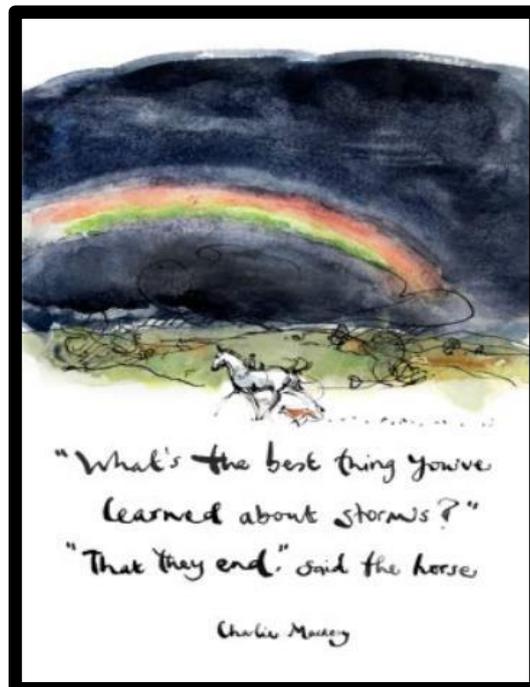


HOPE and COMMUNITY

Planning a pathway to welcome all children back to school



Rationale

All DBAT children have experienced lockdown, their individual experiences may vary but there is a collective experience that all children have undergone. Children's lives have been turned upside down by coronavirus. For some children, with the right support and resources, the situation has been manageable, but for others the effects of the pandemic may cast a long shadow over their lives. Our DBAT schools are essential to ensuring our children's learning is flexible, child centred, focussed, supportive and engaging; enabling our children to maximise their life chances in the future.

Purpose

- Children and adults feel safe and secure on their return to school.
- Children are ready to learn.
- Curriculum is flexible and adaptable.
- Teaching and learning supports children to be active, engaged, inspired and collaborative.
- Staff are appropriately trained and CPD is targeted.
- Family support is agile and responsive.
- Community engagement is enhanced.

Principles

Pivotal point of view...

Set the culture of the school right at beginning. Our DBAT children need positivity balanced with the safety and security of rules and routines.

First attention to best conduct, rules and routines are the most important.

Continue with Pivotal training but with more of a light touch for example teacher and TA meetings instead of inset days.

Before the children come back...

Arrange a class Zoom meeting or video explaining/showing the children what is different and what is the same.

What will it be like for children when they come back from school?

Build in opportunities to ask questions and receive answers.

When the children come back...

Build in plenty of opportunities to create community.

Make sure that there is a visual timetable in every classroom.

Keep to the usual timetable to provide stability but, make sure that the lessons are shorter than usual, ensure that there are lots of opportunity to collaborate and talk. Build in plenty of opportunities for play, discovery and creativity.

Do not test in the first two weeks.

Useful reading

https://downloads.unicef.org.uk/wp-content/uploads/2020/04/Unicef-UK-Children-In-Lockdown-Coronavirus-Impacts-Snapshot.pdf?_ga=2.165121654.872600774.1612945364-914944430.1612945364

<https://www.childrensociety.org.uk/information/professionals/resources/life-on-hold>

Stakeholders					
Aims		1. Academy Council – Are informed and aware of why the two-week pathway is essential to children’s learning			
Aims		2. Staff - To raise awareness of why the two-week pathway is essential for children and generate ideas in order to implement the plan and work together as schools across the trust.			
Aims		3. Community – Pupils, parents and wider community are well supported post lock down.			
Lead	Actions	Resources	Cost	Monitoring (RAG-rated)	Evaluation
	1. Academy Council Share principles and plans with Academy Council and report evaluation findings in principals report.				
	2. Staff Provide training for all staff. Provide time to read and discuss UNICEF and Children society reports. Outline principles of the pathway back to school. Provide training sessions and planning time for; <ul style="list-style-type: none"> a. Returning to full class teaching – refresh rules and routines b. Readjusting the school day – space for fun and play, creativity, social interaction and physical activity c. Restoring wellbeing – Growth mindset, mindfulness, circle time, creative tasks to explore feelings around lockdown, play d. Rebuilding learning stamina - shorter bursts of learning e. Rebuilding class communities - talk based, collaborative, creative activities f. Restoring pupil voice – creating opportunities for meaningful choice in our class/school community g. Resetting expectations – revisiting pivotal behaviour approaches and being ready to accommodate and support more challenging behaviour 	Staff meeting time Planning and preparation Refer back to Principles on page 1.			
	3. Community	Identified families			

	<p>Provide support for parents and children as they prepare for the return to school including;</p> <ul style="list-style-type: none"> h. Start dialogue about feelings about return to school now i. Consider parental survey about return to school j. Welcome back explanations k. Class zoom sessions l. Targeted phone/zoom sessions for more anxious and vulnerable children and families m. Maintain parental engagement with the children's learning - consider 'live' lessons for parents to join in from home and how to maintain elements of home learning after full return n. Maintain school role as support hub for vulnerable families o. Work with public health to promote vaccine messages 	<p>maintain loan of digital devices</p> <p>Leadership time to maintain and further develop relationships with other family support agencies post lockdown</p> <p>Newsblog</p>			
--	---	---	--	--	--

SUMMARY EVALUATION

Personal Development, Behaviour and Attitudes					
Aims		1. Children have a positive start to the term 2. Children feel safe and secure in school 3. Children are able to learn collaboratively and socialise with peers.			
Lead	Actions	Resources	Cost	Monitoring (RAG-rated)	Evaluation
	1. Before returning – a. Use Zoom to build relationships between home and school. Prepare children in school to returning as a full class. b. KIT days for vulnerable children c. Use of social stories prior to returning – communicate with parents prior to returning.	Social stories Zoom sessions Video clips			
	2. On return - a. Pivotal refresher training - Light touch training – Keep anything reintroduced simple, don't try to do it all at once. b. Whole school focus on 'First attention to best conduct' c. Whole school focus on school rules and 3 step routines. d. Agreed greetings for all - all children to feel welcomed and valued - before/after school e. Positives for the children – Reintroduce - 'above and beyond' agreed class rewards f. Restabilising routines g. Agreed language – same vocabulary. 'Ready, loving, safe'. 'Wonderful walking' 'Legendary lines' h. Restorative practices – Reintroducing these approaches. Giving power to children to sort things out for themselves. i. Use visual timetables	Pivotal resources Staff training Staff briefing Agreed language/ Scripts Adults engaging before/after school – drop zone			

	<p>3. Ongoing -</p> <ul style="list-style-type: none"> a. Opportunities to work collaboratively - Tadpole Easter Garden Project b. Building resilience in learning c. Shared experiences – opportunity -'Time to talk' - daily opportunity to reflect and express themselves. d. Collective Worship – Hope, Community, Friendship 	<p>Collective worship plans/videos</p> <p>PSHE 2 week unit - adapt from JIGSAW</p>			
--	---	--	--	--	--

SUMMARY EVALUATION					

Education					
Aims		1.School timetabling supports children’s security.			
		2.Support children’s well being.			
		3.Encourage children to share and reflect on their experience of lockdown.			
		4.Develop class community.			
		5.Build on lockdown learning.			
		6.Continue use of remote learning.			
		7.Build self esteem and confidence.			
Lead	Actions	Resources	Cost	Monitoring (RAG-rated)	Evaluation
	1. a. Keep to the usual timetable to provide routine but adapt it to provide a graduated return to school- based learning. For example, perhaps the lessons are shorter than usual, ensure that there are lots of opportunities to collaborate and talk.	Music / Art materials.			
	2. a. Support reflection using PHSE Lessons and Assemblies to provide a time to process as a whole school how life was affected during the pandemic. Look for all the positives that will guide our way forward. b. Through learning and wellbeing provision use Growth Mindset / Mindfulness approaches alongside Mental Health and wellbeing activities.	Resources/ activities to use for well-being activities			
	3. a. Relate by providing stimuli to open-up discussion and reflection. For example, the thoughts and pictures in the Charles Mackesey book; or, The Invisible - Tom Percival / creative element. b. Encourage children through the creative arts to describe and explain their time during home learning and their hopes and plans for the future.	Access to books used/ digital versions			
	4. a. Recognise and Rejoice using the curriculum to develop class community – focusing on praise and celebration – recognition boards	Wall displays /			

<p>5.</p> <ul style="list-style-type: none"> a. Recover areas that have been difficult concepts / subjects that have been missed. b. Build on prior learning / focusing on the creative element. c. Remember our learning together - d. Increase opportunities for collaboration and talk e. Review/remind/consolidate group work skills again f. Opportunities for exploration with a focus on speaking and listening skills. g. Opportunities to re-visit meta-cognition process with children talking about 'How' to Learn' and celebrating the individual approaches to learning. h. Make use of children's experiences of home learning to build approaches to learning at school. 		<p>Programmes of study</p>			
<p>6.</p> <ul style="list-style-type: none"> a. Retain Remote Learning Platforms - running the same learning journey as far as possible as the learning taking place in class. This will support children and staff with continuity of approach. b. On-line learning may continue for homework c. Use of video clips to support individual / group learning in class. d. Build on the skills parents have developed through home-learning and the increased communication with home. 		<p>On-line learning platforms.</p>			
<p>7.</p> <p>Resilience and Recognition</p> <ul style="list-style-type: none"> a. Self-esteem and confidence - provide many opportunities for verbal feedback to praise and build children's love of learning. b. Class / Group led presentations in order that children can lead the learning and receive recognition from their peers. c. Ensure that activities are planned to develop and restore, for example, increase writing stamina for all children. Fine motor and gross motor activities to ensure that strength returns to enable children to write. d. Health and wellbeing lessons to develop physical stamina and a love of physical exercise. 		<p>Planning time</p>			

SUMMARY EVALUATION



Looking Forward					
Aims		1. Children will catch up on missed learning			
		2. Children will be ready, prepared for the next stage of their learning			
		3. Children will be excited for the future			
		4. Develop use of IT			
		5. Develop parental engagement			
Lead	Actions	Resources	Cost	Monitoring (RAG-rated)	Evaluation
	1. Catch up <ol style="list-style-type: none"> Assess and identify key learning objectives in each year group and ensure they are taught so children can access their next year group's learning. Plan intervention to address findings from assessing missed learning, where this can't be achieved as a whole class. Revise catch up funding plan Review and plan Summer provision on school site 	Catch up funding Catch up plan			
	2. Transition <ol style="list-style-type: none"> Preparation for next phase of learning – transition units, experiences Close liaison between staff in T6 to work on effective Secondary transition – link to Deanery, transition unit, transition experiences 	Transition units			
	3. Future <ol style="list-style-type: none"> Careers day- building for future Develop Childhood Charter 	DBAT Careers day			
	4. IT <ol style="list-style-type: none"> Further develop use of devices and learning platforms for showcasing learning to enable communication with parent /carers- Online portfolios Consider use of buy/bring your own device 	IT learning platform			

	<p>5. Parental engagement</p> <ul style="list-style-type: none"> a. Parent voice questionnaire to illicit views on parental engagement b. Host online parent meetings c. Consider online parental engagement events d. Continue online coffee mornings/parent events 	<p>Parent questionnaire</p>			
--	--	------------------------------------	--	--	--

SUMMARY EVALUATION

--

#BetterTogether

