

## **Routines and Expectations**

We will plan opportunities to re-teach the routines and procedures in school that make St Mary Magdalen's a safe, happy and healthy school, ensuring we continue the high standards we know our children are capable of.

## **Tailored Curriculum**

We will be working with the children to identify any gaps in their learning or areas where they may have excelled during this period of absence. We will be tailoring our curriculum to ensure support and challenge are provided for all pupils.

## **Wellbeing**

We are first and foremostly focusing on the wellbeing of our children and our community and actively planning how we can help manage change, deal with anxiety and build a sense of togetherness

## **Targeted Support**

For individual children who find the return to school particularly challenging this support may involve 1:1 support and involve outside agencies.

## **Focused Support**

Additional provision for identified groups of children provided by the school in order to help pupils catch up academically, socially or emotionally.

## **Universal Support**

Adaptations to the school environment, routines and curriculum that are in place for all children in order for them to make a smooth transition back to school.

# Wellbeing

## Universal Support

- Maintain communication with parents via letters, SCOPay, and senior staff presence at the start and end of the day
- Provide contact with teachers via online Information Meetings
- Support a positive sense of self through consistent whole school reward system that is shared with parents
- PSHE transition units to be used and weekly PSHE lessons throughout the year to support well-being
- Father Adrian bi-weekly visits to classes to re-establish school church links
- Prayer areas in classes and communal areas to offer calm spaces for reflection and nurture
- Twice weekly assemblies to support sense of community and celebrate successes
- Head to work with PTA to devise ways to reinforce a sense of community despite social distancing
- Develop website to support sense of community and open communication

## Focused Support

- INCo to interview new pupils and liaise with parents to identify needs
- School to identify families who have had a change in circumstances and opportunities for support – e.g. highlight FSM, uniform
- Small nurture groups to be established to support children who are finding the return to school challenging
- Class teachers to adapt timetables to provide additional “downtime” or social time as necessary
- Teachers to utilise texts and activities to develop emotional literacy as appropriate for their class
- Admin to monitor children regularly complaining of illness
- Utilise Reception Website to provide additional support for new parents
- Make sure visual support resources are consistent across the school to support those with additional needs

## Targeted Support

- Identified pupils to have a school visit prior to start of school with new teacher
- Bereavement support for identified families
- INCo to liaise with external agencies supporting pupils with additional needs
- INCo and Head to liaise with families with additional support already in place
- Referrals made as appropriate

# Routines and Expectations

## Universal Support

- INSET on whole school sanctions and reward system
- Share this with pupils and parents
- Write and adapt whole school code of conduct with staff and pupils – display in all classrooms
- Assemblies to reinforce behavioural expectations
- Good to be Green, Dojos and House Points used within classes to support routines and expectations
- Pupil of the week awards to reference behavioural expectations
- Provide parents with opportunities to ask questions regarding changes
- Inform parents via weekly communications and targeted SCOPay communications

## Focused Support

- Continue to develop the use of Good to be Green, Dojos and House Points to reinforce behavioural expectations
- Refer to code of conduct for those who are finding it more challenging
- Target issues within classes/groups through PSHE lessons and assemblies as required
- Identify children who are not attending regularly
- Reiterate key messages to parents in information meetings and letters

## Targeted Support

- Identify children who are finding the transition more challenging and provide in school support
- Establish individualised behaviour plans with pupils and parents
- Provide additional CPD for staff working with children with additional needs
- Work with pupils who have poor attendance to identify barriers

# Tailored Curriculum

## Universal Support

- Quality First Teaching to be revisited by staff and used to inform provision
- Teachers to consider the gaps in knowledge and skills using previous teachers summary document
- Adapted timetables to reflect the need to focus on core curriculum and provide “downtime” due to reduced stamina
- Regular planned reading lessons to develop reading skills and speaking and listening
- Opportunities to write frequently but not at length to develop stamina over time
- High expectations in terms of learning behaviours revisited via Going for Green system
- Emphasis on high standards in terms of presentation – support this with additional work on handwriting/numeral formation as necessary
- Computing lessons to revisit online safety and cyber-bullying
- Additional to PE Lessons opportunities for children to keep active where possible – e.g. daily mile, yoga etc.
- RE and PSHE to be used to reinforce a sense of community and security in line with focus on community wellbeing
- Formative and summative assessments to identify needs and trends
- Provide clear feedback to parents on how they can support their children vis Parent Information Meetings and Parents’ Evenings
- Pupil voice to be captured via pupil survey

## Focused Support

- Promote independent learning for those who may have become over-reliant on adult support
- Provide specific, targeted interventions to groups identified by assessments making sure that support is withdrawn as soon as possible to emphasise the need for independent learning
- Map gaps in non-core curriculum subjects and consider how/if these can be addressed – e.g. at the start of a related topic
- Use consistent visual prompts to support learners as appropriate
- Provide training on supporting EAL learners
- Reallocate support based on needs identified in assessments
- INCo to communicate with families regarding the additional provision in place for their child

## Targeted Support

- Identify children with specific learning difficulties and provide personalised support
- Identify PPG children who may require additional support and their needs if they are required to isolate
- Utilise additional funding to provide additional tuition – consider staffing, groupings and timings based on assessments
- Provide additional support for Y6 pupils to ensure smooth transitions to secondary school in Sept 2021
- Provide additional CPD for staff working with children with additional needs or in new curriculum areas (e.g. phonics)
- Consider the use of NTP