

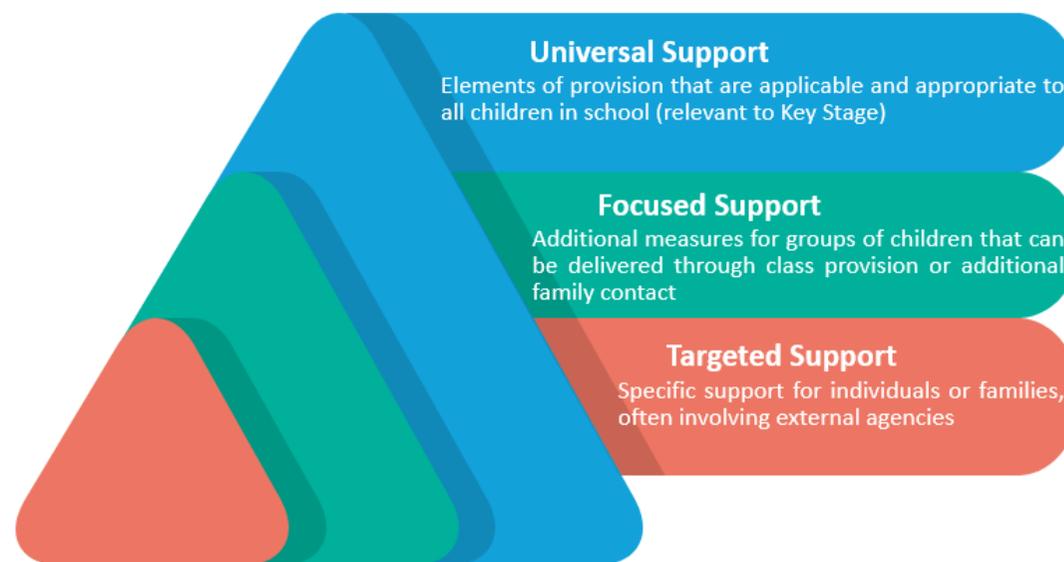
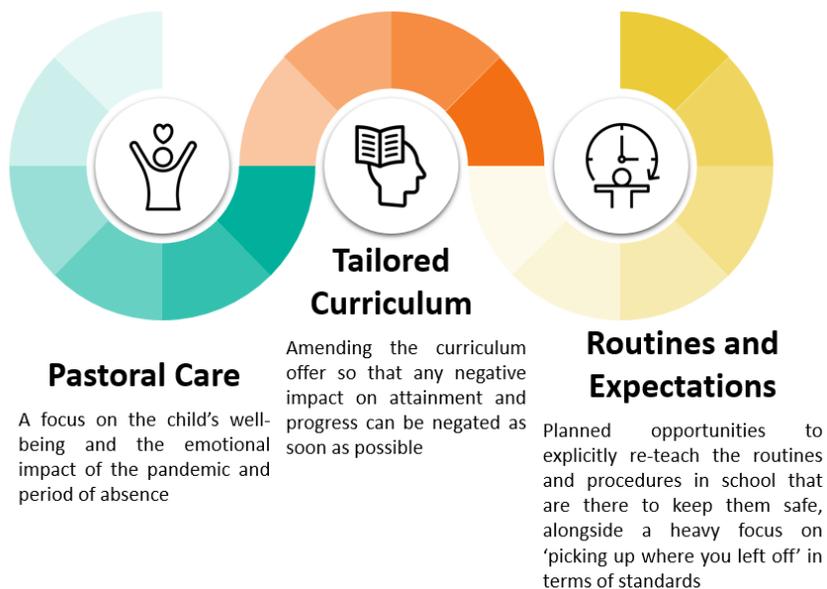
## St Benedict Biscop CE Primary School



We are going to be committing time during September to ensuring that routines, expectations, standards, relationships and values are quickly re-established. At the heart of these plans, getting children 'back-on-track' in both an academic and emotional sense is the absolute priority.

Consider these three strands:

Levels of support for each strand will be implemented in a tiered approach:



The following information outlines the actions that we will all be taking. Actions will be organised by strand and then by level of support so that there is a clear priority, purpose and direction of support.



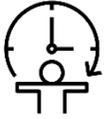
## Pastoral Care

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"><li>➤ Children who demonstrate changes in behaviour are to be referred to phase leader and DSL.</li><li>➤ Maintain communications through Class Dojo and sharing of class work with parents to maintain that 'connection'</li><li>➤ PSHE to focus on change, anxiety and mindfulness – any cause for concern to be referred to the DSL</li><li>➤ Environments to be low stimulus to support re-integration for SEND (and all others) and to celebrate achievements of children as a motivator</li><li>➤ Class assemblies to still maintain a whole school 'togetherness' and weekly Teams HT assemblies each Friday will celebrate the successes of the week</li><li>➤ Establish up-to-date contact details (especially emails) from parents by telephone and encourage all to connect via Class Dojo</li></ul>	<ul style="list-style-type: none"><li>➤ Class teachers to speak to any families who have experienced trauma/change in circumstances – what help do they need?</li><li>➤ Ring-fenced whole-class reading sessions – focussed conversations on vocabulary and emotional literacy using books about perseverance, resilience and mindfulness</li><li>➤ Acknowledge children who need respite from 'work' and need extra space i.e. time out to read and relax</li><li>➤ Where teachers feel it is appropriate for whole-class 'down-time' then provide children with mindfulness activities. <a href="http://www.ldbe.co.uk/about/guidance-resources/worship-and-meditation/">http://www.ldbe.co.uk/about/guidance-resources/worship-and-meditation/</a></li></ul>	<ul style="list-style-type: none"><li>➤ Bereavement support for those children/families identified</li><li>➤ Referrals to external agencies where concerns have been identified</li><li>➤ Provide/receive an update for CP/CIN/Early Help/Vulnerable families through contact with social worker and other external bodies</li><li>➤ School nursing referrals for children returning with additional/altered medical concerns (not neglecting mental health)</li></ul>



## Tailored Curriculum

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"><li>➤ Teaching staff to be mindful that any perceived 'drops' in standards are not deliberate, but an upturn in standards requires deliberate practice.</li><li>➤ Prompts available in classrooms to establish non negotiables for core curriculum areas.</li><li>➤ Teachers use progression documents to identify core knowledge which child may need to recap.</li><li>➤ A focus on handwriting to quickly re-establish high standards – not necessarily explicit sessions, but a heavily promoted class culture</li><li>➤ Phonics to be delivered regularly and with rigour, revising sounds that children may have forgotten.</li><li>➤ Regular reading lessons that foster the love of reading and book enjoyment, but that focus on discussion and promote speaking and listening.</li><li>➤ Writing is to be regular and across the curriculum. Lots of short-burst writing to promote writing stamina, but also revision of sentence structures.</li><li>➤ Maths is to focus on number work with a daily arithmetic session. TT Rockstars and Numbots to be accessed regularly to support automaticity of recall – retrieval practice heavily used also.</li><li>➤ Computing curriculum to focus on online safety and the use of <b>MS Teams</b></li><li>➤ PE curriculum to focus on fitness – children are to actively increase their activity levels, beyond 'games'. Daily activity breaks to be introduced for all classes.</li><li>➤ No 'baseline' tests until September is complete (tests beforehand could result in false negatives)</li></ul>	<ul style="list-style-type: none"><li>➤ SENDCO to contact families in first two weeks to discuss provision this year and at the end of September to share provision mapping so they know what support their child will be receiving.</li><li>➤ Child voice is to be acknowledged and consideration given to the wishes of the child in terms of pace of learning (SEND) to ensure they are not further disengaged.</li><li>➤ Promote independent learning for those that have become particularly reliant on an adult (through home-learning).</li><li>➤ Ensure that appropriate groups receive curricular support but that scaffolding is withdrawn quickly so that emphasis is placed on children being independent learners.</li><li>➤ Gaps in non-core curriculum to be addressed at the commencement of new topics i.e. where children have missed out on learning about the Romans, they will receive a brief overview of key learning prior to learning about the Anglo-Saxons.</li><li>➤ Teachers are to identify lessons on Oak National Academy that could be used to share with parents if remote learning is needed for individual children.</li><li>➤ Post-September use the Summer term NTS assessments to support identification of starting points and gap analysis – use to identify target groups</li></ul>	<ul style="list-style-type: none"><li>➤ Children who have not engaged in any home-learning to receive specific focus/intervention to support them in quickly returning back to pre-COVID level.</li><li>➤ Learning support &amp; Ed Psych support to identify and focus on specific children. This is to be reflected in the child's learning plan and results of which are evident in intervention activities and booster support.</li><li>➤ Appropriate adults to work safely with children, by way of intervention – this is not to occur during core subject time, but through agreement with the class teacher about the child's priority learning.</li></ul>



## Routines and Expectations

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"><li>➤ Key Stage assembly from NSW to re-establish the school's values and behavioural expectations.</li><li>➤ Re-visit the school values and 'over-communicate' this in correspondence with children.</li><li>➤ Children to come to an agreement about what the school values will look like in their classrooms (pictures, writing, drawing...whatever they want)</li><li>➤ A separate assembly is delivered which will explicitly refer to the hygiene procedures and bubble integrity.</li><li>➤ All staff to be responsible for the behaviour and attitudes of all children, whilst also acknowledging an adjustment period.</li></ul>	<ul style="list-style-type: none"><li>➤ Develop the use of Dojos to foster good learning behaviours and attitudes to one another. Relate these to the school values and new protective measures.</li><li>➤ Regular reminder for those struggling to distance and follow hygiene procedures. Again, this is everyone's responsibility. If children are not seen adhering, we are all to address it.</li><li>➤ Specific group conversations or assemblies (distanced) as required if there are pockets of children that are not following expectations.</li><li>➤ Quickly identify groups of children that are not attending as regularly as expected and flag with HT/AHT.</li></ul>	<ul style="list-style-type: none"><li>➤ Provide additional support materials and offer sessions beyond the school day for those requiring it.</li><li>➤ Sheryl Davies (attendance officer) to conduct home-visits for those children with a particularly poor start in terms of attendance.</li><li>➤ If individuals stand out as being unable to quickly return to the school expectations, contact with parents is to be made and a behaviour tracker drawn up (if related to poor behaviour).</li><li>➤ Specific praise needs to be given to those children that have adapted well (in their own context).</li><li>➤ This praise can be awarded in class, through virtual assemblies or through messages to parents on Class Dojo.</li></ul> <p><b>At all stages, we must acknowledge that some children will need more time than others to adjust and 'return as normal'.</b></p>