations.</li> <li>Re-establish Active Listening between adults and peers.</li> <li>Help them to regain their identity and the culture and ethos that comes with it</li> <li>Use rewards to reinforce messages of being one unit</li> <li>Emphasise to staff that they will have to be very patient with some children</li> <li>Remind those children, that will need it, how to speak at school.</li> <li>Continue with new Certificates that notice children for specific actions e.g. Empathy, Self-Awareness, Self-Regulation etc.</li> <li>Continue with Ethos Statements and Human / Christian Values – Autumn 1 = Kindness (to themselves and others).</li> <li>New staff (mainly the NQT and AHT) to have a thorough induction with the HT.</li> </ul>	<ul style="list-style-type: none"> <li>After an initial period of support, children are back into the swing of things with regard to playing at break and lunchtimes</li> <li>Children demonstrate consideration for each other during play</li> <li>Rewards have been established and are used sensitively and correctly</li> <li>Staff demonstrate patience when some aspects of playground and lunchtime play have not gone according to plan</li> <li>Children speak with respect with one another and are respectful when listening in class to one another.</li> <li>Active Listening is embedded, children can explain it, and relationships are more positive between peers as a result.</li> <li>New staff are integrated as part of the team quickly and know that they have a support network.</li> </ul>

## Returning to School: Action Plan

### Curricula Issues

**Refer to Government Guidance Document re: opening in September 2020 alongside this document.**

a) Missed elements of the curriculum

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> <li>As we are following a very prescribed curriculum, there will be a need to consider how you are going to make adjustments</li> <li>The maths and science curriculum are presented on a year by year basis, and with as much as at least a term being missed there is a need to consider how to make adjustments.</li> <li>For English, reading is the main issue (see next page) it may be slightly easier to close the gap because the English curriculum of the National Curriculum is outlined in two-yearly blocks</li> <li>As for the history and geography curriculum, adjustments can be made over a longer time, with learning being spread over a longer period</li> </ul>	<ul style="list-style-type: none"> <li>Re-align the Cycle A over arching Topics to the new Year Group structure.</li> <li>New class structure makes it easier to see linked objectives.</li> <li>Subject leader for mathematics has grouped objectives together – next steps for all Subject Leaders → work out where objectives have not been covered to identify the potential gaps in learning.</li> <li>Class Teacher to decide topic which was covered in most detail to be Autumn 1 as this will largely be replaced with wellbeing.</li> <li>Levelled colour challenges in Class 1 and Cherry Blossom to include challenges to aid revision of objectives and challenge for all e.g. Orange (Reception), Green (Y1) and Blue (Y2).</li> <li>Spelling and Handwriting and basic sentence structure are a focus for Autumn 1 to re-set the expectations for all children.</li> <li>Pink and Green modelling and training is in place for children and staff.</li> </ul>	<ul style="list-style-type: none"> <li>A 'closing the gap plan' has been developed with all staff so that Cycle A allows teachers to extend knowledge and cover areas of the curriculum that were missed between March and July.</li> <li>Staff have been presented with the changes to the curriculum, new planning formats and have made the necessary changes.</li> <li>Subject Coordinators have made necessary adjustments – redoing Cycle A will allow depth of learning missed in the previous academic year.</li> <li>The Assistant Head Teacher will provide support for members of staff with ensuring precise learning linked to Knowledge Milestones and Skills and not just 'nice tasks'.</li> <li>Curriculum returns to the rigor established prior to lockdown.</li> <li>Books are visibly improved based on quality of work offered and challenges are evident.</li> <li>Exit cards and Departure / Arrival Activities are used in all classes – children are excited by learning.</li> <li>Support from the AHT with planning and modelling Pink and Green feedback for children for all classes.</li> </ul>

## Returning to School: Action Plan

### Curricula Issues

#### b) Reading

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> <li>As we are all aware, we cannot afford to let children miss out on reading regularly</li> <li>This is particularly the case for younger children who are at the point of becoming independent readers</li> <li>It is also important for older children with regard to their reading fluency</li> <li>However, in reality there will be those children that will have read regularly (daily) and others who will not have read at all during the lockdown</li> <li>Despite messages from schools to implore parents to ensure their children's reading activities are being kept up, the length of the lockdown will inevitably mean that some parents have not been able to keep up the regular support their child/ren need</li> <li>Children may have gone from regular phonics input to little or no input.</li> <li>Books may be a potential source of germs coming into school.</li> </ul>	<ul style="list-style-type: none"> <li>Reassess where each child is with a phonics check as quickly as possible</li> <li>Outline intervention necessary</li> <li>Communicate with parents and ensure home-support continues</li> <li>English support from AHT in line with SDP</li> <li>Additional-phonics sessions for those that have slipped backwards → funding allocated accordingly. Extra books?</li> <li>Additional 'quiet reading time' / 1:2:1 reading aloud for older, independent readers to help them get back into the swing of daily reading.</li> <li>Chapter quiz is in place for the class novel.</li> <li>Ensure children are carrying out research which requires them to read to obtain the information they need.</li> <li>Continue to use Read Theory used in Class and at Home</li> <li>Daily Class Novel Prioritised in all classes.</li> <li>Vocabulary development a focus from the off.</li> <li>Collective Worship sessions addressed through stories and shared reading.</li> <li>Physical books cannot be sent home until deemed safe to do so.</li> </ul>	<ul style="list-style-type: none"> <li>Children have been placed into appropriate phonics groups</li> <li>Catch-up programmes have been successfully implemented by staff – particularly spelling.</li> <li>Online Spelling tool purchased.</li> <li>School Leaders have supported all staff in ensuring that the bridging activities are appropriate and supportive</li> <li>Where needed, additional phonics sessions have been organised to support children in need</li> <li>Additional quiet reading periods have been established for older children</li> <li>Reading aloud to the class is prioritised with staff choosing books that grab the children's interest</li> <li>Children answer mini-quiz questions and this builds confidence.</li> <li>Children are being directed to carry out more research which involves reading.</li> <li>Reading starters and challenges in all lessons.</li> <li>Cross Curricular reading tasks planned and embedded in lessons → support for staff from AHT.</li> <li>RAG vocabulary a key part of all lessons and visible in classrooms.</li> <li>Expectations of 'Progressions in Language Structures' being used in all lessons / all classes → Oracy will be a pivotal aspect of closing the gap for vulnerable / low attaining pupils.</li> <li>Children's reading is monitored on Oxford Owl and Read Theory. Comprehension work is set as part of home learning.</li> </ul>

## Returning to School: Action Plan

### Children's different experiences during lockdown

#### a) Home Learning or not

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> <li>It is inevitable that some children will have been doing a great deal of home learning whilst others may have done very little or none at all.</li> <li>The vast majority of children will be somewhere in the middle</li> <li>It is important that teachers respond to what children have done, not what they were expected to have done</li> <li>There is a need to be aware that many children will have forgotten much of their learning</li> <li>Some children may well have been a carer for a sick relative or dealt with grief.</li> </ul>	<ul style="list-style-type: none"> <li>Whilst it is important to get a sense of where children are in their learning, there will be a need to use formative assessment rather than summative assessment initially.</li> <li>Building relationships and communication strategies will need to be prioritised</li> <li>Put energy into celebrating and valuing what children have achieved</li> <li>Build in time for children to share their experiences of lockdown, including providing them with a chance to showcase the learning they did at home → this should be 'things they are proud of' NOT, under any circumstances, write about lockdown as this may have been a distressing time for some of our pupils.</li> <li>In this way, there is room for celebrating the learning that children did that is not part of the curriculum</li> <li>Help teachers to recognise that many children will not have done what had been set for them and that some children will have been through trauma – remind staff of ACES training and that a Global Pandemic is Trauma.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have a good idea of which children have completed learning at home and those who have not</li> <li>No formal testing has taken place but all teachers have an in-depth understanding of where each child is based on formative assessment.</li> <li>Children have had opportunities to talk about what they did during lockdown and can move on emotionally.</li> <li>Good relationships at all levels have been re-established</li> <li>There have been opportunities provided for all children to show what they did, especially the more practical elements of home learning.</li> <li>There has been a strong sense of celebrating the learning children did at home with very little talk about what children did not do</li> <li>Teachers have been relaxed about aspects of learning that children did not cover.</li> <li>Teachers continue to promote aspects of Home Learning expected as part of Homework initially by embedding use in lessons e.g. Read Theory, Spelling Shed, TTRS</li> </ul>

## Returning to School: Action Plan

### Children's different experiences during lockdown

#### b) Access to learning at home

<b>Issue</b>	<b>Actions Needed</b>	<b>Success Criteria</b>
<ul style="list-style-type: none"> <li>Children will have had different access to learning during the lockdown</li> <li>For some, they have parents who have been able to take on the role of 'teacher' and oversee the home learning</li> <li>For others, there may be a whole range of issues impacting on their ability to learn at home:                             <ul style="list-style-type: none"> <li>Space to work</li> <li>Parents' commitment to home learning</li> <li>Parents' skills</li> <li>Parents' interest or capability</li> <li>Access to online facilities</li> <li>Parents own work commitments</li> </ul> </li> <li>Older children will have been able to be more independent as learners, and this may well be helpful, especially for upper Key Stage 2 children</li> </ul>	<ul style="list-style-type: none"> <li>Some, or many, children may feel they have missed out on learning and may be anxious or stressed as a result</li> <li>It is important to acknowledge that this has not been the children's fault</li> <li>It is also important to celebrate the learning that many children did (as set by their teachers)</li> <li>It is also important to acknowledge the experiences (learning) of other children (even though it is not related to the learning set)</li> <li>Look for examples of children who have shown resilience, patience and kindness at home</li> <li>Be careful not to discriminate against children who have not been able to do much work online.</li> <li>Begin with whole Federation SEMH project where everyone has the same starting points to build confidence and self-belief.</li> <li>Gradually remind children of expectations and praise achievements.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have accepted what children have done without any reprimand</li> <li>Teachers have been able to talk individually with children about what they did achieve and how much they can still recall</li> <li>Teachers have a good idea about gaps in learning and have made adjustments accordingly (repeat Cycle A which has been adapted to fit new Year Group alignment).</li> <li>There have been opportunities provided for children to showcase their learning</li> <li>Credit has been given to children who showed characteristics such as resilience, patience and kindness – through Collective Worship.</li> <li>Teachers accept that many children did not have online access.</li> <li>Children feel self-confident and have an attitude of gratitude about themselves and their experience. This is logged in Wellbeing Doodle Journal.</li> </ul>

## Returning to School: Action Plan

### Children's different experiences during lockdown

c) Children who were at school and those who were not

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> <li>Clearly, there will be a great difference in experience for those children that attended school and those that did not during lockdown</li> <li>Do not assume that those who did attend school will be in a better position than those that did not</li> <li>In many cases, only few children attended school</li> <li>However, these are more likely to be comfortable with social distancing, less worried about 'catching' something off others</li> <li>There is a very real possibility that children will have had different messages, e.g., going outside, talking or seeing others, etc.</li> <li>However, academically they may not have experienced that much difference</li> </ul>	<ul style="list-style-type: none"> <li>Make use of the children who were at school to relay the message that school is a safe place.</li> <li>They can relay the message about washing hands, keeping a distance as much as they can and using tissues when sneezing or coughing</li> <li>Some children who attended school may feel hard done by, so use them in a positive way to support their feelings</li> <li>The children at school (especially if they attended another one) will have made new friends so provide opportunities for them to keep in touch</li> <li>These children could be used to model to others how they kept safe but still had a chance to play and learn</li> </ul>	<ul style="list-style-type: none"> <li>All children have been reassured that school is a safe place</li> <li>Children that were at school are able to set good habits about washing hands and keeping a safe distance</li> <li>Children who were at school are used as models and made to feel important</li> <li>Opportunities have been made for children who were at school to keep in touch with new friends they made, either in other schools or in other year groups</li> <li>The children who did attend school have been able to relay information about being safe but still being able to play and enjoy life</li> </ul>

## Returning to School: Action Plan

### Safeguarding

#### a) Different types of abuse

Issue	Actions Needed	Success Criteria
<p><b>Domestic Abuse</b></p> <ul style="list-style-type: none"> <li>• It is important to be aware that a small minority (hopefully) of children will have experienced domestic abuse during the lockdown (we know there has been a significant rise in DA)</li> <li>• It is important that we are alert to children who may not have come under the radar before and be aware that some may have suffered significant harm during this time</li> </ul> <p><b>Online Abuse</b></p> <ul style="list-style-type: none"> <li>• Some children may have experienced threats and possible abuse online. Exposure to harmful images may well have increased</li> </ul> <p><b>Online Bullying</b></p> <ul style="list-style-type: none"> <li>• As children have moved more of their social lives online, we need to be aware of increased risk of online peer to peer abuse</li> </ul>	<ul style="list-style-type: none"> <li>• It is important that during the first half term back at school that you provide more opportunities for children to talk about their experiences.</li> <li>• Online Safety Booklet that was sent home should be a focus of several lessons in school.</li> <li>• It is also important that every school ensures that there is a high focus on creating a safe environment</li> <li>• Create 'safe spaces' for children to talk about their experiences</li> <li>• Ensure that all children have access to 'trusted' adults who are trained to listen and are able to respond effectively</li> <li>• All staff, on their return to school, should have received safeguarding briefing on how to respond to disclosures</li> <li>• Be aware that it may take some children a long time to disclose or reveal any abuse</li> <li>• Some, may be revealed through changes in behaviour and other indicators</li> <li>• Do not assume that poor behaviour is associated with just being back at school</li> </ul>	<ul style="list-style-type: none"> <li>• Children have been provided to talk with a member of staff that they feel comfortable with about any issues that concerns them.</li> <li>• Daily checks ins – Emotion Chart for all / specific with the TA based on needs.</li> <li>• Relax kids Strategies support children with dealing with their worries.</li> <li>• Systems are well established to deal with issues of disclosure</li> <li>• Safe environments have been established as a matter of priority</li> <li>• Safe spaces have been established for children so that they can feel comfortable about talking</li> <li>• All staff have received a safeguarding briefing when they returned to school, so they are very alert to certain issues</li> <li>• Staff are aware that some children may take longer than others to disclose important information</li> <li>• Staff are alert to any changes in behaviour by individuals</li> <li>• Staff are aware that poor behaviour will be about being back at school</li> </ul>

## Returning to School: Action Plan

### Safeguarding

#### b) Bereavement and serious illness

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> <li>It could well be that each setting may have someone who has died. It is important that all children know about this</li> <li>Others may have moved on – house move, job move, parents deciding to continue home education, etc.</li> <li>It is important that we do not allow children to create rumours or to be led by inaccurate information on social media</li> <li>We need to be aware that any illness to family members, friends or peers will become a greater source of anxiety</li> <li>In relation to illness and death, we all will have experienced something that was outside our concept in this century</li> <li>There is a likelihood that this could lead to more anxiety and may make children and adults more risk adverse</li> </ul>	<ul style="list-style-type: none"> <li>Be as transparent as you can about any changes that have occurred</li> <li>Use whole class settings or assemblies to support this</li> <li>If children have moved schools, ensure that the school body is seen to wish them luck</li> <li>Focus on the excellent work of the NHS and how they have helped people to recover from their illnesses</li> <li>Talk about the ‘Thursday clapping’ and the fundraising that is and has taken place</li> <li>Use the strength of the NHS as a catalyst to talk about our nation’s strength and resolve</li> <li>Ensure your key members of staff are ready to meet the needs of any individuals who have experienced a loss or have abnormal fears</li> <li>Welcome new pupils who have joined school.</li> </ul>	<ul style="list-style-type: none"> <li>Children know about any changes that have occurred to staff and to children in various classes</li> <li>Children who have moved to different schools have been contacted and good wishes have been sent to them → only applicable if Y6 pupil has not attended school before July.</li> <li>Much talk has been happening about the NHS and the excellent work they have done</li> <li>Children have had opportunities to talk about what they did to celebrate the NHS work (rainbows and clapping)</li> <li>The NHS has been used as an example of gathering strength from adversity</li> <li>Staff are in an excellent position to support any individual who has lost a close member of their family or a friend of their family</li> </ul>

## Returning to School: Action Plan

### Transition

a) Helping **all** children move on to the next stage of their education

Issue	Actions Needed	Success Criteria
<p><b>Return before the end of the summer term</b></p> <ul style="list-style-type: none"> <li>If schools return before the end of the summer term it will allow opportunities to carry out staggered 'normal' transitions and prepare children for their next stage of learning/ education</li> </ul>	<ul style="list-style-type: none"> <li>The June/ July period will focus heavily on well-being, safeguarding, routines, reassuring children and transition</li> <li>A special focus needs to be given to new early years entrants and also to Year 6 leavers.</li> <li>Careful planning of Leavers' Assembly and Leavers' Day.</li> </ul>	<ul style="list-style-type: none"> <li>Arrangements for the new academic year have been carried out with all children and their parents knowing which class they will be in next year</li> <li>Year 6 children will have been provided with opportunities to make a smooth transition to their secondary school.</li> <li>Ask Buddies to write to the Y6 children and the Y6 to their younger buddy.</li> <li>The normal arrangements for early years children have taken place with parents being very reassured about safety and induction processes</li> <li>During the period before the end of the academic year much has been done to focus on children's well-being, safeguarding routines and social interaction</li> </ul>

Teams Transition with old class / new class → delivered in year groups within the class to make it more manageable.

EYFS Transition – Story Time and Maths Songs (2 x 15 minutes) + Meet and Greet Parent Questions

## Returning to School: Action Plan

### Transition

b) Helping children move on to the next stage of their education from FS1 in EYFS to FS2

<b>Issue</b>	<b>Actions Needed</b>	<b>Success Criteria</b>
<ul style="list-style-type: none"> <li>New reception children will not have had the usual transition visits and preparation for school; staggered intake will need to be organised</li> <li>They will also know about Covid19 and this may add to their anxieties</li> <li>Parents will not have the normal introduction to the school and its systems</li> </ul>	<ul style="list-style-type: none"> <li>The transition programme should happen in the first few weeks of the Autumn term and hold parents' conversations in July</li> <li>Create a video of the setting which will help parents to explain to their children about the routines they can expect (on website)</li> <li>Ensure that the DVD focuses on aspect such as where they will place their coats, where various play areas are, etc.</li> <li>This should allow parents time to buy any uniform or equipment in good time</li> <li>Transition meetings could be held online with pre-school settings / parents.</li> <li>Assess the need of provide a staggered start for the new children – mornings only in the first few days / stay and play session. TBC.</li> <li>Set little challenges on Tapestry for the new starters e.g. Colour in and send a postcard to school, take a picture in your new school uniform etc.</li> <li>Story time to begin throughout July on Tapestry</li> </ul>	<ul style="list-style-type: none"> <li>Although the transition programme did not begin until the new academic year, parents have been provided with good quality information to enable their children to settle well into school life</li> <li>Because of the Tapestry Video (and get to know the staff video) children were familiar with their setting</li> <li>Children knew where to put their belongings and knew about the sand area and the outside environment</li> <li>Where applicable, children had the correct uniform and parents felt well supported in the information about book bags, etc.</li> <li>Parents are very positive about the preparations the school has made to meet their child's needs</li> <li>The staggered start system worked well to support a positive start for all children/</li> <li>Parents already engaged with Tapestry.</li> </ul>

## Returning to School: Action Plan

### Special Needs

Helping children with special needs settle back into school life

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> <li>The impact of all these issues will be even greater for children with special needs</li> <li>Not only will their learning have been impacted upon, so will their anxiety about not carrying out the routines of being at school</li> <li>Some will have had issues about dealing with the changes when the lockdown came in the first place</li> <li>There are likely to be issues with managing transition into school</li> <li>This will be compounded if there is also a change of setting</li> </ul>	<ul style="list-style-type: none"> <li>For most SEN children the biggest hurdle will be that of managing expectations of behaviour, establishing routines once more and reassuring them that everything is ok.</li> <li>Visual timetables should be used daily to reassure them what the day will look like</li> <li>Excellent behaviour management needs to be in place using positive reinforcement as many may well have forgotten how to behave (shouting out, talking over each other, poor language)</li> <li>Arrangements need to be made for those children that will struggle, establishing support needed from existing Personal Provision Plans as well as from information gained from contact with parents and children during wider school closure.</li> <li>Accept that it may take a few weeks to re-establish routines and appropriate behaviour.</li> <li>Create charts to outline unacceptable and acceptable behaviours and discuss with the children.</li> <li>Clear classroom rules in place to help with expectations which may be very different from what was previous allowed/acceptable.</li> <li>Check in's and Time to Talk groups established as well as Socially Speaking groups to aid with the re-development of relationships and friendships within the diameters allowed.</li> <li>Social Stories to help support children with the transition back to school and with re-establishing school and classroom rules.</li> </ul>	<ul style="list-style-type: none"> <li>Children with special needs have returned to school and settled down into familiar routines</li> <li>Children with special needs feel safe and are happy to be back at school</li> <li>There are very few issues related to behaviour (and certainly no more than usual)</li> <li>There is excellent behaviour management re-established</li> <li>Where children have struggled, they have been identified quickly and helped by individuals so that they settle back quickly</li> <li>Personal Provision Plans have been discussed with parents and edited plans in place by the end of Autumn Term 1.</li> <li>Staff have been patient and recognised that for some children it has taken a long time for them to settle once more</li> <li>Children know what is acceptable and what is not</li> <li>Children are able to talk about how they feel and understand why they are feeling as they do and know who to talk to when they need help and support.</li> <li>Parents of children with Special Needs feel that their child/children are supported, and they have the information they need to support at home.</li> <li>SEND children (and other who are feeling anxious) will be able to visibly see what the structure of the day is.</li> </ul>

	<ul style="list-style-type: none"><li>• Transition booklets in place for all children</li><li>• Early Identification of needs, especially SEMH- anxiety, behaviour, sleeping difficulties etc to ensure support is given in a timely and appropriate way.</li><li>• Information shared with parents and advice and support given as needed.</li><li>• Visual timetables in all Reception and KS1 classrooms (KS2 where appropriate) are in place enabling children with SEND (and others) to 'see' their day and know what is coming next. KS2 can have a handwritten list on the whiteboard if no pictures are required.</li></ul>	
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