

Supporting Pupil Wellbeing – Teach Mental Wellbeing

Ensure pupils have opportunities to:	Wellbeing	Planning Wellbeing Teaching - Approaches to consider:
<ul style="list-style-type: none"> develop coping skills and self-care techniques; talk about their experiences during the outbreak; have one-to-one conversations with trusted adults, if needed; learn about topics related to coronavirus (e.g. how to stay alert); renew and develop friendships and peer groups; take part in other enriching developmental activities. 	<ul style="list-style-type: none"> Teach pupils that, like physical health, mental wellbeing is an important part of daily life that is influenced by different factors, including exercise. Explain to younger pupils that things they value, enjoy or are good at can all support mental wellbeing. Positive relationships and eating and sleeping well can also help. Prompt older pupils to reflect on ways they can contribute to others’ mental wellbeing, and establish which activities help them maintain their own wellbeing 	<ul style="list-style-type: none"> Ensure pupils know that they can talk to their teacher or other trusted adults if they have any concerns about wellbeing. Consider giving pupils contextual information (e.g. through a virtual learning environment) ahead of lessons where appropriate. Begin and end classes on a positive and let pupils know a few minutes before class will end to allow them to transition. Think about the atmosphere in the teaching space (seating arrangements, relevant posters).

Recovery Curriculum

Transition - March to include:	Phonics/Reading/Spelling/Handwriting	Maths and English	Foundation Subjects
<p><i>Please refer to WHA Recovery Curriculum resources list and use to support (a selection in the staffroom and on SharePoint).</i></p> <ul style="list-style-type: none"> Children to be greeted individually as they come into school each morning using socially distanced greetings. Staggered drop off and pick up times to aid transition. Opportunity to talk about lockdown experiences. Celebrate what pupils achieved whilst learning at home. ‘What have they learnt about themselves?’ <i>Prior to the children starting, refer to pupil surveys collected.</i> Develop further understanding of Covid:19. Allow the children to ask questions and reflect on what they know and their experiences (including loss). Each child (Years 1-6) to have and continue personal ‘Well-being’ journals. Ensure protective measures in place are understood such as handwashing, not mixing of bubbles, timings of the day etc. Reinforce the ‘Rights of a child’ and remind them of class charter that focuses on developing social skills, communication skills, care and kindness. Remind them of the Behaviour System with specific focus on positives. Weekly ‘in class’ Celebration assemblies to celebrate positives. <i>Refer to behaviour policy and Collective worship outline.</i> Reteach how to play with others re-establishing relevant social skills. Revisit WHA’s Vision with a focus on the Visible Learning sails. Build regular opportunities into daily learning for these to be revisited and developed. Revisit ‘Visible Learning’ sails and animals. Build in opportunities for metacognitions strategies. Update/revisit Learning Pit so the class have ownership over it and fully understand it. Take regular opportunities to refer to it. Plan learning that promotes opportunities for pupils to restore relationships. Opportunities for pupils to restore relationships with their peers at playtimes. <i>Use socially distanced game examples to aid.</i> Focus on the importance of structured transitions within the day that are predictable and controllable doses of change using visuals, warnings, countdowns and music. Develop/remind them of class system for the children to share any worries or concerns. Focus on oracy with opportunities for talk, e.g. Talk Factory. Increased PSHE opportunities, including using Dimensions ‘Let’s Begin Again/Boomerang’. A well organised learning environment (including outdoor areas) in order for pupils to feel safe, secure and aid them in becoming independent learners. Regularly update ClassDojo and website to continue to promote positive relationships between home and school. At this time, we are unable to invite parents into school so share regular learning experiences. Continue Pupil Parliament meetings every Wednesday and begin working on actions. <i>See Pupil Parliament overview.</i> Set work on Teams if any child is required to self-isolate in line with Covid-19. 	<ul style="list-style-type: none"> Phonics – Letters and Sounds with early assessments to identify stage in reading for children in Year F - Year 3. <i>Record on Phonics Tracker.</i> Phonics sessions to begin daily 20-30 minutes for Years F and 1 following Phonics overview and revisiting where necessary. NELI assessments to be completed in Year F and begin the programme. Hear every child read 1:1 in first full week. Summative Reading and GAPS assessments to be completed in the first week. <i>See Trust assessment schedule.</i> Daily readers to continue as normal. Ensure EYFS/KS1 have the relevant Phonics reading books to take home and to access via Bug Club online. Accelerated Reader Star Assessments to be completed in the first week for all children on the scheme. Ensure all pupils have the correct AR book and access to MyON. Children to be reminded of how the AR scheme and MyOn works, establish regular reading times within classes and times for taking book quizzes and changing books. Daily whole class guided reading (Years 1 – 6) using VIPERS approach. Class novel to be read daily for enjoyment and continue 'Favourite Five'. Handwriting daily to push pride in all work and celebrate key success using the handwriting reward scheme. Expectations for setting out learning in books to be re-established. Use English progression grids to aid planning. Implement updated feedback and presentation guidance. Ensure children are all using VL strategies. Promotion of homework and homework all set on Teams. <i>Paper copies not to be sent home.</i> Also, put a copy on the school website. Use of interventions which are carefully planned and delivered to a high standard to support pupils in line with priorities (<i>see Recovery Schedule and Interventions overview/impact</i>). 	<ul style="list-style-type: none"> Focus on key areas that have been an identified challenge to children to embed learning. Summative Maths assessments to be completed in the first week. <i>See Trust assessment schedule.</i> Every second counts with learning! English – Babcock Texts that Teach (supplemented by Talk for writing). Maths – White Rose recovery curriculum units to be followed. Incorporate WR PPTs into own PPTs and use of Flashback 4. Use fluency sessions to recap key number facts. Focus on multiplication in Years 2 – 6. Ensure all child has access to TTRS and is accessing regularly as well as complete ‘Around the World’ maths challenge weekly. Focus on maths problem solving as this may well be a significant learning gap issue left over from remote learning provision. Formative assessments to be completed by staff on a daily basis. Formative assessments analysed on a weekly basis by KS and SLT to identify gaps and priority groups within cohorts. <i>Update pupil priority grids by the end of the first week.</i> Promotion of homework and homework all set on Teams. <i>Paper copies not to be sent home.</i> Also, put a copy on the school website. Use of ‘Tiers of Vocabulary’ (featured in each classroom) to further develop language and understanding. Use of Team Teaching to aid recovery, e.g. Subject Leaders teaching with Class Teachers. Implement updated feedback and presentation guidance. Ensure children are all using VL strategies. Use of interventions which are carefully planned and delivered to a high standard to support pupils in line with priorities (<i>see Recovery Schedule and Interventions overview/impact</i>). 	<ul style="list-style-type: none"> Maintain planned curriculum provision for foundation subjects as per the Trust Capabilities Curriculum model. Continue with Capabilities Assessments as relevant on a termly basis (complete during first week). Follow WHA Long term horizontal map with corresponding Knowledge and Skills organisers for the different subjects. Years 1 – 6 to study ‘Environmental’ learning connection block in Spring 2. <i>Some units may have to be swapped due to Government guidelines, e.g. music (singing/wind instruments) and PE (non-contact).</i> Ensure the RSE curriculum is in place and being used to fully support pupils’ well-being. Strong focus on reading throughout the curriculum. Provision in Foundation subjects for all classes to have significant opportunities to be creative and for children to self-select from a range of activities that include painting, drawing, acting, playing etc. During Foundation subject provision, teachers and TAs spend time continuing to build strong relationships with each child promoting the positive mental health of children. Promote more opportunities for the children to play and socialise buddying up key children if needed. Build in regular opportunities for outdoor learning using NC ‘Outdoor Learning’ books purchased. Continue to enhance outdoor learning spaces to utilise learning opportunities. Year 1 to have the Continuous Provision approach as relevant. EYFS and Year 1 staff to work closely to aid transition. Build in additional transition opportunities this year for all year groups in the Summer term. Weekly ‘in class’ celebration assemblies and virtual whole school celebration of all classes when relevant, e.g. end of learning connection block. Re-share Knowledge organisers and parental overviews with pupils and parents in the first week. Use of KWL grids and quizzes to establish what the children already know about their new learning concept unless you have already completed during remote (blended) learning. Promotion of homework and homework all set on Teams. <i>Paper copies not to be sent home.</i> Also, put a copy on the school website. Use of ‘Tiers of Vocabulary’ to further develop understanding. Implement updated feedback and presentation guidance. Ensure children are all using VL strategies.

Pupil Support - Graduated Approach to Well Being and Additional Support				
Phase 1	Phase 2	Phase 3	Phase 4 and 5	
<ul style="list-style-type: none">Teachers and TAs to re-establish and build strong positive relationships with each child in the class.Continue positive relationships with parents. More challenging with lack of parental contact. It is essential that ClassDojo and the website is regularly updated. Please share learning at least once a week.Liaise with SENCo, in order to gain more information about SEND pupils, where necessary.Provision maps in place for SEND pupils and shared with Class Team and parents.Planning proformas used to support high quality planning for all with differentiation available for all tasks.Children given opportunities to opt in for adult support where needed.All lessons include scaffolding for all children to feel well supported regardless of ability.Reshape the timetable for opportunities to practice daily tasks to embed missed learning.Year group bubble assemblies to continue to reflect on school values and our positive ethos in year teams. Celebrate successes with parents via ClassDojo.Safe space in all classrooms.TIS approaches to be used by all members of staff.Increased PSHE opportunities.Ensure the RSE curriculum is in place and being used to fully support pupils’ well-being.Opportunities for pupils to restore relationships with their peers, including at playtimes. <i>Use socially distanced game examples to aid.</i>Regular opportunities for outdoor learning as this is good for well-being.	<ul style="list-style-type: none">Teachers and TAs to work closely with families to monitor and support the wellbeing of individual children and their family.Consultation with SENCO for children needing additional support following lockdown.EP Consultation/SurgeriesPhonics - Time for ‘Letters and Sounds’ ‘Keep up, not catch up’.Reading – 1:1 Reading timeMaths – Bespoke e-homeworkSpeech and Language support through modelling high quality talk in areas around the school.Personalised safe space in classrooms.	<ul style="list-style-type: none">Short or longer term TIS sessions to support recovery.Use of support materials, e.g. Tina Rae’s Bereavement Box.Precision Teaching in place and restarts for all children on the programme before lockdown following new assessments.Using assessments, identify further children who need further 1:1 intervention.Ensure all existing children receive external specialist support.Assess the needs of those vulnerable pupils at risk through lockdown and who may need further formal support.EHCPs reviewed and updated following assessments.Regular staff check ins for key vulnerable children, especially those who had them prior to lockdown.Phonics 5-10 minutes 1:1 tutoring.Trust/Government funding to supportIT development/capacity for 1:1 programme	<ul style="list-style-type: none">TIS and SENDCo involvement<ul style="list-style-type: none">Link EP supportFamily WorkersTherapistsLearning MentorsMental Health Support Team - Education Mental Health PractitionerCAMHSCommunication and Interaction TeamSchool Nurse	
<p>HIGH PRIORITY - Formative Learning Assessment – Identifying Learning Priorities for Pupil Groups:</p> <p><i>From the use of daily formative assessment and summative assessments, class teachers and school leaders must quickly identify pupils or groups of pupils who need robust additional learning provision in the Spring/Summer Term. Schools should attempt to set up and evidence provision for short term learning support pathways by assessing pupils against the following priority criteria:</i></p> <p>Priority A – Pupils who have significant identified gaps in expected age-related learning in English and maths (Support Pathway Provision – daily 1 to 1 catch up, IT additional learning support, TA support, curriculum adjustment)</p> <p>Priority B – Pupils who have localised identified gaps in expected age-related learning in English and maths (Support Pathway Provision – targeted tutoring catch up, IT additional learning support, small group work, targeted multiplication or phonics support, AR support etc)</p> <p>Priority C – Pupils or groups of pupils who have no identified gaps in expected age-related learning in English and Maths (Support Pathway Provision – high quality curriculum learning)</p> <p>Priority D – Pupils or groups of pupils who have made good progress in expected age-related learning in English and Maths (Support Pathway Provision – Differentiated challenge through high quality curriculum learning)</p> <p>*Pupil Priority Tracking grids to be reviewed and updated by the end of the first week of return (12th March).</p>				

Staff Support			
Self-care Strategies for Combatting Secondary Trauma			
Physical	Psychological	Emotional	Workplace
Sleep well	Self-reflect	See friends	Take breaks
Eat well	Pleasure reading	Cry	Set limits
Dancing	Say 'no!'	Laugh	Peer support
Walking	Smile	Praise yourself	Get Supervision
Jogging	Solitude	Humour	Use holidays

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