

## Supporting Pupil Wellbeing – Teach Mental Wellbeing

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

## Recovery Catch Up Curriculum

Transition - September 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"> <li>Children to be greeted individually as they come into school each morning using socially distanced greetings.</li> <li>Staggered drop off and pick up times to aid transition.</li> <li>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></li> <li>Develop further understanding of Covid:19. Allow the children to ask questions and reflect on what they know and their experiences (including loss).</li> <li>Each child (Years 1-6) to have a personal journal.</li> <li>Ensure protective measures in place are understood such as handwashing, not mixing of bubbles, timings of the day etc.</li> <li>Reinforce the ‘Rights of a child’ and create class charter that focuses on developing social skills, communication skills, care and kindness.</li> <li>Reteach the Behaviour System with specific focus on positives. Weekly ‘in class’ Celebration assemblies to celebrate positives. <i>Refer to updated behaviour policy and Collective worship outline.</i></li> <li>Reteach how to play with others re-establishing relevant social skills.</li> <li>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.</li> <li>Create a new ‘Visible Learning’ Learning Pit collaboratively as a class so the class have ownership over it and fully understand it. Take regular opportunities to refer to it.</li> <li>Plan learning that promotes opportunities for pupils to restore relationships.</li> <li>Opportunities for pupils to restore relationships with their peers at playtimes. <i>Use socially distanced game examples to aid.</i></li> <li>Focus on the importance of structured transitions within the day that are predictable and controllable doses of change using visuals, warnings, countdowns and music.</li> <li>Develop a class system for the children to share any worries or concerns.</li> <li>Focus on oracy with opportunities for talk, e.g. Talk Factory.</li> <li>Increased PSHE opportunities, using Dimensions ‘Let’s Begin Again’.</li> <li>A well organised learning environment (including outdoor areas) in order for pupils to feel safe, secure and aid them in becoming independent learners.</li> <li>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. <i>Refer to parent surveys collected.</i></li> <li>Re-establish Pupil Parliament. Groups to be re-organised this year (year group bubbles). <i>See Pupil Parliament overview.</i></li> </ul>	<ul style="list-style-type: none"> <li>Phonics – Letters and Sounds with early assessments to identify stage in reading for children in Year 1 - Year 3 (possibly Year 4). <i>Record on Phonics Tracker.</i></li> <li>Formal teaching to start day 1 in September for children in Years 1-3 (4 if needed).</li> <li>Phonics sessions to begin daily 20-30 minutes Year 1 and 2 teaching two/three sounds (extended to Year 3/4 if needed).</li> <li>Formal teaching of phonics (Letters and Sounds) for children in Foundation to start in September.</li> <li>Hear every child read 1:1 in first full week.</li> <li>Daily readers to continue as normal.</li> <li>Ensure EYFS/KS1 have the relevant new Phonics reading books to take home.</li> <li>Accelerated Reader Star Assessments to be completed in the first week for all children on the scheme if relevant.</li> <li>Children to be taught how the AR scheme works, establish regular reading times within classes and times for taking book quizzes and changing books. Parents to be informed via ClassDojo about Accelerated Reader and how it works.</li> <li>Daily whole class guided reading (Years 1 – 6) using VIPERS approach.</li> <li>Class novel to be read daily for enjoyment and introduce 'Favourite Five'.</li> <li>Handwriting daily to push pride in all work and celebrate key success using the handwriting reward scheme.</li> <li>Expectations for setting out learning in books to be re-established.</li> <li>Use updated English progression grids to aid planning.</li> <li>Promotion of homework and homework all set on ClassDojo. <i>Paper copies not to be sent home.</i> Also, put a copy on the school website.</li> </ul>	<ul style="list-style-type: none"> <li>September - focus on key areas that are an identified challenge to children to embed learning.</li> <li>Every second counts with learning to catch up and keep up.</li> <li>English – Babcock Texts that Teach (supplemented by Talk for writing).</li> <li>Maths – White Rose recovery curriculum units to be followed. Incorporate WR PPTs into own PPTs and use of Flashback 4.</li> <li>Use fluency sessions to recap key number facts.</li> <li>Focus on maths problem solving as this may well be a significant learning gap issue left over from remote learning provision.</li> <li>Formative assessments to be completed by staff on a daily basis.</li> <li>Formative assessments analysed on a weekly basis by KS and SLT to identify gaps and priority groups within cohorts. <i>Use of proformas below and pupil progress meetings.</i></li> <li>Promotion of homework and homework all set on ClassDojo. <i>Paper copies not to be sent home.</i> Also, put a copy on the school website.</li> <li>Use of ‘Tiers of Vocabulary’ (featured in each classroom) to further develop language and understanding.</li> <li>Use of Team Teaching to aid recovery, e.g. Subject Leaders teaching with Class Teachers.</li> </ul>	<ul style="list-style-type: none"> <li>From September, maintain planned curriculum provision for foundation subjects as per the Trust Capabilities Curriculum model.</li> <li>Continue with Capabilities Assessments as relevant on a termly basis (complete just before October half term).</li> <li>Follow updated WHA Long term horizontal map with corresponding Knowledge and Skills organisers for the different subjects. Years 1 – 6 to study ‘Rebellion and Invasion’ learning connection block in Autumn 1. <i>Some units may have to be swapped due to Government guidelines, e.g. music (singing/wind instruments) and PE (non-contact).</i></li> <li>Ensure the RSE curriculum is in place and being used to fully support pupils well-being.</li> <li>Strong focus on reading throughout the curriculum. <i>Pink boxes have been ordered from the Library Service.</i></li> <li>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.</li> <li>During Foundation subject provision, teachers and TAs spend time continuing to build strong relationships with each child promoting the positive mental health of children.</li> <li>Promote more opportunities for the children to play and socialise budding up key children if needed.</li> <li>Build in regular opportunities for outdoor learning using new NC ‘Outdoor Learning’ books purchased.</li> <li>Continue to enhance outdoor learning spaces to utilise learning opportunities.</li> <li>Year 1 to follow EYFS curriculum and Continuous Provision for the autumn term as relevant.</li> <li>EYFS and Year 1 staff to work closely to aid transition. Build in additional transition opportunities this year.</li> <li>Weekly ‘in class’ celebration assemblies and virtual whole school celebration of all classes when relevant, e.g. end of learning connection block.</li> <li>Share Knowledge organisers and parental overviews with pupils and parents in the first week. Send home via ClassDojo and put a copy on the website.</li> <li>Use of KWL grids and quizzes to establish what the children already know about their new learning concept.</li> <li>Promotion of homework and homework all set on ClassDojo. <i>Paper copies not to be sent home.</i> Also, put a copy on the school website.</li> <li>Use of ‘Tiers of Vocabulary’ to further develop understanding.</li> </ul>

Pupil Support - Graduated Approach to Well Being and Additional Support																											
<div>Phase 1</div> <ul style="list-style-type: none"><li>Teachers and TAs to begin building strong positive relationships with each child in the class.</li><li>Continue positive relationships with parents. More challenging with lack of parental contact. It is essential that ClassDojo and the website is regularly updated.</li><li>Transition from previous teacher to new teacher must have taken place detailing how to support each child.</li><li>Liaise with SENCo, in order to gain more information about SEND pupils, where necessary.</li><li>Provision maps in place for SEND pupils from previous teacher. Will be reviewed before Autumn half term.</li><li>Planning proformas used to support high quality planning for all with differentiation available for all tasks.</li><li>Children given opportunities to opt in for adult support where needed.</li><li>All lessons include scaffolding for all children to feel well supported regardless of ability.</li><li>Reshape the timetable for opportunities to practice daily tasks to embed missed learning.</li><li>Year group bubble assemblies to continue to reflect on school values and our positive ethos in year teams. Celebrate successes with parents via ClassDojo.</li><li>Safe space in all classrooms.</li><li>TIS approaches to be used by all members of staff.</li><li>Increased PSHE opportunities, using Dimensions ‘Let’s Begin Again’.</li><li>Ensure the RSE curriculum is in place and being used to fully support pupils well-being.</li><li>Opportunities for pupils to restore relationships with their peers, including at playtimes. <i>Use socially distanced game examples to aid.</i></li></ul>	<div>Phase 2</div> <ul style="list-style-type: none"><li>Teachers and TAs to work closely with families to monitor and support the wellbeing of individual children and their family.</li><li>Consultation with SENCO for children needing additional support following lockdown.</li><li>EP Consultation/Surgeries</li><li>Phonics - Time for ‘Letters and Sounds’ ‘Keep up, not catch up’.</li><li>Reading – 1:1 Reading time</li><li>Maths – Bespoke e-homework</li><li>Speech and Language support through modelling high quality talk in areas around the school.</li><li>Personalised safe space in classrooms.</li></ul>	<div>Phase 3</div> <ul style="list-style-type: none"><li>Short or longer term TIS sessions to support recovery.</li><li>Use of support materials, e.g. Tina Rae’s Bereavement Box.</li><li>Precision Teaching in place and restarts for all children on the programme before lockdown following new assessments.</li><li>Using assessments from the end of September, identify further children who need further 1:1 intervention.</li><li>Ensure all existing children receive external specialist support</li><li>Assess the needs of those vulnerable pupils at risk through lockdown and who may need further formal support.</li><li>EHCPs reviewed and updated following assessments.</li><li>Regular staff check in’s for key vulnerable children, especially those who had them prior to lockdown.</li><li>Phonics 5-10 minutes 1:1 tutoring.</li><li>Catch Up Funding to support in Autumn Term</li><li>IT development/capacity for 1:1 programme</li></ul>	<div>Phase 4 and 5</div> <ul style="list-style-type: none"><li>Counselling</li><li>TIS and SENDCo involvement<ul style="list-style-type: none"><li>Link EP support</li><li>Family Workers</li><li>Therapists</li><li>Learning Mentors</li></ul></li><li>CAMHS</li><li>Communication and Interaction Team</li><li>School Nurse</li></ul>																								
<div><div><div><div><div><div>HIGH PRIORITY - Formative Learning Assessment – Identifying Learning Priorities for Pupil Groups:</div><div>From the use of daily formative assessment class teachers and school leaders must quickly identify pupils or groups of pupils who need robust additional learning catch up provision in the Autumn Term. Schools should attempt to set up and evidence provision for short term learning support pathways by assessing pupils against the following priority criteria:</div><div><div><div>Priority A – Pupils who have <b>significant identified gaps</b> 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)</div><div>Priority B – Pupils who have <b>localised identified gaps</b> 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)</div><div>Priority C – Pupils or groups of pupils who have <b>no identified gaps</b> in expected age-related learning in English and Maths (Support Pathway Provision – high quality curriculum learning)</div><div>Priority D – Pupils or groups of pupils who have made <b>good progress</b> in expected age-related learning in English and Maths (Support Pathway Provision – Differentiated challenge through high quality curriculum learning)</div></div></div></div><div><div>Staff Support</div><div>Self-care Strategies for Combatting Secondary Trauma</div><table><tr><td>Physical</td><td>Psychological</td><td>Emotional</td><td>Workplace</td></tr><tr><td>Sleep well</td><td>Self-reflect</td><td>See friends</td><td>Take breaks</td></tr><tr><td>Eat well</td><td>Pleasure reading</td><td>Cry</td><td>Set limits</td></tr><tr><td>Dancing</td><td>Say ‘no!’</td><td>Laugh</td><td>Peer support</td></tr><tr><td>Walking</td><td>Smile</td><td>Praise yourself</td><td>Get Supervision</td></tr><tr><td>Jogging</td><td>Solitude</td><td>Humour</td><td>Use holidays</td></tr></table></div></div></div></div></div>				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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