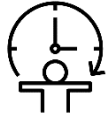






Herrick Primary School
Return Plan - September 2020

At Herrick Primary School we are going to commit time during September to ensuring that routines, expectations, standards, relationships and values are quickly re-established. We will be focusing on 3 key priorities – Safety, Pastoral Care and Curriculum (each priority is then linked to 3 specific types of support). At the heart of these plans, getting children ‘back-on-track’ in both an academic and emotional sense is the absolute priority.

See diagram below:

		Key Priorities		
		Safety	Pastoral Care	Curriculum
		 Planned opportunities to ensure all children are aware of the routines and procedures in school that are there to keep them safe.	 A focus on the child’s well-being and the emotional impact of the pandemic and period of absence.	 Amending the curriculum offer so that any negative impact on attainment and progress can be addressed as soon as possible.
Support	Support for All	Elements of provision that are available and appropriate to all children in school (relevant to year group)		
	Focused Support	Additional measures for groups of children that can be delivered through class provision or additional family contact		
	Targeted Support	Specific support for individual or families, often using external agencies		

The following information outlines the actions that will be taken by the school staff at various levels. Actions will be linked to one of the key priorities and then by level of support so that there is a clear priority, purpose and direction of support. Please read the breakdown below for each priority:

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



Support for All	Focused Support	Targeted Support
<ul style="list-style-type: none"><input type="checkbox"/> Children who demonstrate changes in behaviour are to be referred to DSL and Pastoral Care Team (PCT) through CPOMS<input type="checkbox"/> Maintain communications through DB Primary and sharing of class work with parents to maintain that 'connection'<input type="checkbox"/> PSHE to focus on change, anxiety and mindfulness – any cause for concern to be referred to the Pastoral Team (CPOMS)<input type="checkbox"/> Environments to be low stimulus to support re-integration for SEND (and all others) and to celebrate achievements of children as a motivator<input type="checkbox"/> Phase assemblies to still maintain a 'togetherness' and weekly Zoom HT assemblies celebrating the successes of the week<input type="checkbox"/> Establish up-to-date contact details (especially emails) from parents	<ul style="list-style-type: none"><input type="checkbox"/> Mrs Aydin or PCT to speak to families who have experienced trauma/change in circumstances – what help do they need?<input type="checkbox"/> Ring-fenced whole-class reading sessions – focussed conversations on vocabulary and emotional literacy using books about perseverance, resilience and mindfulness<input type="checkbox"/> Acknowledge children who need respite from 'work' and need extra space i.e. time out to read and relax<input type="checkbox"/> Where teachers feel it is appropriate for whole-class 'down-time' then provide children with well-being activities	<ul style="list-style-type: none"><input type="checkbox"/> Bereavement support for those children/families identified<input type="checkbox"/> Referrals to external agencies where concerns have been identified<input type="checkbox"/> Provide/receive an update for CP/CIN/Early Help/Vulnerable families through contact with social worker and other external bodies<input type="checkbox"/> School nursing referrals for children returning with additional/altered medical concerns (not neglecting mental health)



Curriculum

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"> □ Teaching staff to be mindful that any perceived 'drops' in standards are not deliberate, but an upturn in standards requires deliberate practice. □ A focus on handwriting to quickly re-establish high standards – not necessarily explicit sessions, but a heavily promoted class culture □ Phonics to be delivered regularly and with rigour, revising sounds that children may have forgotten. □ Regular reading lessons that foster the love of reading and book enjoyment, but that focus on discussion and promote speaking and listening. □ Writing is to be regular and across the curriculum. Lots of short-burst writing to promote writing stamina, but also revision of sentence structures (Sentences making sense). □ Maths is to focus on weekly sequence, maintain emphasis on deep learning. TT Rockstars to be accessed regularly to support automaticity of recall – retrieval practice heavily used also. □ Computing curriculum to focus on online safety and the use of MS Teams □ PE curriculum to focus on fitness – children are to actively increase their activity levels, beyond 'games' □ Baseline line tests WB 7.9.20 	<ul style="list-style-type: none"> □ SENDCO to contact families to discuss provision this year and share provision mapping so they know what support their child will be receiving. □ 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. □ Promote independent learning for those that have become particularly reliant on an adult (through home-learning). □ Ensure that appropriate groups receive curricular support but that scaffolding is withdrawn quickly so that emphasis is placed on children being independent learners. □ 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 few lessons on this prior to learning about the Anglo-Saxons. □ Teachers are to identify lessons on Oak National Academy that could be used to share with parents as pre-learning for non-core. □ Post-September assessments to support identification of starting points and gap analysis – use to identify target groups 	<ul style="list-style-type: none"> □ 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. □ Learning support & 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. □ 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 Classteacher about the child's priority learning.

