

Reconnection with school and learning

We look forward to welcoming all our pupils back in September. We know this has been a very strange time for everyone and that many of our families are worried about the return and the impact this break from school has had on learning.

We fully appreciate those worries and concerns and will be addressing them from the outset.

Much of the media coverage in the past few months has talked about 'catch-up' for pupils and the significant gaps they will have.

Please do not worry about your child having 'fallen behind'. It is our job to help them bounce back and to re-engage with learning.

We aim to do that for all our pupils in a supportive, holistic way by addressing:

- Wellbeing
- Routines and expectations
- Children's experiences during lockdown
- Curriculum

Wellbeing

Pupils will have daily PSHE sessions for the first half term to help them re-adjust to school, manage the transition and settle back into school life.

We will re-visit the wellbeing strategies we had in place in school before lockdown and focus on pupils re-connecting as part of the school community, their class and with the adults in school.

We will re-establish our trusted adults system so that all our pupils have someone they can talk to in school if they have any worries or concerns.

Routines and Expectations

We recognise that many of our families will have had disrupted routines during this period and that our pupils will need to readjust. We will support everyone to get back into the new school routine as quickly as possible and provide pastoral support where needed.

We will continue to reward our pupils for showing our Spirits of School and to use star slips to reward positive learning behaviours. Behaviour expectations will be revisited regularly during PSHE sessions and virtual assemblies.

Many of our children will have had limited contact with others during this period and may find it hard to leave their families to return to school. We will work with these families to support them for example, we may suggest bringing a family photo to school for a period; having 5 minutes with a sibling who is in school during the day; having a quiet space to reflect; phoning home to reassure the child.

Children's experiences during lockdown

We fully understand that our families have had very different experiences since March with some keyworker children attending school throughout; some families not being able to access the online learning; some experiencing bereavement; or families having financial difficulties due to jobs being affected.

Again, please do not worry about this.

We are here to support your child, but also your whole family in any way that we can. If your family has been affected by anything you would like to discuss further before your child returns in September, please send school an email and we will give you a call.

During PSHE sessions, pupils will be given opportunities to reflect on and discuss their lockdown experiences; to celebrate and acknowledge achievements; and to share their feelings.

Curriculum

When our pupils return in September, their class teachers will provide them with the holistic support already described as well as using their teaching and learning sessions to assess what academic support is needed. They will use many different active learning techniques to help pupils re-engage with their learning and to support them in re-adjusting to the routines and expectations of school life so they can concentrate for longer, be more resilient when facing challenges and can work as a team and independently.

Maths

We are following the White Rose Maths long-term plan for the next academic year. This allows for regular review of prior objectives to ensure pupils build on prior learning before moving forward. Teachers will use regular pre and post assessment activities to monitor their pupils' learning and identify where additional support is needed.

English – writing

Staff will focus on re-engaging pupils with learning through high quality texts, practical activities and hooks. The focus in the first half term will be on consolidating learning from previous years before introducing new learning. Pupils will be given opportunities to rebuild their stamina in writing.

English – reading

Using high quality texts, we will be re-establishing the reading routines we had prior to lockdown. Year 3 – 6 pupils will individually read at least once a week with an adult in school and EYFS/KS1 pupils will read at least twice a week. Class teachers will share a class reader with pupils each day. Guided reading sessions will focus on vocabulary development and comprehension. Reading will continue to be interwoven throughout the curriculum.

English – phonics

Teachers will review pupils' phonic knowledge early in the autumn term and use this to group pupils in EYFS and KS1 for phonics sessions. Phonics will be active and delivered at a high pace with additional phonic blasts for those pupils who need it.

Science

We have reviewed our long term plan for 2020-21 and made some minor adjustments so any outstanding topics from summer term can be covered.

Foundation subjects

Department leads and subject leaders have reviewed the topics missed in summer term and will ensure any core objectives are covered elsewhere in the curriculum. Knowledge organisers will be used to support pupils' learning of key facts and pupils will revisit prior learning at least once a week.

The volume of each subject taught may be reduced at the beginning of the year to allow for pupils to re-adjust to the routines and expectations of school and to ensure learning is secure. Pupils will still receive a broad and balanced curriculum.

EYFS

Nursery and Reception pupils will be similar to the rest of the school in needing to adjust to new routines, environments and school expectations and will be supported to do this. Teachers will continue to use the EYFS framework to deliver this learning in a structured, child-led approach.

Year 1

September's Year 1 pupils have missed a third of their Reception year. We feel it is vital that these pupils have a play-based approach to learning in autumn to prepare them and transition them into a more formal Year 1 environment. The Year 1 (Poplar) and Year 1/2 (Pine) classrooms will be set up differently to allow this to happen. The pupils will still be working towards Year 1 expectations, but through a more practical approach.