

Lever 1 Rebuilding relationships	What we need.	How it will happen.	Why are we doing this? What we hope the impact will be?
<p>“We can’t expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored” B Carpenter & M Carpenter 2020</p> <p>Our students won’t all return joyfully. Relationships that were thriving are going to have to be nurtured and restored. We need to PLAN for this to happen. Reach out to the students and greet them – cushion the discomfort of returning.</p>	<p>A connection with our pupils prior to a whole school return.</p> <p>Opportunity for our children to ‘say goodbye’ to their class teacher.</p> <p>Children to know we care about them and want to support them so relationships can be built.</p>	<ul style="list-style-type: none"> ● Every child will have the opportunity to re-engage with their teacher, class and peers in small bubbles before the end of the summer term. ● Well-being packs given to every member of staff. ● Staff prayer time offered over Zoom including personalised prayers for staff. ● Staff to welcome children back and celebrate their return with welcome back signs, bunting, banners, bubbles and balloons. ● Regular video shout out messages to children to encourage and ensure engagement with home learning. ● ‘Check in and Chat’ session for teachers to telephone parents and speak to all children in their class. ● Year 6 end of year celebration will be videoed and sent to parents. ● New Reception parents will receive video message of welcome from NM/AMB/MA and a videoed ‘Story Time from Reception teachers along with an introduction Power Point to replace New Parent Information Evening. ● Whole school video message to say goodbye and welcome new classes. ● Weekly Zoom meetings with class teacher and class to ensure continued engagement with home learning and social interaction with classmates and their peers. ● Social stories offered to children about their new teacher and what their classroom looks like. ● Staggered start/finish times for children 	<p>Children will restore trust and relationships with teachers.</p> <p>Staff feel valued and understand the importance SLT are placing on their safety and well-being</p> <p>All children will have the opportunity for closure on this academic year.</p> <p>Minimise the effects of lockdown and loss of social interaction.</p> <p>Opportunity for YR6 children to experience and important ‘Right of Passage’ from primary school Minimise anxiety for transition to new classes New parents anxiety over children starting alleviated.</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 school after months of lockdown.</p> <p>To ensure children are re-engaging with school</p>

		<p>returning in September</p> <ul style="list-style-type: none"> ● Soft start for all children from September, time given over in the morning for emotional wellbeing activities and 'zones of regulation'. ● Focus on team building activities to develop a sense of belonging to a group 	<p>In line with the DFE guidance</p> <p>To ensure safety for all children and minimise risk infection.</p> <p>Some children will not have been at school since March, others may find it more challenging to reintegrate into school routines</p>
Lever 2 Community	What we need.	How it will happen.	What we hope the impact will be?
<p>"We need to listen to what has happened, and understand the needs of our community and engage them in the transitioning of learning back into school" B Carpenter & M Carpenter 2020</p> <p>Curriculum will have to be based around the community for a long time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of</p>	<p>Conduct a survey for pupils and parents on their lockdown experiences</p> <p>Let our school values inform our Recovery Curriculum.</p> <p>Create displays to welcome children back and acknowledge what they have been through</p>	<ul style="list-style-type: none"> ● Staff thank you celebration to acknowledge their work during lockdown ● CPD for staff: Restoring relationships, rekindling hope and returning to school. ● CPD PSHE: additional PSHE for the year and what activities to plan for the first few days back. ● CPD: Zones of regulation; Loss – 5 losses ● Focus on core values: Hope and Trust, alongside our school values of Respect, Kindness, Friendship, Loyalty, Forgiveness, Love Hope, Trust, Kindness and Friendship - alongside our 6 values. ● Whole school display of the positives of lock down ● Positive shout out boards with all the comments from parents about lock down and how the school was great. ● Emotional recognition displays to build 	<p>Staff feel valued and team spirit strengthened.</p> <p>We know and understand our school community the best and should use our values to inform the content of the 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>Well-being needs to involve the whole-school</p>

learning back into school.		emotional literacy so children can articulate feelings accurately.	
Lever 3 – Our Curriculum	What we need.	How it will happen.	What we hope the impact will be?
<p>“All will feel like they have lost time in learning and we must show them that we are addressing these gaps... to heal the sense of loss.” B Carpenter & M Carpenter 2020</p> <p>Students will 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 this sense of loss.</p>	<p>Children to understand what the coronavirus is from scientific evidence, understand its origins, how it started, how it spreads and its effects.</p> <p>Parents/carers to be made aware of the Recovery Curriculum</p>	<ul style="list-style-type: none"> ● Teachers to publicly acknowledge COVID 19. Script to be the ‘world has seen this virus affect millions of people and sadly some people have died. We had lockdown to help our NHS, helped scientists learn more about the virus, protect us and help our communities rebuild. The virus is still here but what we have to do now is use all the information we know about keeping safe and use it so we can live alongside the virus. ● Demonstrate to pupils our procedures to keep us safe in the school and revisit frequently. ● Circle-time question & answer sessions weekly during worship times to teach feelings so pupils have an understanding of loss. ● Understand how/where to obtain up-to-date information around coronavirus and identify fake-news. ● The recovery curriculum shared with parents Share the risk assessment with parents so they know what the school is doing to keep everyone safe and dispel rumours about PPE etc. 	<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>Build strong relationships with parents by keeping a flow of communication. If parents understand the need for a transitional curriculum, they are more likely to support the school.</p>
Lever 4: rebuilding learning skills	What we need.	How it will happen.	What we hope the impact will be?
<p>“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</p>	<p>Teachers to co-construct learning to reinforce the key basic skills for learning that children will have lost during</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. ● Plan for shorter lessons to improve focus and concentration and stamina. 	<p>Planning of curriculum will support a steady development of key skills that has been missed. Children’s mental wellbeing will be supported by promoting self-expression and craft-based learning will support children’s fine motor skills/</p>

<p>students to reskill and rebuild their confidence as learners” B Carpenter & M Carpenter 2020</p> <p>In different environments our students will have been learning in different ways. We need to make the skills for learning in a school environment explicit to our students and reskill and rebuild their confidence as learners.</p>	<p>lockdown.</p> <p>A larger proportion of time should be spent on physical activities (outside wherever possible, allowing for social distancing)</p>	<ul style="list-style-type: none"> ● Re-establishment of teaching routines: Classroom interaction, learning goals, checking for understanding, guided practice and quality feedback. <ul style="list-style-type: none"> ● Knowledge Organisers to support knowledge for learning ● First week back <p>The focus is on emotional well-being activities that promote talk, reflection (emotional regulation), and discussions around home learning through lockdown, routine, who we are (School Vision). These promote the rebuilding of relationships of the class as a team.</p> ● First half term back, timetables to include: <ul style="list-style-type: none"> - Structured focussed lessons in the morning using blended learning of prior knowledge and new knowledge using knowledge organisers (Guided reading, English, Maths, SPaG and Letters and Sounds) - Use of quizzes to ascertain what is needed to be taught in new subjects and concepts. - Activities that re-enforce active listening, following instructions, collaboration, teamwork, fine/gross motor skills, etc - Health for Life lessons and opportunities to enable talk and follow up - Afternoon sessions to be focussed on foundation subjects. Full weeks will be blocked out to enable focus on one foundation subject. ● Regular short ‘active’ breaks from learning ● Team games to re-establish team-working skills 	<p>concentration.</p> <p>Low levels of physical activity during lockdown will have a negative effect on quality of life, health and well-being.</p> <p>All staff will have had training in pupil well-being and how to support children when they return.</p>
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Lever 5 – Self- awareness	What we need.	How it will happen.	What we hope the impact will be?
<p>“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” B Carpenter & M Carpenter 2020</p> <p><i>We need to be reviewing and understanding of how each child is recovering and adapting.</i></p> <p><i>Listen to staff and how they are recovering also. Support and space to simply be.</i></p>	<p>Allow children to express their emotions through mindful activities and art.</p> <p>Allow children space and time to speak about their experiences and fears.</p>	<ul style="list-style-type: none"> ● All year groups to plan for emotional literacy using art, and visuals to improve pupils understanding of the physicality of different emotions, how to recognise these in themselves and work towards greater self-moderation. ● Years R – 6 to learn about zones of regulation and use these as frequent check-ins throughout the day. ● Worship time to reflect on values ● Introduce ‘Zones of regulation’ to pupils and parents. 	<p>Emotion coaching will support pupils to recognise their feelings and transition them from lockdown towards the new normal</p> <p>Children will need opportunities to talk about their feelings/ anxieties/ fears openly and safely. The Zones of Regulation is a conceptual framework to teach children self-regulation and self-control</p>