

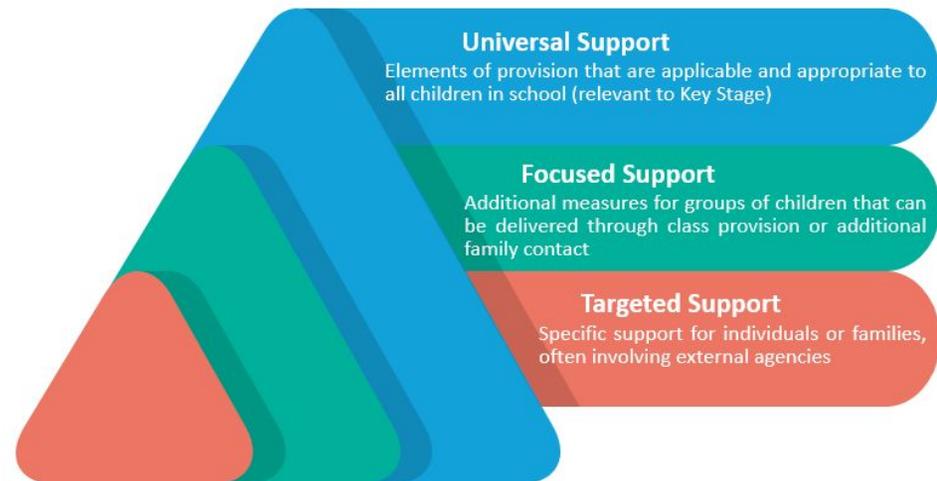
Plan for a Responsive Return - September 2020

Beck Primary School is going to commit 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.

This plan is split into the following strands:

-  **Infection control measures**
-  **Pastoral Care**
-  **Tailored Curriculum**
-  **Routines and Expectations**
-  **Staff Well-being**

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



Key aims by the end of September:

- All infection control measures in place and responsive to changes by children's return 3rd September.
- The vast majority of children will report feeling happy, safe and demonstrate a high level of well-being at school including a resilient approach to learning. Those still requiring support with this will have been identified and appropriate support will be in place.
- Key assessments in reading, writing and maths will have taken place. Teachers will have a good understanding of where to pitch their teaching for the majority of the class and specific intervention will be in place for those identified as requiring it.
- Attendance and behaviour (measured through 'Behaviour - three yellow disks' tags on CPOMs) of children in school is at the same level as pre-COVID. Those still requiring support with this will have been identified and appropriate support will be in place.
- All staff returned to work and staff well-being high as reported by questionnaire.



Infection control measures (see risk assessment for details)

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"> ☒ Clear messages that no one will attend the site with symptoms. ☒ Hygiene messages regularly shared. ☒ Enhanced cleaning in place. ☒ Classrooms organised to minimise transition. ☒ Class 'bubbles' in place with staggered toilet times, breaks and lunch. ☒ Children remain largely in their classroom and not move to other classrooms around school. ☒ Meetings organised in a way to minimise infection transmission. ☒ Staff absence managed as much as possible through in-school staff. 	<ul style="list-style-type: none"> ☐ Breakfast club and after-school club to re-open from Monday 7th September on a pre-booked limited basis. Breakfast club staffed by L3 TAs. ☒ Other extra-curricular activities to pause at this time but this to be under review. ☒ 	<ul style="list-style-type: none"> ☐ Clear process for managing cases and/ or outbreaks if they occur in collaboration with Public Health Sheffield. ☒



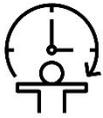
Pastoral Care

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none">☑ Staff awareness of 'Trauma-informed' approach through INSET session 1st Sept.☑ Full safeguarding procedures in place.☑ Behaviour policy reviewed and introduced with focus on relationships and de-escalation.☑ Teachers to conduct initial profiling of all children. Identified concerns to the Pastoral team via CPOMs.☑ Daily 'Empathy Morning Work' session in KS1 and 2.☑ Breakfast in class for all children.☑ Establish up-to-date contact details (especially emails) from parents. Maintain connection with parents through weekly blog posts, phone call home.☑ Weekly PSHE sessions to focus on change, anxiety and online safety – any cause for concern to be referred to the Pastoral Team (CPOMS)☑ Weekly Zoom HT assemblies celebrating the successes of the week and maintain a 'togetherness'☑ Environments to be low stimulus to support re-integration for SEND (and all others) and to celebrate achievements of children as a motivator.☑ Pupil voice representatives chosen. Weekly session with class.	<ul style="list-style-type: none">☐ Learning mentors to identify groups of children within yeargroups as a result of teachers' profiling.☑ Part-time transition in place for children with particular needs.<ul style="list-style-type: none">○ AA - new Y1○ LR - new Y1○ BKL - new Y2○ JBE - new Y3○ CL - new Y6○ Poss Da and SA - new Y6○ KH new Y2○ MW - new Y4○ Poss CW (new Y2)☑ SEN TA support directed to yeargroups to support identified pupils on initial return.☐ Focussed groups run in school to support specific needs☐ Focussed group support for parents around e.g. sleep, supporting home learning, etc.☐ Acknowledge children who need respite from 'work' and need extra space i.e. time out to read and relax☐ Where teachers feel it is appropriate for whole-class 'down-time' then provide children with mindfulness activities☑ Pupil Voice sessions to review children's feelings about return to school.	<ul style="list-style-type: none">☐ Referrals to external agencies where concerns have been identified☐ Provide/receive an update for CP/CIN/Early Help/Vulnerable families through contact with social worker and other external bodies☐ School nursing referrals for children returning with additional/altered medical concerns (not neglecting mental health)☐ Bereavement support for those children/families identified



Tailored 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.☑ Assessments to support identification of starting points and gap analysis conducted in reading, writing, and maths and used to identify target groups and plan appropriate curriculum beyond September.☑ A focus on presentation to quickly re-establish high standards – not necessarily explicit handwriting sessions, but a heavily promoted class culture and celebrated in CCh assemblies.☑ 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.☑ Writing is to be regular and across the curriculum. Lots of short-burst writing to promote writing stamina, but also revision of sentence structures.☑ Maths is to focus on number work with a daily arithmetic session. TT Rockstars to be accessed regularly to support automaticity of recall – retrieval practice heavily used also.☑ PE curriculum to focus on fitness – children are to actively increase their activity levels.☑ Music to focus on listening and appreciation until it is clear that singing and wind instruments are safe.☐ Gaps in missed elements of non-core curriculum to be planned into new topics. Focus on Geography to ‘catch-up’ on ‘missed’ topics.☑ Increased opportunities for outdoor learning in the local area.	<ul style="list-style-type: none">☐ SENDCO to contact families as part of SEN review process. to discuss provision this year and share provision mapping so they know what support their child will be receiving☐ 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.☐ Children who have significant gaps receive specific focus/intervention to support them in quickly returning back to pre-COVID level.☐ Provide additional support materials and offer sessions beyond the normal school day for those requiring it, (Level 3 TAs)☑ Learning prepared for contingency of further school closure/ children isolating.	<ul style="list-style-type: none">☐ 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.☐



Routines and Expectations

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none">☒ Pre-recorded Assembly from JC to re-establish the school's values and behavioural expectations.☒ Re-visit the school values and celebrate children demonstrating these through weekly JC Learning Champions assembly.☒ Children to come to an agreement about what the school values will look like in their classrooms (pictures, writing, drawing...whatever they want)☒ All staff to be responsible for the behaviour and attitudes of all children, whilst also acknowledging an adjustment period.☒ Return to school uniform expectations with usual understanding and sensitivity.	<ul style="list-style-type: none">☐ High level of SLT 'presence' at key times of day (before school, breaks, lunchtimes, end of the day) to reinforce expectations.☐ 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.☒ Identified Year group 'safe spaces' for 'removal' /those who need them. (FS2 - outside CCh, Y1 - Den, Y2 - Music room, Y3 - Library, Y4 - Books nook, Y5 - Lisa's room, Y6 - Practical room). Staff to use mobile phone to alert SLT if need support when removing a child.☐ 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">☒ Pastoral Manager/ SENCo to draw up behaviour plans with support of teachers for those children identified as Level 3+ on SSG. Appropriate support in place.☒ 1:1 work with Learning mentors for those children with identified needs, e.g. Level 3+ on SSG.☐ Pastoral team to conduct phone-calls and home-visits for those children with a particularly poor start in terms of attendance.☐ Specific praise needs to be given to those children that have adapted well (in their own context). <p>At all stages, we must acknowledge that some children will need more time than others to adjust and 'return as normal'.</p>



Staff Well-being

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none">☑ Reminder of support available as part of INSET day.☑ Additional INSET day (2nd September) to prepare for safe return.☑ Individual risk assessments conducted for all staff.☑ Staff questionnaire at end of September.☑ Limited staff meetings - time to do tasks required for Safe-return September.☑ Outdoor Twilight session for team-building focussing on developing Geography fieldwork skills. (16th Sept)☑ Teacher performance management to be completed in October once pupil targets are set.☐ No formal monitoring for first 4 weeks.	<ul style="list-style-type: none">☐ Opportunity for 1:1 with line manager within first 4 weeks.☑ Sickness absence monitoring procedures in place with support offered as required.☑ Trial of whole-class feedback to begin.	<ul style="list-style-type: none">☐ HR to support as required.☑ Listening Service☑ Space to Breathe☑ SAS Counselling service