

Swallowdale Primary School

Re-connecting Plan Autumn 2020



Swallowdale Primary School is making a commitment to ensuring that routines, expectations, standards, relationships and values are quickly re-established. At the heart of these plans lay our school vision for all to “fly high” and our values of Be safe, be prepared and be respectful”.

Our Reconnecting Plan is split in to three strands:



Pastoral Care

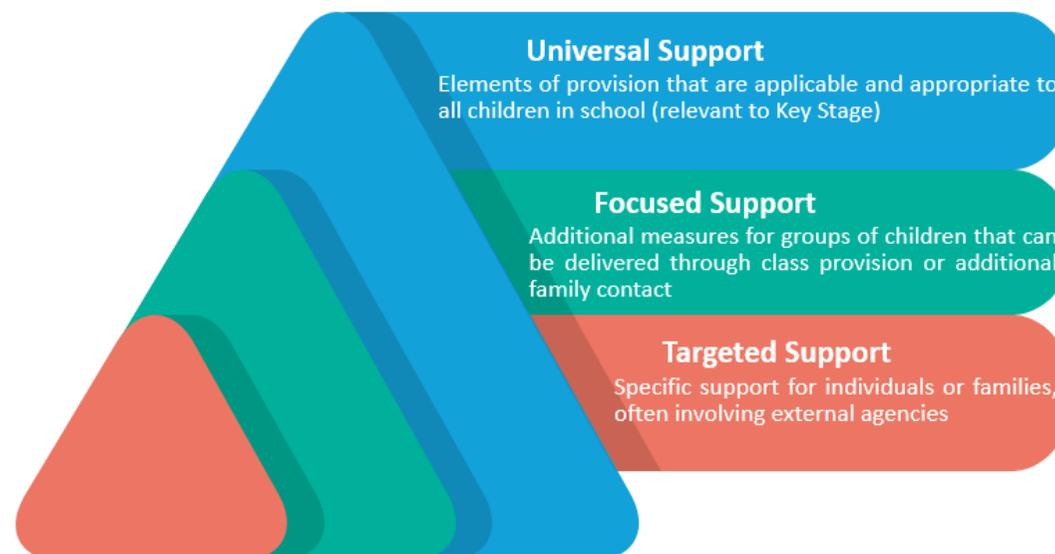


Tailored Curriculum



Routines and Expectations

Levels of support for each strand will be implemented in a tiered approach:



The following information outlines the actions that will be taken by Swallowdale Primary staff at various levels. Actions will be organised by strand and then by level of support so that there is a clear priority, purpose and direction of support.



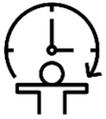
Pastoral Care

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none">➤ Adults will use positive language and regard for all children at all times.➤ Focus planning on transition work initially, followed by reconnect and then curriculum.➤ Children who demonstrate changes in behaviour are to be referred to SLT through CPOMS.➤ Maintain communications with parents throughout.➤ PSHE to focus on relationships.➤ Environments to be low stimulus to support re-integration for SEND (and all others) and to celebrate achievements of children as a motivator.➤ Weekly assembly celebrating the successes of the week.➤ Establish up-to-date contact details (especially emails) from parents.➤ Teachers to complete wellbeing quadrant in third week to show early indications.	<ul style="list-style-type: none">➤ SLT to speak to families who have experienced trauma/change in circumstances – what help do they need?➤ Ring-fenced whole-class reading sessions – focussed conversations on vocabulary and emotional literacy using books about perseverance, resilience and mindfulness➤ Acknowledge children who need respite from ‘work’ and need extra space i.e. time out to read and relax.	<ul style="list-style-type: none">➤ Bereavement support as per school’s policy for those children/families identified.➤ Individual sessions with school’s ELSA when agreed with school SENDCo through referral system.➤ Referrals to external agencies where concerns have been identified.➤ Provide/receive an update for CP/CIN/Early Help/Vulnerable families through contact with social worker and other external bodies.➤ School nursing referrals for children returning with additional/altered medical concerns (not neglecting mental health).
Leadership		
<ul style="list-style-type: none">➤ Hold regular DSL Supervision meetings including the review of CPOMs entries➤ Ensure time , provision and resources are available for Pastoral care strategies to be implemented successfully➤ Provide ongoing support for staff➤ Design, deliver and recommend CPD opportunities around related pastoral issues such as attachment and anxiety➤ Plan spending of Covid-19 funding to address needs		



Tailored Curriculum

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none">➤ Teaching staff to be mindful that any perceived 'drops' in standards are not deliberate, but an upturn in standards requires deliberate practice.➤ Phonics to be delivered regularly and with rigour, revising sounds that children may have forgotten including Year 2 and 3 where necessary.➤ Regular reading lessons that foster the love of reading and book enjoyment, but that focus on discussion and promote speaking and listening.➤ All children to be screened for reading ability in first 2 weeks.➤ Topic areas: 2 hours a week Science; RE and PSHE choosing a topic which builds on previous year's learning and re-establishes knowledge as per curriculum coverage document.➤ No summative testing until at least the end of the first half term.➤ Teachers will use a variety of means to gather formative assessment information about the children's learning and any gaps.➤ The application of Rosenshine's Principles of Instruction needs to be default position.	<ul style="list-style-type: none">➤ SENDCO to contact families to discuss provision this year and share provision mapping so they know what support their child will be receiving.➤ Child voice is to be acknowledged and consideration given to the wishes of the child in terms of pace of learning (SEND) to ensure they are not further disengaged.➤ Promote independent learning for those that have become particularly reliant on an adult (through home-learning).➤ Ensure that appropriate groups receive curricular support but that scaffolding is withdrawn quickly so that emphasis is placed on children being independent learners.➤ Teachers can use Seesaw through learning time to support independent learning if meaningful.	<ul style="list-style-type: none">➤ Children who have not engaged in any home-learning to receive specific focus/intervention to support them in quickly returning back to pre-COVID level.➤ Learning support & Ed Psych support to identify and focus on specific children. This is to be reflected in the child's learning plan and results of which are evident in intervention activities and booster support.➤ Appropriate adults to work safely with children, by way of intervention. .
Leadership		
<ul style="list-style-type: none">➤ Provide framework, structure and guidance for the first half term curriculum.➤ INSET days to provide adults with skills needed to screen all readers from Years 1 to 6 initially and then YR when appropriate.➤ Provide CPD, coaching and feedback sessions for class teachers to consider pedagogy.➤ Provide CPD and coaching sessions for subject leaders to review curriculum offer from Autumn 2.➤ Plan spending of Covid-19 funding to address needs		



Routines and Expectations

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none">➤ Re-visit the school values and ‘over-communicate’ this in correspondence with children.➤ Establish rules, routines and behaviours during transition days.➤ Assemblies from SLT to re-establish the school’s values and behavioural expectations.➤ A separate assembly that is made available to teachers and children to watch at any time is to be recorded. This will explicitly refer to the hygiene procedures and bubble integrity.➤ All staff to be responsible for the behaviour and attitudes of all children, whilst also acknowledging an adjustment period.	<ul style="list-style-type: none">➤ Regular reminder for those struggling to distance and follow hygiene procedures. Again, this is everyone’s responsibility. If children are not seen adhering, we are all to address it.➤ Specific group conversations or assemblies (distanced) as required if there are pockets of children that are not following expectations.➤ Quickly identify groups of children that are not attending as regularly as expected.	<ul style="list-style-type: none">➤ SENDCO to support families with attendance concerns.➤ Contact parents for meetings for any child who is particularly struggling to settle into routine.➤ Specific praise needs to be given to those children that have adapted well (in their own context).➤ This praise can be awarded in class, through virtual assemblies or through messages to parents. <p>At all stages, we must acknowledge that some children will need more time than others to adjust and ‘return as normal’.</p>
Leadership		
<ul style="list-style-type: none">➤ Plan and deliver assemblies➤ SLT to be visibly present at key points of transition throughout the day.		

Thanks to Quarry Bank Primary for sharing the resource to structure this document.