

Action plan for returning to school

BROAD OAK PRIMARY SCHOOL



Attitude

Behaviour

Courage

Determination

Enthusiasm

Friendship

Resilience

.July 2020

ACTION PLAN FOR RETURNING TO SCHOOL

Focus: Staff support, motivation and well-being		
Actions	Who is responsible	Frequency, timescale for implementation and review
Staff meetings to be conducted via zoom.	Headteacher, SLT	½ term 1 then review
PPA can be taken off site and conducted via zoom.	Headteacher, SLT	½ term 1 then review
Remove any expectations beyond the school day such as marking books at home	Headteacher, SLT, Governors	
Provide verbal feedback, Post Its and class marking grids rather than marking books where possible	Headteacher, SLT	Introduce in September INSET
Focus on assessing children's well-being and social and mental health rather than just academic subjects	Headteacher, SLT, Governors	
Allow pupils to have plenty of opportunities to talk and express their feelings	All staff	PSHE activities, Circle Time 1/2 term 1
Remind staff of any internal support systems that are in place or available (direct line managers)	Headteacher, SLT	
Governors and senior leaders accept that data may not be accurate until at least the end of the autumn term	Headteacher, SLT, Governors	½ termly Pupil Progress meetings Data collected- end of Autumn.
Assessing children's well-being and creating a healthy environment needs to be a priority to enable children to be ready for learning	Headteacher, SLT, Governors	Autumn 1 week 1& 2
There will be a 'feeling our way' approach as the return happens with opportunities for feedback from staff	All staff, Governors	Check-in's with line managers Staff briefing. regular review of risk assessment - fortnightly.

ACTION PLAN FOR RETURNING TO SCHOOL

Focus: Pupil well-being – dealing with worries and anxieties		
Actions	Who is responsible	Frequency, timescale for implementation and review
Introduce and explain new routines to pupils as they return: <ul style="list-style-type: none"> ● Use videos to help them get to grips with new routines ● Make class posters so they are accessible for all ● Teachers to use now and next initially rather than overwhelm them with daily or weekly visual timetable 	Class teachers/TAs	Daily during first week of return
Talk to children - hold a daily PHSE focussed circle time to gauge needs: <ul style="list-style-type: none"> ● Reassure them that it is perfectly alright to need, and to ask for, quiet or space ● Reassure them that it is normal to worry about their family ● Remind the children that they can talk with a member of staff at any time if they feel insecure or anxious - “climate of permission and honesty” 	Class teachers/TAs	Daily circle time throughout September Identified on class timetable Resources in “SEND for all” on school network (in SEND 19-20)
Staff need to be vigilant and monitor children for signs of distress - record on CPOMs to alert designated safeguarding team	All staff	On the day of concern
Attend to the learning environment: <ul style="list-style-type: none"> ● Movement around school should be calm, orderly and quiet where necessary - children rewarded with house points according to adjusted behaviour policy ● Create dedicated quiet spaces around the school and playground - the Retreat, the Treehouse, the library, In-Crowd ● Make sure the children are aware of where the quiet spaces are located and accessible to them (Early September visits for vulnerable children) 	All staff	Daily Children with reasonable adjustments may have timetabled slots booked via TC September

ACTION PLAN FOR RETURNING TO SCHOOL

<ul style="list-style-type: none"> ● Use intervention spaces to create small, calm, group work areas - if possible, re-establish intervention spaces outside of classrooms to provide calm areas for group work 		
<p>Provide additional emotional support for very anxious, worried pupils:</p> <ul style="list-style-type: none"> ● Identified pupils may be allowed to bring in a object of reference (photograph/toy) ● Allow very anxious children to call parents at lunchtime to reassure them that everyone at home is safe and well - for identified pupils if deemed necessary 	Class teachers/TA	Only by agreement with SENCo
<p>Very anxious children may need additional intervention:</p> <ul style="list-style-type: none"> ● Check-ins with attachment figure ● Nurture sessions in Treehouse ● Play therapy sessions ● Referral to CAMHS/EP etc 	SENCO	Referrals through SENCo CPOMs logs

Focus: Safeguarding		
Actions	Who is responsible	Frequency, timescale for implementation and review
<p>All staff should receive safeguarding training on how to respond to disclosures - September 2020. Training updated to reflect changes to KCSIE and to identify potential risks specific to lockdown and COVID-19 pandemic.</p>	Headteacher, SLT, Governors	September INSET and regular updates via briefing and email as appropriate.
<p>Ensure that there is a priority focus on creating a safe environment (video to demonstrate changes to staff and parents available on website)</p>	Headteacher, SLT, Governors	

ACTION PLAN FOR RETURNING TO SCHOOL

Provide opportunities for children to talk about their experiences through planned daily PSHE activities (circle time) each morning (in place of assemblies initially) including: (i) Transparency about any changes that have occurred in school. (ii) Talk about children who may have moved to other schools. (iii) Take time to discuss how many people recovered from the illness due to the skills and care of the NHS.	All staff	Daily in September Wk 1& 2 and as required Reviewed by PSHE lead
Create 'safe spaces' for children to talk about their experiences with adults that they trust. In class, In Crowd, Rainbow Island and The Retreat.	DSL / SENco	Teachers record any concern on C-POMS so that DSL / SENco can implement a graduated response as necessary.

Focus: Supporting SEND pupils		
Actions	Who is responsible	Frequency, timescale for implementation and review
Update risk assessments to guide support for each pupil: <ul style="list-style-type: none"> Get in touch with families to find out about changes in home circumstances (bereavement, financial instability etc) Changes in pupils behaviour or needs 	SENCO and Behaviour Lead	First week back in September
Make time to speak to parents: <ul style="list-style-type: none"> Explain any decisions we have made to support the pupils and ask for parent's input Reassure the parent, so they know we are doing everything we can to support their child 	SENCO	First week back in September
Make all the resources and routines accessible for all pupils: <ul style="list-style-type: none"> Class posters with drop-off and collection arrangements Break and lunchtime 	Classroom teachers/TAs	Ready for first day

ACTION PLAN FOR RETURNING TO SCHOOL

<ul style="list-style-type: none"> ● How and where pupils should wash their hands ● How and where pupils should line up throughout the day ● Make a simple video of classroom walk-throughs and load on Seesaw 		
<p>Speak to the children on their return about the changes in school:</p> <ul style="list-style-type: none"> ● Why some lessons may be delivered differently ● Why they have to wash their hands more often and sit in a certain place ● why friendship group might be broken up for a while 	Classroom teachers/TAs	First week back in September
<p>Use a visual timetable everyday in every classroom to reassure children how the day will look. Refer to this the start of the morning and afternoon session</p> <ul style="list-style-type: none"> ● it may be that some SEN pupils feel overwhelmed by a full day timetable ● it may be better to use “now and next visual” to start with to make the timetable feel more manageable 	Classroom teacher/TAs	Daily
<p>Celebrate work completed in lockdown to build pupil’s confidence:</p> <ul style="list-style-type: none"> ● Teachers need to champion the work and give positive reinforcements ● Talk about hobbies and interests if they have not engaged with Seesaw (so nobody gets left out) 	Classroom teachers/TAs	First week back in September
<p>Use positive reinforcement to help re-integrate pupils and re-establish appropriate behaviours for learning:</p> <ul style="list-style-type: none"> ● Many children will have forgotten how to behave and may shout out, talk over each other - amended behaviour policy to be shared with staff in September 	All staff	September Daily

ACTION PLAN FOR RETURNING TO SCHOOL

<ul style="list-style-type: none"> • Discuss appropriate and inappropriate behaviour with the children - shared updated behaviour policy and reasonable adjustments with children • Discuss appropriate and inappropriate behaviour with the children - shared updated behaviour policy and reasonable adjustments with children 		
<p>Understand that it may take a number of weeks for good habits to return, so everyone must be patient:</p> <ul style="list-style-type: none"> • CPD opportunities - Catalyst modules? 	All staff	Autumn term
<p>Some SEN students may need additional intervention. This could be through social stories, reasonable adjustments, Now and Next boards & check-ins, play therapy sessions or other professionals, e.g. EP</p>	All staff	Referrals through SENCo CPOMs logs One page profiles CCPs

Focus: Re-establishing aims, expectations and routines		
Actions	Who is responsible	Frequency, timescale for implementation and review
Provide snacks during break times until eating patterns return to normal	SLT Governors	<ul style="list-style-type: none"> • daily fruit snack for children in EYFS and KS1 • allow flexibility in taking a snack from lunchboxes for the first few weeks
Aim to get back 'into the swing of things' as quickly as possible	All staff	<ul style="list-style-type: none"> • clearly communicate expectations in line with new guidance to all staff
Re-establish routines so children, and staff, know what is expected of them and to enable children to settle and feel more secure	All staff	<ul style="list-style-type: none"> • routines for staggered start / finish times

ACTION PLAN FOR RETURNING TO SCHOOL

		<ul style="list-style-type: none"> ● behaviour expectations across whole school ● visual timetables to be used with every class
Support families that may struggle with getting back 'into the swing of things'	Headteacher, SLT, SENCo, All staff	<ul style="list-style-type: none"> ● regular phone calls, letters, emails and texts to remind families of what to do, when
Aim to re-establish the culture and ethos that existed before	All staff	<ul style="list-style-type: none"> ● core values in zoom assemblies / link to picture news
Behaviour expectations need to be re-established as quickly as possible	All staff	<ul style="list-style-type: none"> ● revised whole school behaviour plan / specific plans for individual children
Assemblies need to focus on expectations and the school's vision, values and aims	All staff	<ul style="list-style-type: none"> ● as above
Children and staff will need to be reminded about respecting each other - how they speak to each other and how they treat each other	All staff	<ul style="list-style-type: none"> ● staff meetings, class rules and "Always" expectations
Headteachers and school leaders will need to find time to talk to each regularly to remind them of expectations	Headteacher, SLT	<ul style="list-style-type: none"> ● Weekly Zoom assemblies with HT.

Focus: Re-establishing aims, expectations and routines		
Actions	Who is responsible	Frequency, timescale for implementation and review

ACTION PLAN FOR RETURNING TO SCHOOL

<p>Activities should be planned for that aim to help children be kind to each other and to listen to each other</p> <ul style="list-style-type: none"> • LLS curriculum/ PSED focus for group times in EYFS 	Teachers	<ul style="list-style-type: none"> • Autumn 1 and review
<p>Emphasis must be placed on the school being a safe environment for everyone and that pupils are loved and cared for</p> <ul style="list-style-type: none"> • reassurance to parents and children in transition zoom meetings, information booklets etc 	All staff	<ul style="list-style-type: none"> • Autumn 1 and review
<p>Don't focus on attitudes to learning until behaviour expectations are fully re-established</p>	Headteacher, SLT, Teachers, Governors	
<p>Constantly remind children how they should play together:</p> <ul style="list-style-type: none"> • greater emphasis on staff supervising own classes during breaks and lunchtimes 	All staff	<ul style="list-style-type: none"> • Autumn 1 and review
<p>All play opportunities should be carefully supervised and scaffolded</p> <ul style="list-style-type: none"> • develop whole school expectations of involvement with children during breaks, continuous provision and learning through play 	All staff	<ul style="list-style-type: none"> • Autumn 1 and review
<p>Remind children how things are done at our school</p> <ul style="list-style-type: none"> • reinforce core values 	All staff	<ul style="list-style-type: none"> • Autumn 1 and review
<p>Use reward systems to reinforce positive behaviour and attitudes see whole school behaviour plan</p>	All staff	<ul style="list-style-type: none"> • Autumn 1 and review
<p>Staff must know that they will need to be very patient with some children</p> <ul style="list-style-type: none"> • emphasis on mental health and wellbeing in place of AT meetings 	All staff	<ul style="list-style-type: none"> • Autumn 1 and review

ACTION PLAN FOR RETURNING TO SCHOOL

Focus: Transition arrangements for pupils		
Actions	Who is responsible	Frequency, timescale for implementation and review
<p>All classes will have a Zoom transition meeting during the final week of school in July with their current teacher(s) and receiving teacher(s).</p> <p>The children will be set a task to complete during the 6 week break and Seesaw will be available to the children during this time to record in their journal.</p>	Headteacher, SLT, Teachers,	July 2020
Whole school transition unit in the first two weeks of September based on an identified text. PSHE focus to help children understand their place in the world.	All staff	Autumn 1 wk 1&2
Settle the children back to school, focus on disclosures and create a safe and happy environment.	All staff	September 2020
Hold a Y6 leavers event when it is safe to do so.	Headteacher, SLT, Governors	Autumn 2020

ACTION PLAN FOR RETURNING TO SCHOOL

Actions – EYFS	Who is responsible	Frequency, timescale for implementation and review
Settle the children back to school, focus on disclosures, prepare for transition and create a safe and happy environment	All staff	<ul style="list-style-type: none"> ● individual phonecalls made to all new parents ● transition activity booklets ● photo booklets ● welcome meetings via Zoom
Hold transition parent meetings in the Autumn term as though it was July	Headteacher, SLT, EYFS teachers	<ul style="list-style-type: none"> ● follow up transition welcome meetings in September for Nursery and Reception
Allow time for parents to buy all the necessary items such as uniforms and book bags etc.	Headteacher, SLT, Governors	<ul style="list-style-type: none"> ● information already sent out - but can allow flexibility in September
Hold online transition meetings with nursery parents in July	EYFS teachers	<ul style="list-style-type: none"> ● telephone appointments
Plan for a staggered start for children in order to allow children to settle in smaller groups	Headteacher, SLT, EYFS teachers	<ul style="list-style-type: none"> ● nursery to start 2 weeks later than main school, half days only

ACTION PLAN FOR RETURNING TO SCHOOL

Focus: Curriculum - Reading		
Actions	Who is responsible	Frequency, timescale for implementation and review
<p>Y1</p> <ul style="list-style-type: none"> Phonics assessments completed at the beginning of October. Children grouped by phase following assessment. Children taught using our systematic phonics scheme in a number of groups following assessments. Children needing additional support will receive extra phonics tuition from KS. These children will be identified in transition meetings as those children who were at risk of not reaching the ELG in Reading. Children reading levels to be passed up during transition meetings. SLT to ensure this info is passed up by checking transition notes. Those children that were at risk of not reaching the ELG in Reading will receive a minimum of one 1 to 1 read a week from a teacher or TA. No formal GR to take place in the first week. Teachers read with children 1 to 1 to assess current level of reading. <p>GR (Guided Reading) carousel to take place from week 3.</p>	<p>Year 1 Team - SLT</p>	<p>Continuously reviewed by JE and SLT</p>

ACTION PLAN FOR RETURNING TO SCHOOL

<p>Y2</p> <ul style="list-style-type: none"> · Phonics assessments to be completed at the beginning of October. · Daily phonics lessons to be taught in class groups (Phase 5 focus). Tapering off to three lessons a week, then two lessons a week. This is at the discretion of the year group teachers and the reading lead. ● Intervention group, if required, following phonics assessments · No formal GR to take place in the first week. Teachers read with children 1 to 1 to assess current level of reading. Carry out a PM Benchmark with all children. <p>GR carousel to take place from week 3.</p> <ul style="list-style-type: none"> ● Love to Read from Week 4 - children identified by JE/ HS ● KF to start FFT once benchmarks completed - JE/ HS to identify children 	<p>Year 2 Team - SLT - JE</p>	<p>Continuously reviewed by JE and SLT</p>
<p>Y3</p>	<p>Year 3 Team - SLT - JE</p>	<p>Continuously reviewed by JE and SLT</p>

ACTION PLAN FOR RETURNING TO SCHOOL

<ul style="list-style-type: none"> · Six Year 3 children will attend daily phonics lessons with KS for Autumn 1 · Seven Year 3 children receive phonics lessons with KS for Autumn 1 ● PM benchmark of all children (KF to do exit benchmarks for FFT children) · GR carousel to take place from week 3, following structure of KS1. · Some children are already using Reading Plus roughly 25%. <p>Carousel to take place from week 3</p>		
<p>Phonics intervention for key children</p> <p>Daily Reading Plus and 1 to 1 reads with those children not accessing reading plus</p>	<p>Year 4/5/6 Teams - SLT - JE</p>	
<p>Home reading books to go out on Monday and to be returned on Friday. Then quarantined over the weekend before being returned to the class stock. No books to be changed throughout the week.</p>	<p>JE - Class teachers</p>	<p>Continuously reviewed by JE and SLT</p>
<p>Library on a class a week rotation (in use Tuesday, Wednesday, Thursday) JE to produce a timetable.</p>	<p>JE - Class teachers</p>	<p>Continuously reviewed by JE and SLT</p>
<p>KS2 (Y3-6) to move to a new model of GR. JE to plan 1 week of GR for each year group (Years 3-6) to trial after the training.</p>	<p>JE to work with CD and SS to finalise the reading list for each year group. Input will also be</p>	<p>JE to deliver INSET on the new approach in the autumn term.</p>

ACTION PLAN FOR RETURNING TO SCHOOL

	needed from History and Geography leads.	
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Focus: Curriculum - Writing		
Actions	Who is responsible	Frequency, timescale for implementation and review
Introduce new text based writing units via INSET day.	CD, SS	September INSET day
Curriculum recovery - Sentence level work using a picture as a stimulus.	CD, SS - All Staff	Daily 20 mins, implemented from week 1, review in Autumn 2.
Curriculum recovery - Handwriting practice (Broad Oak Style)	CD, SS - All Staff	Daily 20 mins, implemented from week 1, review in Autumn 2.
Curriculum recovery - Spelling - Rising Stars	CD, SS - All Staff	1/2x weekly, implemented from week 1, review in Autumn 2.
Curriculum recovery - Spelling - Spelling Shed	CD, SS - All Staff	3x weekly, implemented from week 1, review in Autumn 2.
Curriculum recovery - Spelling - Spelling Shed test	CD, SS - All Staff	1x weekly, implemented from week 1, review in Autumn 2

ACTION PLAN FOR RETURNING TO SCHOOL

Target pencils updated/created for each child	CD, SS, Pupils and Class teachers	Created in week 1 ready to use in week 2, review in Autumn 2.
English classroom displays updated / reflecting learning of current units.	CD, SS, Pupils and Class teachers	Created in week 1 ready to use in week 2, review in Autumn 2.
New writing sequence labels to be used where appropriate on worksheets and in books.	CD, SS and Class teachers	Autumn 1 - reviewed in Autumn 2.
Autumn 1 PLM - Teachers to plan next text based writing unit	CD, SS - All Staff	Autumn 1 PLM, Autumn 2, Spring 1

Focus: Curriculum - Maths		
Actions	Who is responsible	Frequency, timescale for implementation and review
Introduce Fast Maths Weekly Check and '4 a Day'	Maths Lead	INSET DAY 1 Autumn
Reinforce the planning and teaching of Maths Mastery. (incl use of problems & reasoning during input and challenge)	Maths Lead, SLT	INSET DAY 1 Autumn
CPD on questioning in Maths	Maths Lead, SLT	INSET Day 3 Autumn
A user friendly informal test/ low-stakes quizzes to be used to assess where children are in their learning. to give evidence where the need is instantly to close any gaps quickly and easily.	Maths Lead, Class teachers	Autumn 1

ACTION PLAN FOR RETURNING TO SCHOOL

Look at, give staff, information about what gaps may be prevalent due to whole curriculum not being taught. (use whole school overview document).	Maths Lead	Autumn 1 Week 3
Using information from teachers and assessment create intervention groups to have a specific maths area focus. (potentially across year groups to make sets)	Maths Lead, TA's leading interventions, class teachers	Autumn 1 Week 3
Implementation of using RAG cups in KS1 & KS2	Maths Lead	Autumn 1 (early PDM)
Continued monitoring of planning and use of White Rose, NCETM etc	ELT	Ongoing Moderation
Continue with Teaching for Mastery course and TRGs	KS/HM	Ongoing over year

Focus: Foundation Curriculum & Science		
Actions	Who is responsible	Frequency, timescale for implementation and review
Recognise that some children will have been through trauma and that the priority is to re-build relationships and a sense of security See <i>'Re-establishing aims, expectations and routines'</i>	All staff	September, ongoing
During circle time, celebrate examples of where children have shown initiative, resilience, patience and kindness at home. <ul style="list-style-type: none"> Use of PSHE activities linking the BOPS core values with their experiences of lockdown 	Class teachers	September
Plan time for children to share their experiences of lockdown, including a chance to showcase any home learning ensuring that teachers must accept what children have done at home without any reprimand	All staff	During September

ACTION PLAN FOR RETURNING TO SCHOOL

<ul style="list-style-type: none"> ● Use of Seesaw journal to share examples of home learning- including new 'non-academic' learning e.g. how to bake, ride a bike etc. ● Sharing and celebration of summer transition tasks. 		
<p>Value and celebrate what children have achieved, not what they were expected to have achieved-</p> <ul style="list-style-type: none"> ● Use excerpts from children's Seesaw journals to produce a classroom display. 	All staff	During September
<p>Subject leaders need to work closely with senior leaders to identify potential gaps in learning*</p> <ul style="list-style-type: none"> ● Foundation subject leads to audit which topic units were not taught or only partially taught prior to closure. ● Establish what aspects of the curriculum have been covered/ taught remotely. Use this information to prioritise subjects that might not have been touched on as part of home learning. ● Decide which content needs to be recapped, revisited lightly or not at all. <p>*Using curriculum deficit audits</p>	SLT, MLT & foundation subject leaders	By the end of September
<p>Subject leaders need to make appropriate adjustments to plans to close any gaps</p> <ul style="list-style-type: none"> ● Subject leads to consider and prioritise: <ul style="list-style-type: none"> - which key concepts, knowledge and skills all pupils need to understand. -if there are linked deeper concepts and knowledge that pupils need to understand. ...and adjust plans accordingly whilst thinking in terms of key concepts rather than specific topics. <p>Set aside the first half term (at least) for revisiting and consolidating.</p>	Subject leaders	By the end of September

ACTION PLAN FOR RETURNING TO SCHOOL

<p>Foundation subject leaders need to identify skills, concepts and knowledge that can be taught later in the Key Stage</p> <ul style="list-style-type: none"> ● Identify threads of knowledge or skills that will be revisited routinely as part of a 'spiral curriculum'. ● Identify the 'threshold' concepts that have to be understood before moving on to the next stage of learning. 	Subject leaders	By the end of September
<p>Subject leaders need to present any changes to staff so they know the changes to planning that will be needed</p> <ul style="list-style-type: none"> ● Subject leaders to create amended long term overviews to share the topics/ knowledge/ concepts that need to be revisited 	Subject leaders	By the end of September
<p>No formal testing of any kind when children return to school</p> <ul style="list-style-type: none"> ● Use of knowledge organisers and medium term plans for the basis of Informal tests/ low-stakes quizzes to be used to assess where children are in their learning. e.g. '10 things you can remember about...'; partner quizzing; multiple choice questions etc 	Class teachers	During September
<p>Understand that many children will not have done what had been set for them</p> <ul style="list-style-type: none"> ● Celebrate what has been achieved- not lament what hasn't. 	All staff, Governors	

Focus: Difference between those who have been on site and those who have not		
Actions	Who is responsible	Frequency, timescale for implementation and review
Children who have been in school should model good habits – handwashing, using tissues, social distancing, using own equipment	All staff	From first week back onwards

ACTION PLAN FOR RETURNING TO SCHOOL

Use children who have been in school to reinforce the fact that school is a safe place to be by talking about their experience	All staff	First week back (circle time)
Discuss with the class that many of the children who were in school are children of key workers and who had a very important job to do during lockdown which is why their children were able to come into school. Adults provide the opportunity for children to talk about the important jobs their parents did during the lockdown.	Class teacher	First week back (circle time)
Discuss with the children, what they missed about school when they were at home/ in the lockdown school and what they are looking forward to about returning to school.	All staff	First week back (circle time)
Discuss with the children what helped them learn at home and what they found hard.	All staff	First week back (circle time)
Discuss experience of using Seesaw during lockdown (acknowledge any engagement, including new 'non-academic' learning e.g. how to bake, ride a bike etc.) and share how all children will have a weekly opportunity to use it going forward as it will be used for homework from September onwards.	Class teacher	First week back (circle time)