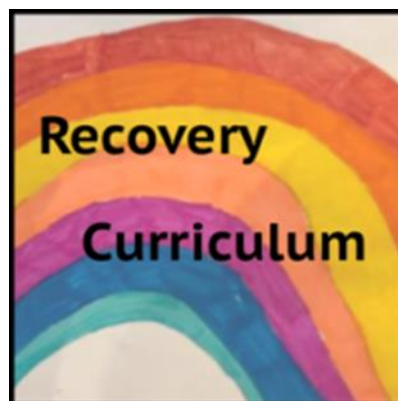


Nurturing hearts, inspiring minds: changing futures



The Federation of Golden Flatts and Lynnfield

A framework for recovery



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Foreword

Due to the closure of schools for the majority of children during the global Covid-19 pandemic, it has been necessary to re-evaluate our approach to the provision on offer for our children when they return. This will ensure all children have the level of support that they will need to become 'effective' and 'engaged' learners who are able to access all that school has to offer. The approach we will take is formed from theoretical perspective of the 'recovery curriculum-think piece', the six principles of nurture that our school values are based upon and the trauma recovery model of Louise Bomber.

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1.0 Federation ethos, mission and aims

The federation of Golden Flatts and Lynnfield have a strong set of values set out for our children, staff and the wider community to achieve. It is recognised that the ethos, mission and aims set out for us as a federation are as important now, as ever. It is essential that we continue to focus on fostering relationships with a personalised approach to reintegration back into the life of school, delivered through the school curriculum drivers and reintegration pathway of support.

Federation Ethos

Our ethos is to ensure our school is a welcoming place where everyone is valued and works in partnership, sharing high expectations and taking collective responsibility for the needs of our pupils. Through this ethos we will meet the diverse needs of our community in a sensitive, caring and respectful manner, providing a safe and stimulating environment where friendship, trust and understanding are nurtured. We strive to ensure that each child has the opportunity to fulfil their potential. In order to do this, we will provide a broad and balanced curriculum which encompasses every aspect of school life, raising standards and celebrating the achievements of all.

Our Mission

- Ensuring All Children Receive a High Quality and Nurturing Learning Experience
- Creating, Encouraging and Supporting Aspiration
- Promoting Respect, Tolerance and Empathy for Others
- Removing Barriers to Learning
- Building Strong Foundations for the Future

Our Aims

- To value all members of the school community.
- To create a stimulating and challenging environment.
- To develop the whole child, emotionally, spiritually, socially, academically and physically.
- To equip children with the skills, knowledge and understanding to enable them to become good citizens.
- To involve all families in the learning process by fostering positive attitudes and sharing expectations of work and behaviour.
- To provide a broad and balanced curriculum accessible to all.

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2.0 Curriculum drivers



Federation of Golden Flatts and Lynnfield Primary School



Curriculum Drivers



The approach to the delivery of the curriculum will have strong emphasis on reengaging learning through a thematic cross curricular approach, which will encourage children to share experiences and challenge their thinking in a nurturing and supportive environment, supported by regulated adults. It is vital for our children to move forwards within the recovery model that engagement is the key to success. As a federation the curriculum driver model is there to support us to ensure the very best for all children, with the child being central to all that we do.

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3.0 What is a recovery curriculum?

The recovery framework is based upon the work of Barry Carpenter and the Evidence for Learning team, which sets out the importance of recognising the trauma and loss that children will have been through during the Covid-19 pandemic.

Successful transition for children to enable them to once again become efficient and confident learners is key. The way in which we do this is to acknowledge and accept the losses that we have all been through during the pandemic.

Loss of routine means that we are likely to have at some point had disrupted sleep patterns, change in coping mechanisms, worried or become confused at lack of routine.

Loss of structure would indicate that we may not have been following the same structures for learning that we have previously been accustomed to, we may have worries over lack of control and in particular change, we may have lost out on our right to carry out important transitions in our lives such as SATS, secondary school visits, end of year parties, moving onto the next year group when Y6 and 11 leave school.

Loss of friendship whilst we haven't lost friendships and those people still remain in our lives we will not have been able to interact with them in the way we were previously used to, we grieve for the deeper social interaction and connectedness that friendship and relationships bring.

Loss of opportunity many children and adults do not understand why school was closed, why we were no longer able to meet up with our friends and had to remain at home and indoors for most of the day. We do not understand fully why the decisions were made and for children in particular, they do not have the understanding that the Government made the decisions to partially close schools and that it wasn't their teachers or other school staff who took those decisions. For this reason, it is vitally important that we help children to understand that their safety was and is our primary concern.

Loss of freedom for some children and adults school offers a place of escape, somewhere that they can be who they want to be and allows a sense of freedom to explore, make mistakes and to learn from them

The primary focus of the recovery curriculum is to '**help children to recover from their loss of routine, structure, friendship, sleep, opportunity and freedom**'

<https://www.evidenceforlearning.net/wp-content/uploads/2020/04/Recovery-Curriculum-Loss-and-Life-for-our-children-and-schools-post-pandemic-3.pdf>

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3.1 The federation recovery framework

The way in which the federation intends the recovery framework to be used is through the initial identification of need using the pathway of support which is aimed at joint recovery working closely with parents and carers to assess the appropriate level of provision for individual pupils. The pathway of support makes explicit the 3 main levels of support and intervention at the varying levels from:



Aims

Our recovery framework aims to restore the mental health and rebuild the resilience of our children to allow them to become engaged learners again by:

- recognising the experiences had by all
- restoring trust and relationships with staff
- re-establishing friendships and social interactions
- regaining structure and routine
- rebuilding a sense of community
- regulating their emotions and managing behaviours
- re-engaging them in learning
- preparing them for transition
- using PACE as a model for recovery for all children

When considering the element of the 5 levers, it allows us to consider the approach we need to take towards recovery that places the child at the centre of the recovery journey, acknowledging the importance of their lived experiences with a focus on instilling felt safety, security and stability.

Lever	How?	Why?	How will we know we are successful?
Lever 1 – Rebuilding relationships	Greet each morning with a smile, a relaxed body language that shows the child that they matter and that you are genuinely pleased to see them.	This can be achieved through attuned, positive and purposeful over exaggerated interactions, that help our pupils feel that they are important.	Children will be happier to come into school, reduced levels of anxiety
Lever 2 – re-establishing community	Assess children's individual needs, allow them to share their experience of lockdown and the pandemic, this may be done through	Children will have experienced lockdown very differently to one another, through creating an atmosphere of	Ensuring the pathway of support identifies the child's needs at an individual level and appropriate

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	discussion, drawings, stories and other creative mediums that allow for exploration in a safe and supportive way. Acknowledge and validate their feelings	openness and honesty the children will begin to reconnect with their environments and redevelop their sense of belonging within the school community	provision is put in place.
Lever 3 – Transparent curriculum	Being open and honest about the way in which the losses have affected us as adults will help children understand the internalising emotions that they too may have been carrying since school closed. Seek to understand what the children already know and help them to find the facts to questions like <ul style="list-style-type: none"> * why did school close so quickly? * why is school so different now? * when will I see my friends? * why am I allowed to return to school and some of my friends aren't. Along with all of the questions that children want to share and discuss	Children will have heard a lot about the pandemic in the media and by overhearing discussions within the environment at home/shops etc. and some will be factual whilst others will be someone else's interpretation of a situation. They may have heard about somebody dying or have had to deal with the death of a close family member/family friend. It is important that as adults we offer the children the real facts and use open and honest dialogue to help them to problem solve.	Children will be confident to share what they know and understand. They will use the relationships that they have with adults to support them.
Lever 4 – Metacognition (thinking about thinking)	Children will have been learning in different ways through home schooling, it is essential that we re-teach the way in which we learn at school. We can do this by setting out the routine of the day, encouraging opportunity for	It is vital that children learn to love learning once again and can begin to recall the passion that was instilled in them before the lockdown. Children will naturally feel safe and secure within a classroom environment, if they	Children will be curious, inquisitive, they will ask questions that require higher order thinking. They will have FUN and will demonstrate an eagerness to keep going.

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	thinking, reflecting and evaluating. Children will respond to a thematic approach where they can become fully immersed in a topic of interest that can be explored through each subject and using both the indoor and outdoor environment, learning becomes embedded when we use the whole body.	are enthused by the well planned teaching and learning that takes place with an emphasis on the way it is delivered by the adult through the use of PACE Playfulness Acceptance Curiosity Empathy	
Lever 5 Space Time and space to rediscover self and to find their voice	Ensure children are provided with time and space to readjust to the new classroom layout, adult they are working with and changes that have been made. Carefully explain and offer reasons for the change. Explore a whole bubble agreement and share stories of being in a bubble and what that means Ensure time is planned in for movement breaks and sensory circuits	Children will need time and space to readjust and to begin to trust in the safety, stability and security of the classroom environments. As adults we can support our children by firstly regulating, acknowledging and validating feelings and emotions which will the support us in beginning to re-establishing safe and trusting relationships	Children who are settled to learn within their classroom environment and confident to share thoughts, feeling and ideas freely.

Children may commence their recovery journey at the universal stage and as they return to school adults may identify that needs differ from how they presented within the home environment, through assessment and further discussion with the SENDco it could be necessary to move a child onto a targeted or specialist pathway of support, this support will be discussed and agreed with parents/carers.

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4.0 Recovery pathway of support

All discussions about children's experiences with parents/carers will start here and must be completed prior to their return

Parents/carers

We need to find out what their lockdown experience has been

1. Have they suffered bereavement?
2. Have they interacted with anyone outside of the family home?
3. Have parents/carers sought help from other agencies/professionals? if so who and why?
4. Has there been a change in emotional and social presentation? What and reasons?
5. How have parents/carers coped?
6. Has there been a routine/structure in place?
7. Have they managed to engage in curriculum tasks?
8. How do parents/carers feel about their child's return to school?
9. How does the child feel about returning to school?

Concerns raised from questions 2,6,7,8,9 indicate a universal approach

Universal offer includes a thematic cross curricular approach to learning that supports children to reconnect with their environment, re-establish relationships, share experiences of lockdown in a safe and supportive environment and re-discover a love of learning through an inclusive, play based curriculum which fosters creativity and enjoyment.

Parents will be supported to contact school to discuss their anxieties of school re-opening and staff will work hard to allay fears and instil confidence in the parent/carers decisions.

Concerns raised from questions 1, 3, 4, 5 indicate a more targeted approach

Targeted offer may include

- ELSA support
- MHST as a whole group – managing anxiety, fear
- Parental support
- Risk assessment of need for children who meet 4ii on the funding ranges/EHCP

Concerns raised from questions 1, 3, 4, 5 indicate a more targeted approach

Specialist offer may include

- Play therapy (via video link)
- CAMHS referral
- 1:1 MHST referral
- Bereavement support
- EP referral

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Leuven Scale

As a tool to assess the children's wellbeing and engagement for learning we intend to use the Leuven scale which looks at how well the children engage with learning tasks and how they present in terms of their emotional wellbeing. This assessment will take place at the end of their first week in school and will be compiled using the Leuven scale through teacher observations throughout the week. We do not expect that these are written observations; they will be based upon what you have noticed about the child during their everyday interactions with peers, adults and family members. They will also take into account the child's ability to stay focussed, how attentive they are within lessons, are they keen to have a go at a task. By assessing the children in this way we will be able to track noticeable changes in their presentation and will ensure that the right level of support is provided at the most appropriate time.

The Leuven Scale for Well-being

Level	Well-being	Signals
1	Extremely low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely high	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expressed self-confidence and self-assurance.

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The Leuven Scale for Involvement

Level	Well-being	Signals
1	Extremely low	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2	Low	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
3	Moderate	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4	High	Continuous activity with intense moments. They child's activity has intense moments and at all times they seem involved. They are not easily distracted.

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5.0 How to embed the six principles of nurture in supporting recovery

Nurture is at the heart of our school practice and provision for our children, their families and the staff community. It is essential as we move forward we thread the principles of nurture into all interactions and connections made with children, their families and the staff team.

Learning is understood developmentally

This principle requires staff to accept children at their age and stage of development, we need to remember that all children have had their own individual experiences of lockdown and when they left us may have presented as more able both academically, socially and emotionally but on return to school it is possible that some will have regressed socially and emotionally, it is also highly likely that academic levels will have taken a dip, which is something we can focus on once the individual child is settled and ready to learn. It is essential we meet the child where they are at and use the pathway of support to identify additional interventions that will ensure progression in their recovery journey is dealt with swiftly and effectively.

How?

- In contrast to the notion of catching up, we may have to repeat and reinforce previous concepts and skills that have been disrupted by trauma. This might involve revisiting past topics and reminding children of their success. We need to ensure that the building blocks are secure before expecting children to leap ahead to unfamiliar and novel learning experiences.
- We may need to initially focus on providing positive and fulfilling experiences. One of the most enriching is play. Children young and old thrive when they smile, laugh and engage in games and activities that help them to recognise and appreciate their personal strengths. First and foremost, the return to school should be fun.
- For new learning activities, we should aim to provide meaningful, practical and multi-sensory experiences. Tasks may need to be initially broken down into smaller steps, with clear and simple instructions and active modelling from key adults.
- Those who are reluctant at first to engage with adults may need tasks which they can work on independently, so they can develop a gradual tolerance of an adult's presence. Those who are preoccupied with being connected to key adults may require learning tasks to be time-limited, with more regular feedback and reassurance.

The classroom offers a secure base

It is essential with all of the changes to the school environment that children are offered time to readjust and realign themselves with the new structures and routines in place. The adults will need to ensure that they initially are the secure base from which children will begin to explore, it is essential that we remain consistent in routines and expectations to reduce the levels of anxiety. We will need to ensure the

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mental health and behaviour policy is reinforced, so that children have safe and secure boundaries to work within.

How?

- It will be important to post a virtual walkthrough explaining the changes within the school environment to the school website and social media pages so that the children can familiarise and connect with the environment before they return, this will ensure there are no surprises.
- The use of social stories that can be used by parents/carer and the adults in school to share returning to school, social distancing, transition.
- Structure and predictability will be essential. Visual timetabling can inform the children of what is happening now and next. Seating plans and classrooms that children will be accessing may have changed both in physical appearance and location, since the children left and therefore it is essential that on the first morning new routines, seating plans and structures are established to support in redefining the classroom as a safe base.
- Decorating a wall with photographs of each child and key staff in the classroom and playground can create a sense of belonging; especially if the children are acclimatising to a different peer group or different members of staff for the foreseeable future. Reassurance can be provided through positive messages such as “You are safe here”, “We remember you”, “You can talk to me any time” and “All of your feelings are ok”.
- Children will still need to be able to access safe spaces and as they have been removed for the initial period, children can be directed to use the space directly under their table. It must be discussed as part of your class agreement and the expectations of its use identified and agreed.

The importance of nurture for wellbeing and self-esteem

Children need to feel that they are valued, thought about and held in positive regard. The return to school will be a stressful time for both parts/carers and the children, it is important for us that we boost their wellbeing at every given opportunity, ensuring that they know how important they are to the adults who are currently caring for them and also by their own class teacher/team.

How?

- Parents and caregivers have been asked to share photos and videos of what their children have been doing at home via facebook. These might include rainbow paintings for the NHS, workouts with Joe Wicks, dens made from duvets and pillows, Lego constructions, etc. It is vitally important that we acknowledge the learning and development of new skills that has taken place whilst the child has been at home, all accomplishments no matter how big or small should be recognised and celebrated. Children should be given opportunity to share this through drawing, role play, rhyme, story writing

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about what they have achieved, personalised books or boxes filled with evidence of their achievements, their effort and tangible feedback from staff.

- Finding ways to provide them with choice and control in a task or routine can help them to feel “held in mind” and promote autonomy. We should also schedule time during the new school day for them to indulge in special interests and preferred activities. This could be a great way to help them feel competent and successful.
- When they encounter more challenging tasks, we can give them hope by commenting on what they are doing well, complimenting their effort and persistence and emphasising that they are making progress and getting better. This is important in challenging negative beliefs and putting setbacks into perspective. Emphasising the notion of learning through practise and taking small steps will help to prevent shame.

Language is a vital means of communication

Ensuring children have a voice and that their ideas, thoughts and feelings are celebrated and validated will help the child to feel valued and that they are an important member of their group, it helps them to understand that their contributions matter. Helping children to put their feelings into words is of vital importance. As adults we need to place an emphasis on what we say, what we do and how we act in front of our children, they pick up on the verbal and non-verbal cues.

- Our children require us to become the storytellers of our own lives so that they can see we are human and have the same feelings and anxieties in life that they do. We worried about when school would be open to see our friends and the children, we felt anxious going to the supermarket for the first time. We can use the power of storytelling to help them to not only share their worries and feelings but also to provide opportunities to talk through a situation leading to a specific action and label the emotion. For example, we could wonder how a child might be anxious about being in the same room as other people or confused about why their class is smaller than usual. We can support the child in narrating the experience, keeping to their pace and asking what happened next at different intervals. Our calm brains help them to connect the dots and allow the fight/flight/freeze response to subside.
- We can encourage them to communicate their feelings and consider what to do about them through emojis, short scripts or role-plays – for example, “I am feeling _____ because” and “When I feel _____, I can _____”. There should be explicit methods of asking for help. Some children may benefit from a Social Story which can talked through with a key adult. Others may need a more concrete and discreet method of asking for a break, such as a coded phrase that only their teacher recognises or an exit card on their desk which can be flipped over. As adults we can use the help script from within the mental health and behaviour policy, which guides us to reflect

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back what we are seeing, labelling it and offering supportive strategies to deal with the situation/feeling/emotion.

- We will also need to think about the language we use. Whether it's a child who is anxious about coming back to school or one who actually preferred being at home, we need to be welcoming and show that they have been thought of fondly. For example: "I'm so happy to see you again", "I've missed seeing your smile" and "When I saw ____ on TV, it reminded me of you and made me wonder what you were up to at home". Being held in mind is of vital importance for our children to feel valued, important and to understand that they matter, even when you are not together. It would be helpful for class teachers/teams to create videos to all of their children particularly as not all children will have returned to the same class, teacher or group that they were in pre-lockdown.
- Some of our pupils will not only have experienced the 5 losses discussed earlier but they may also have suffered bereavement of a close family member, friend, pet. It is essential that we support the child to come to terms with their grief and through the use of the school bereavement policy offer the support required as it is required.

All behaviour is communication

This is a well-known perspective which is not exclusive to nurturing provision. It emphasises the importance of looking underneath a behaviour and asking "What is the child trying to tell me?". In the current context, we need to be open-minded. The child who throws equipment or swipes items off their desk may be anxious about being in proximity to other children and adults; after months of being told to avoid contact as far as possible with the outside world. The child who refuses to follow instructions or comply with new routines may be feeling hurt or abandoned by a key adult, given the sudden experience of separation and loss when the restrictions were introduced at short notice. Remember we first must:

1. Regulate
2. Relate
3. Reason
4. Repair

Dan Hughes highlights the need for connection before correction and his formula of PACE can be applied to our work in a post-lockdown world.

How?

- Playful interactions with children in the early stages of returning to school will help to create a sense of safety and belonging, reduce stress and defuse situations before they escalate. We might achieve this through personalised greetings in the mornings, sharing jokes and learning topics through physical action or musical rhythm. We could turn new routines into a game to diminish the strangeness and have fun rehearsals to make them easier to remember. Our new greeting could include a thumbs up, an air five, self-hug.
- Acceptance is about being non-judgemental and showing the child that we understand what they are going through through validation. For example, "I know

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you're scared about being here, let's work through this together" or "It must be hard not to think of your parents at home. You loved spending so much time with them every day and it's sad to leave them".

- Curiosity is important in putting aside our own presumptions and eliciting the child's views by wondering aloud – "I've noticed you've been quiet since coming back. I am wondering if you might be worried about something".
- Empathy is our way of stepping into the child's shoes and showing them that "we get it". We might say "I know this is really tough for you. The classroom looks so different from the last time you were here" or "You are so upset that your friend has not returned to school yet. You miss seeing him every day like you used to".

The importance of transitions

Simply being in lockdown has been a major transition in children's lives. Many have been at home. Some have been in school whilst their parents continue to function as keyworkers. Whether a child is going back to school for the first time in months or coping with the return of friends/peers after experiencing a very different kind of school since March, our students will be faced with yet more change and uncertainty.

How?

- Eliciting the views of children about the impending return to school – teachers will be contacting the children in their class prior to re-opening and will be asking the key questions within the pathway of support. Some may be scared to leave their homes or worry about being separated from their parents. Others have previously found school very challenging– they've enjoyed being at home and the prospect of returning may fill them with dread.
- It will be important to communicate in advance via video and discussion with parents/carers what the children will be going back to. Will they be in the same classroom as before? How many will be in their class? Which staff will be there?
- There will likely need to be new routines for arriving to school, beginning and finishing activities and moving between areas. Initial modelling of such routines (as part of the virtual tour outlined above) will be beneficial and we can consider verbal/visual countdowns, rhythm or music to help them anticipate these routines.
- We may also need to think of transitional objects which allow the young person to feel "kept in mind" by a parent/carer or key adult when going to and from school. This could be as simple as a photograph, a toy, a key ring or a scented tissue – something personal and comforting, small enough to be kept in their tray throughout the day. There may need to be consideration of how these can be cleaned.

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The nurture principles are ultimately about supporting children who have missed out on key developmental experiences in their early lives. They are also a useful guide for helping them to recover from an unprecedented change in their daily routine. We will be asking them to cope with this strange and stressful disruption and adapt to a “new normal” in the coming weeks and months. Applying a nurturing approach in children’s return to school-based education enables us to focus on the factors which foster healing and resilience in the face of trauma. Factors such as felt safety, security, understanding, wellbeing and inclusion.

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6.0 English and the recovery framework

Our English recovery curriculum aims to bridge pupil's personal, social, and emotional development with the academic curriculum. Whilst these have been strange times we believe that pupils can have academic success and we should not block any routes to that success by prolonging the delivery of an academic curriculum. We acknowledge that concentration may have been affected but this can and will be re-developed.

Specialist advice:

- Avoid re-teaching previous work
- Do revisit, practice and refresh
- Do start the curriculum where the pupils should be
- Don't let tests drive the curriculum
- In Year 1 don't take the pupils back to phase 3 or 4 phonics
- Use lots of stories, rhymes and talk

Key learning outcomes

In order to effectively ensure learning continues to build on children's attainment at age-related expectations and supports transition into the next year group, as much as possible, teachers will need to be aware of both prior attainment and current attainment when making decisions on how to focus learning and identify gaps. As such, included, for Year 1 and Year 6, are key learning outcomes for the whole year for teachers to identify what has and has not been secured in order to support planning for return to school.

Year 1		Year 6	
Reading	Writing	Reading	Writing
<ul style="list-style-type: none">• RWI Speed sounds set 3 phonics• Read accurately real words and 'alien' words by blending sounds containing GPCs that have been taught• In a book at their reading level, read aloud accurately• In a book at their reading level begin to check a sentence makes	<ul style="list-style-type: none">• Spell Year 1 CE words• Make phonically-plausible attempts to spell words using known GPC, including alternative grapheme taught so far• Apply simple spelling rules, including prefixes and suffixes• Write a short narrative	<ul style="list-style-type: none">• Consistently check that a text makes sense and re-read if it doesn't Explain the meaning of a word in context• Draw inferences and justify this with evidence• Predict what might happen from details stated and implied	<ul style="list-style-type: none">• Use fluent joined handwriting with increasing speed in their independent writing Apply the year 6 spelling rules (as per school policy)• Effectively use a dictionary to check spelling and meaning Use a wide range of devices to build cohesion within

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<p>sense and re-read if it does not</p> <ul style="list-style-type: none"> • In a familiar book which they have already read, make a simple inference e.g. infer what a character is feeling from what they say or do • In a familiar book which they have already read, explain their understanding of what is read to them 	<ul style="list-style-type: none"> • Demarcate many of their sentences using capital letters, full stops, exclamation marks and question marks • Use 'and' to join words and clauses • Form all letters correctly and with spaces between words 	<ul style="list-style-type: none"> • Identify main ideas from more than one paragraph and summarise these, identifying key details • Retrieve detailed information from non-fiction and record accurately 	<p>and across paragraphs</p> <ul style="list-style-type: none"> • In narratives, describe characters, settings and plots and integrate dialogue to create character and advance the action • Proof read for spelling, punctuation and grammar • Edit effectively to enhance writing • Vary sentence structure for effect <p>Apply year 6 grammar and punctuation in their independent writing</p>
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Phonics and early reading

The government recognise the importance of early reading and have recommended a focus on children catching up when they return to school. Children in reception and year 1 have had a significant break in their systematic synthetic phonics-teaching programme and when they return to school, it is probable that GPCs that had been taught but not yet stored in the long-term memory will appear forgotten.

In order to ensure that catch-up is effective and does not further impact on their long term success in reading we will prioritise the following points:

- teach set 3 phonemes daily as a whole class speed sound session
- provide additional catch-up outside of the phonics session if needed
- use revisit/review sessions to recap GPCs that have been previously taught but appear forgotten
- where children's progress is a concern, act quickly to try to identify what their difficulty is

Although we are unable to stream Phonics according to ability, children still need to be reading decodable books in order to support the development of fluency. During individual reading, adult and child will have different copies of the same book so that children are supported during the session whilst adhering to regulations set out in the school risk assessment. Where possible, individual reading should happen daily.


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Targeted support should be given to any children who are working below age related end points as set out in school policy. Use Read Write inc. assessment to inform the content of one to one tuition and use videos on portal to support the delivery of the sessions.

English - Please note curriculum activities can be planned for both indoor and outdoor sessions

Year 1

The priorities for children in Year 1 at this time are resocialisation into new style school routines; spoken language, and regaining momentum in particular with early reading.

Week/Texts		Reading activities	Writing activities Short burst	Cross-curricular/Recovery
1	Love 	<ul style="list-style-type: none">- feelings map (inferences)- create a new place the string might reach	<ul style="list-style-type: none">- letter to loved ones- simple sentence work to describe their string	Arts and crafts <ul style="list-style-type: none">- create a string of hearts with names on- Create mood board/poster of new beginnings

Recommended books list:

Ruby's Worry by Tom Percival (worry)

The Building Boy by Ross Montgomery (bereavement)

Jabari Jumps by Gaia Cornwall (fear)

On a Magical do Nothing Day by Beatrice Alemanga (the world around us)

The Tiger who came to Tea by Judith Kerr (core text)

Hairy Maclary by Lynley Dodd (core text)

Good Little Wolf by Nadia Shireen (core text)


Matilda's Cat by Emily Gravett (core text)

The Heart and the Bottle by Oliver Jeffers (grief/dealing with emotions)

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Year 6

Government advice for the re-opening of schools makes it clear that Year 6 teaching during this time should focus on readiness for secondary school, including academic readiness, which could involve additional teaching in any subject, but in particular mathematics and English to make up for any losses to learning incurred while at home.

Week/Texts		Reading activities	Writing activities	Cross-curricular/Recovery
1		<ul style="list-style-type: none"> - Look at the original rhyme. Who do we think was to blame? Read: Who pushed humpty dumpty? David Levinthal. Children to hot seat different characters before holding a debate. - Comic strips summarising the alternative endings. - Feeling graph of humpty dumpty. - Thought tracking - Monologues 	<ul style="list-style-type: none"> - Writing 'beyond the ending' of other traditional tales or nursery rhymes looking at how the characters change e.g. how might the hare in The Tortoise and the Hare change as a result of losing the race to the tortoise, what happened to Jack and Jill after their fall? Pupils could be given choice over how they responded e.g. a diary, a podcast, a poem, a story, a picture book. 	<ul style="list-style-type: none"> - Science experiment- insulating an egg so that it doesn't crack when fallen from a height. - Does an egg always break when it falls? According to the nursery rhyme, Humpty Dumpty couldn't be repaired; however, he successfully recovers in After the Fall. Use this story to launch a scientific investigation into the properties of eggs and the circumstances in which an egg will and won't break after a fall. Help students pose some initial questions, such as the following: How far does an egg have to fall to break? Does it matter how thoroughly an egg is cooked?

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				<p>What happens if it falls on surfaces with different properties (e. g., density, size, texture, etc.)</p> <ul style="list-style-type: none">- Art illustrations for their own picture books- PSHE- How are children going to come out of their shells when they go to secondary school?- PSHE- Write about/discuss fears and discuss/draws ways in which they can overcome these.
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Recommended book list:

The Red Tree by Shaun Tan (hope)

A World of Our Own by Laura Carlin

How the Whale Became by Ted Hughes

Bold Women in Black History by Vashti Harrison

The King who Banned the Dark by Emily Haworth-Booth

After the Fall by Dan Santat

The Giant's Necklace by Michael Mopurgo

The Fib -George Layton

Key worker recommended book list:

The Voices in the Park by Anthony Browne (perspective/friendship/alienation)

Farther by Grahame Baker Smith (love/hope/ambition)

Here we are by Oliver Jeffers

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Handwriting

The key learning outcomes focus on the importance of forming letters and writing at speed for the specified year groups retuning. To ensure children build up their fine and gross motor skills, sizing, formation and spacing of letters each bubble will allocate time to practise and tighten up on key handwriting outcomes. This can be done as an isolated session or part of your outdoor sessions. It would also be useful to integrate time into your day to develop fine motor skills and visual sequential memory. There are some good resources on www.gonoodle.com that you could use to support your delivery. These activities will also help to break up what may seem to a long day after such a long period of time away from school and help to rebuild children's stamina as they are reintroduced to the school day.

Support for planning and assessment

Ongoing evaluation of your children and where they sit within the recovery framework will be pivotal when planning for English when returning to school. It might be that some children are ready for more academic focuses than others so please use your judgement as the bubble lead to determine which of the academic lessons you choose.

If you are placed into a bubble with children from a year group, you do not usually teach support will be given to help with planning and outcomes.

Reading for pleasure

Opportunities for teacher read aloud need to be embedded into the timetable in order to continue the momentum of reading for pleasure for the children. Children will also have a reading books which will be kept in school (one for fluency and one for decoding and comprehension)

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7.0 Maths and the Recovery Framework

Our Maths recovery curriculum aims to bridge pupil's personal, social, and emotional development with the academic curriculum. Whilst these have been strange times we believe that pupils can have academic success and we should not block any routes to that success by prolonging the delivery of an academic curriculum. We acknowledge that concentration may have been affected but this can and will be re-developed.

Specialist advice:

- Avoid re-teaching previous work
- Do revisit, practice and refresh
- Do start the curriculum where the pupils should be
- Don't let tests drive the curriculum

Key learning outcomes

In order to effectively ensure learning continues to build on children's attainment at age-related expectations and supports transition into the next year group, as much as possible, teachers will need to be aware of both prior attainment and current attainment when making decisions on how to focus learning and identify gaps. As such, included, for Year 1 and Year 6, are key learning outcomes for the whole year for teachers to identify what has and has not been secured in order to support planning for return to school.

Teachers should be encouraged to use the White Rose Home Learning materials to revisit, practice and refresh their understanding of learning that has already been covered. This should be carried out in short bursts. In addition to this, teachers should build in time for children to access times table rockstars.

New learning should be taught through a cross curricular theme linked to key texts identified in the Literacy recovery framework where possible.

Golden Flatts			
Year 1		Year 6	
Learning to revisit and practise	New learning	Learning to revisit and practise	New learning
-Show understanding of place value to 50 -Count in 1s, 2s, 5s and 10s to 100 - Know all number bonds and related subtraction facts within 20 -Solve simple addition and subtraction problems -Use some standard units to measure	-Volume and capacity -Place value to 100 -Time -Multiplication -Division -Halves and quarters -Direction and position -Recognise different coins	-Show understanding of place value to 10 000 000 Round any whole number to a required degree of accuracy -Use negative numbers in context, and calculate intervals across zero	-Solve problems involving ratio and proportion -Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles -Interpret and construct pie charts and line graphs and

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<p>-Recognise 2d and 3d shapes in different contexts</p>		<p>-Multiply 4 digits by a two-digit using the formal written method of long multiplication</p> <p>-Divide 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders</p> <p>-Divide 4 digits by a two-digit whole number using the formal written method of short division, and interpret remainders</p> <p>-Perform mental calculations, including with mixed operations and large numbers</p> <p>-Use their knowledge of the order of operations</p> <p>-Simplify fractions</p> <p>-Use common multiples to express fractions in the same denomination</p> <p>-Compare and order fractions, including fractions > 1</p> <p>-Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <p>-Multiply simple pairs of proper fractions</p> <p>-Divide proper fractions by whole numbers</p>	<p>use these to solve problem</p> <p>-Find unknown angles in any triangles, quadrilaterals, and regular polygon</p>
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		<ul style="list-style-type: none">-Calculate decimal fraction equivalents for a simple fraction-Identify the value of each digit in numbers given to three decimal places multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places-Multiply one-digit numbers with up to two decimal places by whole numbers-Use simple algebra-Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius-Describe positions on the full coordinate grid (all four quadrants)-Draw and translate simple shapes on the coordinate plane, and reflect them in the axes-Calculate and interpret the mean as an average.	
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Lynnfield			
Year 1		Year 6	
Learning to revisit and practise	New learning	Learning to revisit and practise	New learning
<ul style="list-style-type: none"> -Count in 1s, 2s, 5s and 10s to 100 - Know all number bonds and related subtraction facts within 20 -Solve simple addition and subtraction problems -Use some standard units to measure -Recognise 2d and 3d shapes in different contexts 	<ul style="list-style-type: none"> -Show understanding of place value to 50 -Volume and capacity -Place value to 100 -Time -Multiplication -Division -Halves and quarters -Direction and position -Recognise different coins 	<ul style="list-style-type: none"> -Show understanding of place value to 10 000 000 -Round any whole number to a required degree of accuracy -Use negative numbers in context, and calculate intervals across zero -Multiply 4 digits by a two-digit using the formal written method of long multiplication -Divide 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders -Divide 4 digits by a two-digit whole number using the formal written method of short division, and interpret remainders -Perform mental calculations, including with mixed operations and large numbers -Use their knowledge of the order of operations -Simplify fractions -Use common multiples to express 	<ul style="list-style-type: none"> -Solve problems involving ratio and proportion -Use simple algebra -Find unknown angles in any triangles, quadrilaterals, and regular polygon -Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius -Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles -Interpret and construct pie charts and line graphs and use these to solve problem -Calculate and interpret the mean as an average. <p>All children would benefit from daily arithmetic, specifically work on:</p> <ul style="list-style-type: none"> -Multiplying and dividing decimals by a whole number. Multiplying a decimal by a whole number fraction including all operations.

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		<p>fractions in the same denomination</p> <ul style="list-style-type: none">-Compare and order fractions, including fractions > 1-Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions-Multiply simple pairs of proper fractions-Divide proper fractions by whole numbers-Calculate decimal fraction equivalents for a simple fraction-Identify the value of each digit in numbers given to three decimal places multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places-Multiply one-digit numbers with up to two decimal places by whole numbers-Describe positions on the full coordinate grid (all four quadrants)-Draw and translate simple shapes on the coordinate plane, and reflect them in the axes	<p>-Percentages of whole amounts.</p>
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Year 1 Maths

Week	New learning	Possible maths activities
<u>1</u>	Volume and capacity	<u>The Tiger who Came to Tea</u> Make drinks for a tea party with the tiger. Children investigate which vessel holds the most liquid and compare different amounts of liquid. Decide which drinking vessel would be best for a very thirsty tiger. Use mathematical vocabulary to describe capacity and begin to record measurements.
<u>2</u>	Halves and Quarters	<u>The Tiger who Came to Tea</u> Children prepare for a tea party for up to four people. Half and quarter objects such as cakes before moving on to quantities using practical objects to represent food at the tea party e.g. red counters could be strawberries. (this could also be used in division)

During this time children will also complete maths investigations to bring together what they have learned across Year 1. These will include investigations from NRICH https://nrich.maths.org/public/topic.php?ct=0&cl=1&dl%5B0%5D=1&dl%5B1%5D=1&dl%5B2%5D=1&group_id=8&cldcmpid=636&code=-333#results

Year 6 Maths

Government advice for the re-opening of schools makes it clear that Year 6 teaching during this time should focus on readiness for secondary school, including academic readiness, which could involve additional teaching in any subject, but in particular mathematics and English to make up for any losses to learning incurred while at home.

Week	New learning	Possible maths activities
<u>1</u>	Interpret and construct pie charts and line graphs and use these to solve problem	<u>Links to After the fall text</u> Creating pie charts to show which fairy-tale character they think was to blame for pushing humpty dumpy.

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<u>2</u>	Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles	<u>Links to The Giant's necklace</u> Children are given a map which they have to work out the missing angles to help find Cherry.
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During this time children will also complete maths investigations to help them prepare for secondary school. These will be dependent upon the bubble children are working within.

This work could include:

- A theme park maths project
- Maths investigations from NRICH
https://nrich.maths.org/public/topic.php?ct=0&cl=2&dl%5B0%5D=1&dl%5B1%5D=1&dl%5B2%5D=1&group_id=8&cldcmpid=636&code=-333#results
- Problem solving activities taken from Power Maths unit 14.

Support for planning and assessment

- ongoing evaluation of where children and bubbles sit within the recovery framework
- support from year group teachers if not planning for their current year group
- SENDCO/Maths leads support

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8.0 EYFS and the recovery framework

Transition into the new routine

Across the federation we understand that in the Early Years it will take a planned and consistent approach in order to transition our children to understand and follow their new routines. We endeavour to do this by following the Hartlepool Toolkit for reopening schools in the Early Years. We will ensure our families have clear information on how children will come into school and what 'handover' will look like. We will let parents know how we will comfort their children if they are upset and we will provide detail and reassurance that wellbeing will be at the heart of the school day. We will explain that social distancing will not stop adults from supporting their child emotionally and socially if need be. We will thoroughly introduce the new life at school prior to returning using My Class dojo or Tapestry to send videos and photos of the setting and through personal phone calls to parents. In both settings, we will create a structured and predictable environment using visual timetables where necessary and referring to them regularly in order to re-establish the new normal and new routines in our bubbles. We plan to use both stories from our well-being library and social stories / narratives to help to thoroughly explain the changes to our children and to support their understanding of the changes. These are listed below.

Curriculum

As part of our Early Years curriculum, we understand that each child will have had different lived experiences and therefore staff in each setting will be using the recovery framework to assess and be responsive to the individual needs of our children. The staff in the early years setting have understanding of the loss and changes our young pupils have experienced and will therefore work with the Recovery Framework and the Hartlepool Toolkit to provide some stability and familiarity in our children's environment whilst maintaining safety and reflective opportunities for our pupils. Adults in each setting will provide an environment that is safe, and adults will adapt approaches according to the needs of the individual children in our care. We are aware that as small bubbles of pupils return the need for differentiation will be required both academically and emotionally in order to reflect on experiences and be ready to learn.

Across the federation we will follow the government guidelines and we have prepared areas of learning that meet the requirement of social distancing where possible. We will cater for small bubbles of children safely with as much familiarity as we can for each individual child. We have organised our classrooms so that within areas there are a range of resources that are familiar to the children that can also be regularly cleaned and kept safe. The children's individual needs will be assessed using the Hartlepool Toolkit of key learning. In each setting, we will plan daily opportunities for children and plan for continuous provision to ensure that each individual child's needs are met socially, emotionally and physically whilst beginning to deliver an academic curriculum through a play-based approach to learning. We will endeavour to make learning fun, creative and exciting for our pupils using games, projects and displays as best we can despite changes to rules and our environment. Adults in the setting, where possible, will plan provision the day before using their knowledge of the children, their interests and key learning outcomes in order to best meet our children's needs and interests. As frequently as possible the children will be given timetabled opportunities to access the outdoor learning provision.

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As above, the children will be assessed using the Hartlepool Tool Kit, which focuses on key learning and priorities for the children at this time. These are resocialisation into the new style of school routines, making relationships, speaking, listening, and regaining momentum in early reading and writing. As a federation we plan to be open to the range of experiences of each individual child. We will provide time to discuss these experiences as often as pupils need them individually or as bubbles/groups to support re-connection between both adults and children who have been away from the setting since the partial closure.

Week/ Texts		Reading activities	Writing activities	Creative activities	Continuous Provision
1	The Huge bag of worries	<ul style="list-style-type: none"> - How do you feel today? Feelings map linked to the story and to our worries - create a new place the string might reach 	<ul style="list-style-type: none"> - describe characters from the story - Relate to talk about ours worries – Write them in a simple sentence - Write a book review – what they liked and disliked 	<ul style="list-style-type: none"> - Cut and order the story / order characters from the story - Draw what is in your bag of worries 	<ul style="list-style-type: none"> - Make worry dolls - Build a worry tree - Draw characters from the story.

Week/ Texts		Reading activities	Writing activities	Creative activities	Continuous Provision
2	<u>The very hungry Caterpillar</u>	<ul style="list-style-type: none"> - To retell the very hungry caterpillar using and familiar vocabulary - To read single words and match them to parts of the story 	<ul style="list-style-type: none"> - To label the life cycle of a butterfly using technical vocabulary - To describe the beautiful butterflies 	<ul style="list-style-type: none"> - To cut and stick the life cycle of a butterfly - To paint symmetrical butterflies by folding. 	<ul style="list-style-type: none"> - To order the story using pictures. - To count the different foods eaten by the caterpillar - To search for leaves that have been nibbled

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		e.g. wing, egg etc			by a caterpillar
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Phonics and Early Reading

As stated above in English and the recovery curriculum we will continue to deliver the teaching of Early Reading to our children and young pupils. We plan to address gaps and misconceptions from home learning. We understand the challenge our families have been under teaching early reading from home and therefore we will teach from our children's individual starting points in order to ensure catch up is effective and does not further impact on the pupil's long-term success. To do this we will prioritise the following points.

- Teach phase 1 phonics aspect 4 to 7 daily (nursery)
- Planned daily story and rhyme session (nursery)
- Provide opportunity for children to use listening and speaking skills (nursery)
- teach set 1 or 2 phonemes daily as a whole class speed sound session
- provide additional catch-up outside of the phonics session if needed
- use revisit/review sessions to recap GPCs that have been previously taught but appear forgotten
- where children's progress is a concern, act quickly to try to identify what their difficulty is

Support for planning and assessment

- on going evaluation of where children and bubbles sit within the recovery framework
- support from year group teachers if not planning for their current year group
- SENDCO/English leads support



Possible Book List to support curriculum in EYFS:

The Invisible String
The colour monster
The big bag of worries (Reception only)
Hey warrior
Hey Awesome
The hedgehog and tortoise
Welcome back to school
Bubbles
The bad-tempered lady bird
The very hungry caterpillar
Superworm
Aaaargh Spider
The Tiny Seed
The very busy Spider
The ugly bug ball




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Appendices –



A - Planning ideas

Week beginning	Activity One	Activity Two	Book
Monday Morning circle time/daily check in activity	Welcome back <p>Coronavirus briefing- talk about how things are the same but different too. Go through the new way of working and practice washing hands and surfaces as a team.</p> <p>You may like to make posters about social distancing, 'catch it, bin it, kill it', hand hygiene and/or read this Coronavirus E-book: https://nosycrow.com/blog/released-today-free-information-book-explaining-coronavirus-children-illustrated-gruffalo-illustrator-axel-scheffler/</p> <p>Make a Bubble Class Agreement to display and refer to.</p>	Gratitude activity <p>Talk about things we are grateful for. Make a gratitude tree in the classroom or on the playground.</p> <p>Find a branch on the playground, paint, wrap with wool etc. Pupils and staff to mark make, stick symbols, write words on luggage tags to hang on the tree.</p>   <p>Encourage pupils to make choices about colours textures and things they are grateful for.</p> <p>Extension activity: some pupils may like to make a gratitude jar of their own</p>	The Same but Different too https://www.youtube.com/watch?v=J82L14IMU2k
Tuesday Morning circle time/daily	Rainbow activity <p>Discussion about how rainbows have been a symbol of the pandemic- explain that there are no rainbows without rain</p>	Emotions activity https://www.twinkl.co.uk/resource/t-t-190-ourselves-emotion-fans	Pass it On Sophie Henn


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<p>check in activity</p>	<p>(some semi-formal/formal learners may understand the notion of metaphors) and that lots of people have been displaying them in the windows of their homes etc.</p>  <p>Printing using utensils, sponges and objects (to wash in dishwasher afterwards).</p>  <p>Cutting strips of paper (red longest, violet shortest) staple each end and glue cotton wool clouds. An opportunity for maths vocabulary.</p> <p>Extension: Computing/English opportunity to research an inspirational quote for a temporary display</p>	<p>Use clay to make three dimensional masks of the different emotions from the fans. Talk about how we might be feeling lots of different emotions at the moment and that all of them are okay.</p> <p>Talk about how it okay not to feel okay but it is important to talk to someone if you are feeling unhappy or unsafe.</p> 	<p>https://www.youtube.com/watch?v=lzupwdcLjkw</p>
<p>Wednesday</p> <p>Morning circle time/daily check in activity</p>	<p>Self-esteem activity</p> <p>Share the idea that we are all unique and all have our own individual profile of strengths. Enable pupils and staff to think of one special thing about someone else in the room</p> <p>Have a go at signing and signing Katy Perry, 'Roar'. A song about feeling</p>	<p>Hygiene activity</p> <p>Soap pump bubble painting- mix water, glue and food colouring in soap pump bottles.</p>	<p>All the Ways to be Smart</p> <p>https://www.youtube.com/watch?v=XNnDVYD08uI</p>

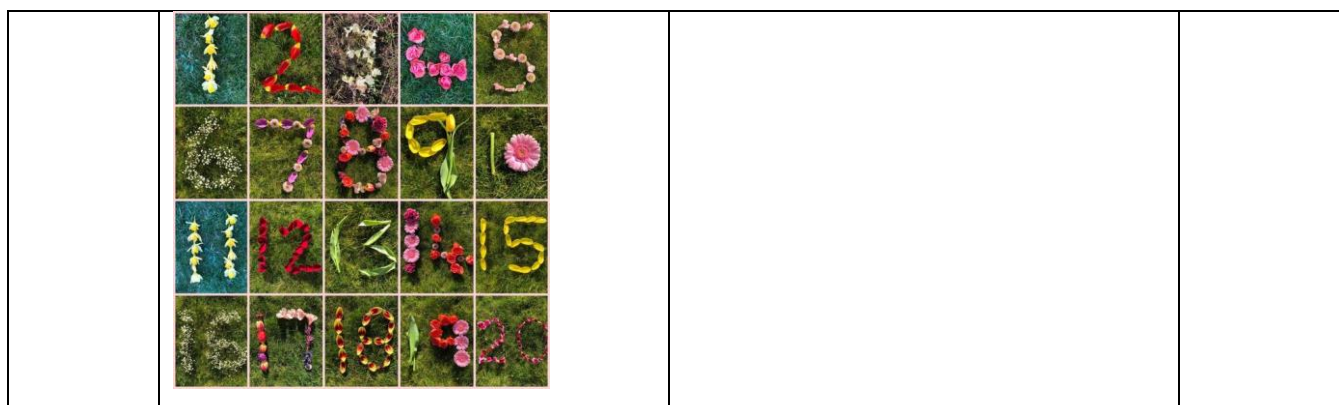
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	<p>empowered and choosing to recognise our strength https://www.youtube.com/watch?v=wCfjV_G_x5s</p> <p>Encourage pupils to take photographs of one another if possible. Print and photocopy in black and white- then mark make onto this surface using felt tipped pens or watercolour paints.</p>  <p>Extension: Research Andy Warhol- have a go at creating pop art for an everyday object (maybe hand sanitiser instead of soup).</p>	<p>Students to pump paint on to paper/card and watch it.</p>  <p>Extension: tough tray/individual tray with soap, sponges and water</p>	
<p>Thursday</p> <p>Morning circle time/daily check in activity</p>	<p>Emotions activity</p> <p>Face mobile</p>	<p>Relaxation Activity</p> <p>Guided Mindfulness Listening Activity: https://www.youtube.com/watch?v=uUIGKhG_Vq8</p> <p>Some children may like to explore lights in a darkened classroom listening to relaxing music instead.</p>	<p>When Sadness Comes to Call Eva Eland.</p> <p>I will aim to provide a video!</p>

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	 <p>Make a face mobile to represent an expression or emotion. Some pupils may like to cut the shapes themselves first, others may like to mark make on a sheet and have an adult cut out the features for them.</p> <p>Tape the features on to string and hang from a thin piece of card.</p>	<p>Talk about self-care and looking after ourselves. Make a poster using mark making, photographs, Communicate in print to help others to identify ways to care for themselves.</p>	
Friday Morning circle time/daily check in activity	Nature Numbers <p>Make your own versions of nature numbers or letters like the laminated pack you have received. You may choose to write a message and photograph it or an abstract image.</p> <p>Enjoy the mindful opportunity for collecting natural items outside.</p>	Hygiene activity- life skills <p>Washing toys and cleaning surfaces. Each student could have a designated washing responsibility (such as Lego for example) and a bowl of soapy water to wash their items in.</p> <p>Encourage pupils to take responsibility for the resources they have used and to identify items that may need cleaning. You might choose to listen to a tidy up song while you do this.</p>	Bubble <p>Star of the week assembly (in bubble group).</p>

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PSHE Curriculum Ideas

Promoting Belonging and Connectedness

- Jigsaw activity – it is important to recognise that we are all unique individuals but we can also come together as a group of students, class, or year group.
<https://www.twinkl.co.uk/resource/t-t-9884-we-all-fit-together-class-portrait-jigsaw-puzzle>
- Recognising positive qualities - Take a sheet of paper write your name in the middle. Pass around the group or class and write a positive comment for each person in turn (or altered activity to not share paper!).
- Positivity Jar: <https://primarysite-prod-sorted.s3.amazonaws.com/stoke-damere/UploadedDocument/9803857907444ce2a002ae2046d66e59/positivity-jar-1.pdf>

Managing Feelings and Emotions

- Worry box – Post your feelings, thoughts and questions
- Gingerbread man outline activity – Identify and label your current emotions. How does it feel? Where are these feelings? <https://www.twinkl.co.uk/resource/t2-d-008-design-your-own-gingerbread-man>
- Gratitude journal – It is important to remind ourselves things we are grateful for in the midst of a difficult time.
- Creating a happiness box (even if just talked about rather than physically created)

Mindfulness

- Free online mindfulness classes <https://www.mindfulschools.org/free-online-mindfulness-class-for-kids/>
- Mindfulness quotes – <http://www.doodle-art-alley.com/quote-coloring-pages.html>

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- Guided imagery – Utilising your sensations through imagination.
<https://www.headspace.com/meditation/guided-imagery> For younger children
<https://www.youtube.com/watch?v=wf5K3pP2IUQ>
- Cosmic kids yoga <https://www.youtube.com/user/CosmicKidsYoga>
- Meditation for kids <https://positivepsychology.com/mindfulness-for-kids/>
- 18 Mindfulness games, worksheets and activities
<https://positivepsychology.com/mindfulness-for-kids/>
- Tips for calming anxiety during a difficult time – The Child Mind Society
<https://childmind.org/article/how-mindfulness-can-help-during-covid-19/>
- Puppy Mind by Andrew Jordan Nance <https://www.youtube.com/watch?v=Xd7Cr265zgc>
- Mindfulness does not always require sitting down by Smiling Mind and ABC radio.
<https://www.youtube.com/watch?v=buPuB4Sa0zU>
- Meditation and sleep stories <https://www.youtube.com/channel/UCjW-3doUmNsyY5aLQHliNXg>

Further activities within these pdfs:

- <https://primarysite-prod-sorted.s3.amazonaws.com/stoke-damerel/UploadedDocument/437b609dfe2744c59c7849daff024800/the-anger-gremlin.pdf>
The Anger Gremlin book (as a free pdf!)
- <https://primarysite-prod-sorted.s3.amazonaws.com/stoke-damerel/UploadedDocument/1a921d8934d8434291ded3cb25ebfc1e/the-anxiety-gremlin.pdf> The Anxiety Gremlin book (as a free pdf!)

Hygiene lessons

<https://campaignresources.phe.gov.uk/schools>

Books Beyond Words

This company have produced a number of free e-books about Covid and although designed for SEND, they have some meaningful images for discussion.

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Circle Time Conversation Starters (KS2)

Past

1. Lockdown was a time that no-one predicted, what were your first feelings when you knew you couldn't go to school or even go outside your home or garden except for a walk? Did your feelings change overtime?
2. Many of you have favourite places you like to visit, which special places did you miss visiting and why?
3. Some people made running tracks in their gardens, some people created a beach with sand and water in their gardens. Were there any places you couldn't visit that you reconstructed in your own home? How did that help you?
4. Nobody was able to visit family or friends who lived in a different household. Who did you miss the most? What did you miss about this person?
5. While we were all at home many of us discovered new interests or developed new skills? What new interests or skills did you discover while you were learning or playing at home?
7. Were there any moments that you felt sad, lonely or worried during the lockdown? How did you manage to deal with these feelings and moments?
8. What was the happiest moment you experienced during your time at home?
9. Who celebrated a birthday whilst at home? How did you celebrate it? How was this different to last year?
10. At 8pm every Thursday many people clapped for the NHS and Keyworkers to say Thank You. Did you join in? What you think of this gesture of appreciation? What other ways did people show their appreciation?
12. Many children drew rainbows and placed them in windows to inspire people and remind everyone that we were all in this together. Were there any ways that you helped to encourage and inspire people to be strong together?
13. Many people found this time very difficult, was there anything you did to help a friend or member of your family?
14. How did your family communicate with friends and other members of your family? What did you enjoy or find helpful about these new ways of communicating?
15. Laughter helps people feel happy and included, what was your funniest moment during this time? What new jokes did you learn? What is your 'happy story'?
16. Lots of people had time to read more books than they usually would. Which books did you read? Many teachers and celebrities read stories to children using online technology, if you were able to listen to any, which were your favourite?
17. There were many online quizzes and games for families to take part in. As a family/friends which online activities did you participate in? Which non online games did you enjoy playing as a family?

Present

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1. How are you feeling about being back in school? In school routine? With your friends and teachers? In uniform?
2. Today you are back at school. Take a moment to think about where you are at this particular moment. Maybe you are joining in Circle Time. Maybe you are in your classroom, maybe you are outside or perhaps in the hall. Just think about now, where you are, who is with you and how you really feel
3. What have you missed about being in school that you would like to do during the next week?
4. What questions do you have about being back in school? Being here today?
5. What do you think you have learned about yourself and the world which you didn't know when we were all in school together before?
6. How have you changed and grown as a person since you were in school before the school closure.
7. You may have been learning at home with the guidance your parents, did you make have a visual timetable? What lessons did you decide to do? If you could use your home learning experience to devise a visual timetable for your class, what lessons/ learning quests would be on it?
8. How do you feel about restarting school at this time of the academic year?
9. Are there any year groups that have not started back at school yet? Why do you think this is? How is this fair? What is the thinking behind this decision?
10. Now you can see your friends again and play in the outside environment, what kind of rules should we have to still keep everyone safe? Which games could be adapted to allow children their personal space? Can you devise /make up a new game?

Future

1. There may be family and friends you still have not been able to see in person. What are looking forward to saying to them / doing with them when you can meet up again?
2. Many of you will have favourite places you like to go, which you haven't been able to visit. What will you do when you can visit them again?
3. Many children have an idea of the job or career they would like to aim for when they leave education, has school closure made you change your mind about your future job? Have any of the recent events inspired you to choose a different career?
4. What do you hope we will do together at school next week? Next term?
5. What school events are you looking forward to now you are back at school? Should we still have Sport's day/School Discos/Summer Fayres? How can we adapt events that involve lots of people?

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Class Games (socially distanced)

Warm up and Ending games

1. The lining up game: Without help, the children need to line up quickly in: register order, birthday month order...
2. Clapping: Going round the circle one clap continues the direction, 2 changes the direction back.
3. Simon Says
4. Smile: A smile is passed around the circle.
6. Expressive Face: Children cover their face with their hands. Teacher says an expression / emotion (e.g. smile, frown, laugh, confused, thoughtful...). Children remove their hands to show the expression / emotion. Look at each other's faces: how easy is it to 'read emotions'?
8. Follow the leader: The leader begins miming and action; clapping, etc. the others in the circle must copy. Change leader after 2 or 3 actions.
10. Introductions: Introduce yourself and the person sitting next to you. Continue around the circle.
11. Instrumental listening: Have 5 numbered instruments. One member of circle plays one and the rest have to raise the number of fingers linked to instrument played.
12. Colours: If I were a colour, I would be ... because...
13. Storm: Leader starts by wiggling fingers for the rain, this passes around the circle until everyone is wiggling their fingers. The leader then changes the action to other aspects of the storm, e.g. wind – arms waving, thunder – slap knees. End with the sun - mime a circle.
14. Emotions game: One person acts out an emotion from their seat or space. Rest of class try to interpret the emotion.
15. What am I? Choose a positive adjective to describe yourself, go around the circle in turn.
16. Actions story: Share a story with agreed actions for certain words. Everyone has to make the action when the words are said.

Year 6 Transition Ideas

<https://youngminds.org.uk/resources/school-resources/find-your-feet-transitioning-to-secondary-school/>

<https://campaignresources.phe.gov.uk/schools/resources/transition-to-secondary-school-lesson-plan-pack>

<https://www.twinkl.co.uk/resource/t-c-7469-secondary-transition-resource-pack>

<https://www.twinkl.co.uk/resource/t-c-1390-ks2-transition-pack>

<https://thirdspacelearning.com/blog/preparing-for-year-6-transition/>

<https://www.mindmoose.co.uk/2017/07/05/helping-year-6-transition-secondary-school/>

- Lessons based on key skills needed for secondary schools (e.g. reading timetables, using a diary, tying a tie, looking at the secondary website etc)

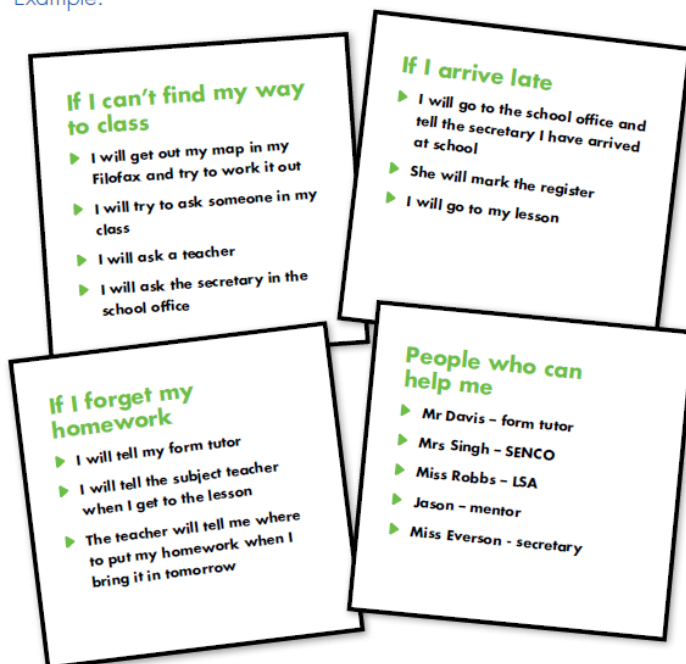
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- Ask the children to write a letter to their new teachers to introduce themselves
- Question box to send to secondary school staff to answer

Prompt cards

Prompt cards are useful if designed to address an individual's specific anxieties about a particular change or transition. They can be used in the upper stages of primary school through to adulthood.

Example:



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Support for Autistic children returning to school

My lockdown experience

Widgit Symbols © Widgit Software 2002 - 2020

Reachout ASC

What I liked

home	rest	cooking	cake	xbox	laptop	ipod
TV	gardening	walks	exercise	work	weather	Skype

Any significant events

birthday	achievement	learning	ill	death		
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What was difficult?

concentrating	noise	confused	getting up	timetable	too much work	boring
worry	scared	ill	inside	missing		

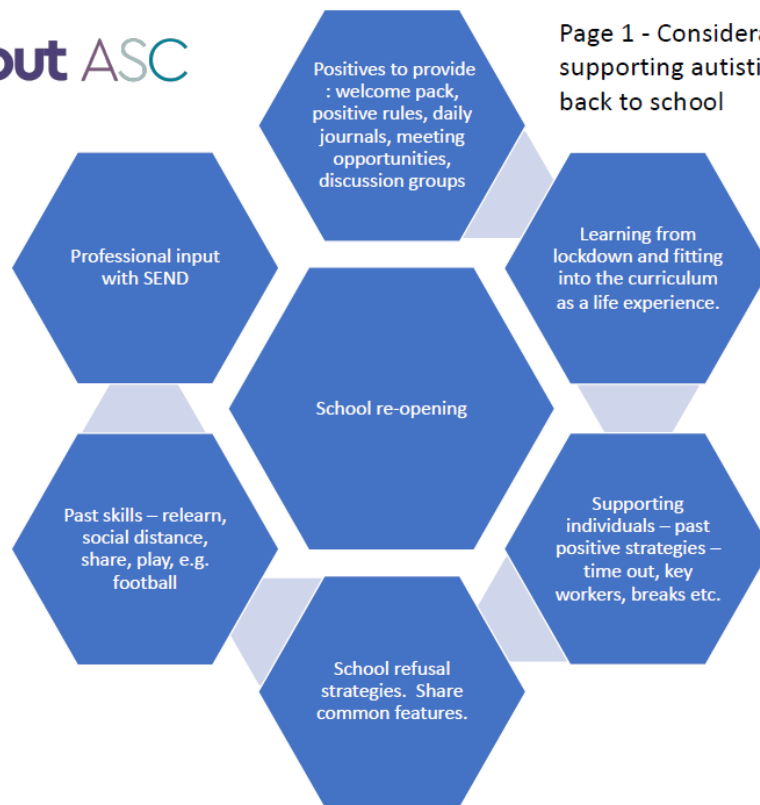
How did I learn best?

quiet	music	bedroom	desk	desk	with family	assistant
project	worksheet	online	books	searching		

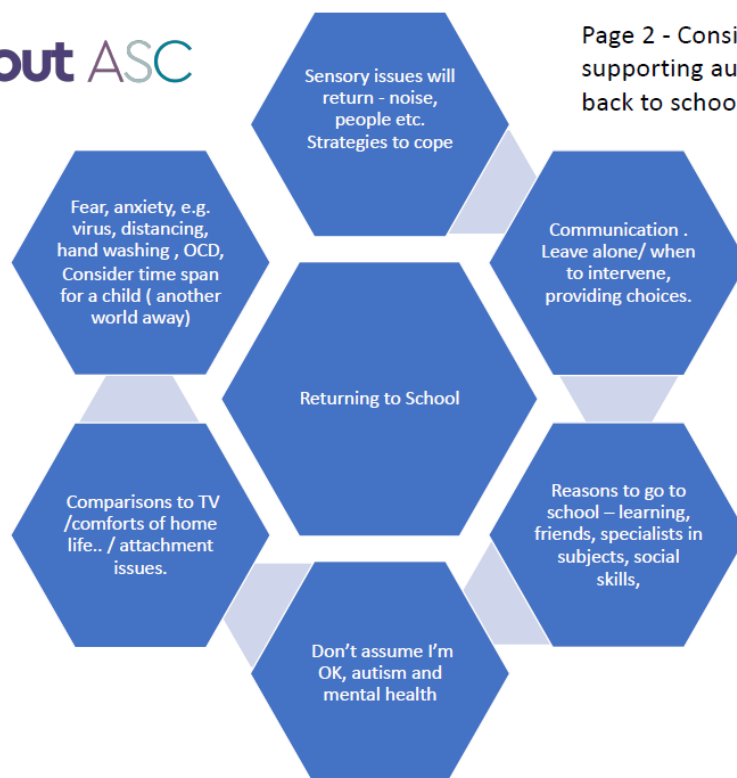
What am I worried about, going back to school?

ill	cough	changes	children	teachers	uniform	traveling
food	safety					

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Page 1 - Considerations for supporting autistic / SEND children back to school



Page 2 - Considerations for supporting autistic / SEND children back to school

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Transitioning Back to School

Schools have been closed.

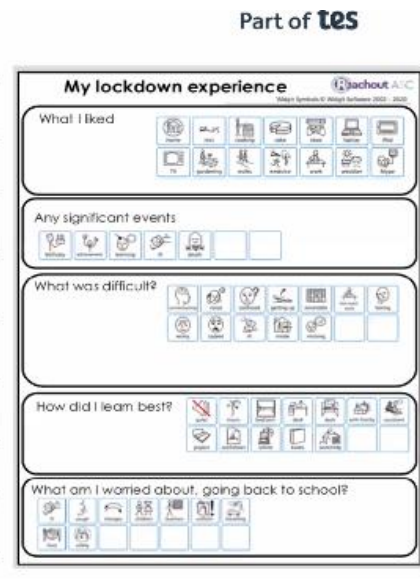
I have stayed at home.

I am doing some good activities. I am doing some learning.

Sometime my school will open. The government will decide when.

The government are waiting until we are safer from the virus.

	Intensity	How I Feel
virus		
vaccine		
social distancing		
shops closed		
locked		
washing hands		
coughing		



My lockdown experience

What I liked

Any significant events

What was difficult?

How did I learn best?

What am I worried about, going back to school?

Further Reading and CPD

<http://sabb.lgfl.org.uk/> Grieve and Loss in schools CPD- supporting children in school

<https://www.schudio.tv/courses/take/preparing-autistic-send-children-for-going-back-to-school/lessons/12474279-finding-hope-in-the-familiar> _Preparing Autistic children

[https://www.goodlifedeathgrief.org.uk/content/resources/Whole_School_Approach_to_LossAndBereavement\).pdf](https://www.goodlifedeathgrief.org.uk/content/resources/Whole_School_Approach_to_LossAndBereavement).pdf) Whole School Approach to Loss and Bereavement

Activities and resources for adults

Mental well-being

- <https://www.actionforhappiness.org/calendars> excellent website for ideas to positive mental well-being, including calendars for simple, daily actions to do as a family
- For adults wanting to support their own resilience:
<https://www.thehour.com/lifestyle/article/A-psychologist-s-science-based-tips-for-emotional-15135619.php>
- Ways to look after your own mental health https://www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-staying-at-home-tips/?fbclid=IwAR3V_U4Fm8kBBxdrICADOOo_6zpo9roRhqYhybTj7AQb2Q0IJIUpUb6WUFUQ
- Simple tips and actions for self care <https://www.annafreud.org/selfcare/>
- From Adams Psychology Service
<http://www.adamspychologyservices.co.uk/coronavirus.html> This has been written for any individuals or families having to self-isolate, or those engaging in social distancing (which is hopefully pretty much everyone apart from essential workers right now). It's a **short, practical 5-page document** that can help families plan to maintain their wellbeing during self-isolation, quarantine or lockdown. The pack is informed by positive psychology, in

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particular Martin Seligman's PERMA model of wellbeing (Seligman, 2011 - see pack for reference).

Apps

- Calm is a worldwide app for guided relaxation and mindfulness. They have created free access to support guided relaxation in response to the coronavirus situation
https://www.calm.com/blog/take-a-deep-breath?utm_medium=email&utm_campaign=715072-free-mindfulness-resources-from-calm&utm_source=lists%2F51225-Ultimate-LoveLife-Makeover-Summit&simplero_object_id=su_eWE1de2opeEQMZht61XBFMVm
- Headspace (mindfulness app) have launched a free section called *Weathering the storm*. This includes meditation, sleep and movement exercises.
- ThinkNinja - an app specifically designed to educate 11-18 year olds about mental health, emotional wellbeing and to provide skills young people can use to build resilience and stay well.
- Smiling Mind – an app designed to support with meditation and mindfulness for children, families and schools. Their website (<https://www.smilingmind.com.au/>) provides lots of information and guidance and the app provides guided relaxation / mindfulness sessions. They also have a YouTube channel with lots of informative videos as well as guided meditation sessions also: https://www.youtube.com/channel/UCSP_8_QEFYdi0gY2F3CXfA

Helplines

SHOUT - text 'Shout' to 85258 for 24/7 crisis text support

Childline - under 19s can call 0800 1111 for free, confidential support

Education Support - school staff can call 08000 562 561 or text 07909 341229 for 24/7 help and advice

"if kindness is shown, kindness will be received"

Other resources

The lockdown journal

Green learning environments activity pack

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B– Think Piece

Think Piece A Recovery Curriculum: Loss and Life for our children and schools post pandemic.

Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University.

Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire.

“When will they actually go back to school?” This is the cry from many parents, as we write and there is no answer. But that does not stop us thinking about what it will be like for each and every one of our children, at whatever age, stage or ability level on the day they walk through the classroom door.

It would be naive of any Headteacher/Principal to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time.

When the children return to school there needs to be a Recovery Curriculum in place. Suddenly daily routines have evaporated and with it, any known curriculum framework. No more rushing to get the school bag ready and running out of the door to begin the journey to school. For most children their daily goal in going to school is not just to learn but to see their friends and to feel a sense of self-worth that only a peer group can offer. You cannot underestimate the impact of the loss of that social interaction. It is as key to their holistic development as any lesson. Human beings are fundamentally social creatures, and the brain grows in the context meaningful human to human interaction. What will the children be making of this period of non-attendance? What worries will they have because grown-ups have now stopped them going to school indefinitely?

For many children the loss of structure will be devastating. This is why parents have been encouraged to establish clear routines in home schooling their children. Children need to know what they are doing now and what will come next. If they don't, the child will become anxious and concentration levels drop; they become frustrated with themselves, and their parents as makeshift educator.

For some, the loss of freedom is constraining. What teenager wants to be with their parents 24 hours a day? Frankly they are not cool! Their whole self-image, self-esteem, and self-concept, is located in the interaction and dynamics of a peer group. They cannot test their emerging self, against the rules and routines of family life and to be taught by a parent who clearly knows nothing, (what teen acknowledges parental skills?) is to them an insult!

The common thread that runs through the current lived experiences of our children, is loss. Publicly it has been the loss of national examinations which has been most obvious. As one student said, "I

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was preparing to run a marathon, but now they tell me there is no race!" Many would think that the removal of examinations would be a matter of joy for most young people facing a gruelling timetable of examinations. But these are rites of passage; they are integral to how that young person shapes their ambitions for their life. What impact will it have on students to give their all to examinations next time around?

From loss emanates three significant dynamics that will impact majorly on the mental health of our children. Anxiety, trauma and bereavement are powerful forces. For them all to appear at once in an untimely and unplanned fashion is significant for the developing child. Our children are vulnerable at this time, and their mental-health fragile. And on top of that, they are witnessing a sea of adult anxiety, which they unwittingly are absorbing. There will be many students who are young carers, and this loss of freedom will be combined with a weight of responsibility that will have made academic learning feel inconsequential.

The loss of friendship and social interaction could trigger a bereavement response in some of our children. They will grieve for that group of peers, who not only give them angst, but also affirm them as the person they want to be. The rules of the peer group have vanished without warning, and our young people in particular, were ill prepared for this. They will mourn for how their life was compared to how it is now. They have undergone a period where friends and family members have been avoided because they are a threat; how long will it take for children to feel not threatened by nearness of others?

The loss of routine and structure, will be traumatic for some. Already we are receiving reports of the increased incidents of self-harm, (Young Minds, 2020). Children can find it alarming that the infrastructure of their week has been abandoned however logical the reason. The suddenness of it all may induce panic attacks, a loss of self-control, as the child feels their own intellect no longer informs their personal judgements accurately.

Anxiety is a cruel companion. It eats away at the positive mental health of the child, and can cause a deterioration in their overall well-being. The anxious child is not a learning child. Mood swings may prevail; they can become irrational and illogical. There can be a loss of sleep; the cumulative tiredness can diminish the child's coping mechanisms.

Daily, children are listening to reports of the spread of the pandemic and to the reported death toll in their country and internationally. It is probable that most children may return to school knowing of someone who has died. Indeed, they may have first-hand experience of the death of a loved one. In this respect, we have much to learn from the experiences of those children affected by the earthquakes in Christchurch, New Zealand. Schools there, kept a register of the deaths within a family, or other significant traumatic events, to guide and inform staff as children returned. Subsequent evidence from research studies from NZ, (Liberty, 2018) have shown that there has been considerable impact on the learning and development of those children who were under 5 years old at the time of the earthquakes, (eg speech delays, emotional immaturity, etc). We ignore such related evidence at our peril.

Those 5 losses, of routine, structure, friendship, opportunity and freedom, can trigger the emergence emotionally of anxiety, trauma and bereavement in any child. The overall impact cannot be underestimated. It will cause a rapid erosion of the mental health state in our children.

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How are schools to prepare? What curriculum adjustments are crucial? What pedagogical frameworks will facilitate teaching with compassion? How will staff manage their own recovery? We inevitably have a finite resource and we must consider the gradual implementation of any form of curriculum to recover from loss. All of our learners will need a holistic recovery, some may need a focused recovery intervention programme, personalised to their needs; others may need a deeper and longer lasting recovery period, enabling a fuller exploration of the severity of their trauma and emergent attachment issues .

Teaching is a relationship-based profession. That has been clearly demonstrated in the response of the teaching profession, supporting children through online teaching during the crisis, and also caring for the children of key workers by keeping schools open and offering an activities programme. This was not without its inherent risk.

In response to the weight of loss our young people will have experienced, what are our levers of recovery? Many of us will focus on the recovery of lost knowledge, but this does not recognise the scale of impact. If we consider the definition of a relevant curriculum as the 'daily lived experience' we must plan for experiences that provide the space for recovery. Already Headteachers are saying "The children will be so far behind academically when they return." Such statements are incompatible with the process of recovery from loss, trauma, anxiety and grief. It is more about the results culture so many Headteachers are steeped in. Now is the time to return to more humane approaches concerned with the fundamental wellbeing, and secure positive development of the child. Without this there will be no results that have true meaning and deep personal value to the child in terms of their preparation for adulthood.

Lever 1: Relationships - we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Lever 2: Community - we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

Lever 3: Transparent Curriculum - all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

Lever 4: Metacognition - in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Lever 5: Space - to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

We suggest the Recovery Curriculum is built on the 5 Levers, as a systematic, relationships-based approach to reigniting the flame of learning in each child. Many children will return to school disengaged. School may seem irrelevant after a long period of isolation, living with a background of silent fear, always wondering if the day will come when the silence speaks and your life is changed forever. Our quest, our mission as educators, should be to journey with that child through a process

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of re-engagement, which leads them back to their rightful status as a fully engaged, authentic learner.

What must be going through children's minds at this strange time? Is school to be always transitory, when for you as a child, it has always been a constant, love it or hate it? Can I trust you again, as my teacher, to not abandon me? We were walking a path together, and then this 'thing', this virus, sent us on different journeys. Can our lives reconnect? Can our relationship be re-established? School is no longer the safe, constant place we thought it was. We must be ready to understand, to reframe their perceptions, and show that we are trustworthy.

The Recovery Curriculum is an essential construct for our thinking and our planning. Each school must fill it with the content they believe is best for the children of their school community, informed by your inherent understanding of your children in your community. What were the aims and values of your school before this pandemic? Use them now to guide your judgements, to build a personalised response to the child who has experienced loss. No Government can give you the guidelines for that. It is down to you, as that skilled, intuitive teacher, who can lift the mask of fear and disenfranchisement from the child. You can engage that child as a learner once more, for engagement is the liberation of intrinsic motivation, (Carpenter et al, 2015).

The Loss the children experienced during this pandemic will have caused issues around attachment - in their relationships in school that they have forged over years; these will be some of the strongest relationships the young people have, but bereft of the investment of those daily interactions, will have become fragile. Our unwritten relationships curriculum must restore the damage of neglect; it must be a Curriculum of Recovery. Now is the time to address the damage of loss and trauma, so that it does not rob our children of their lifelong opportunities. Now is the time to ensure that we restore mental wealth in our children, so that their aspirations for their future, can be a vision that becomes, one day, a reality.

<http://www.recoverycurriculum.org>

References: Carpenter, B. et al (2015) 'Engaging Learners with Complex Needs', London, Routledge.

Liberty, K., (2018) 'How research is helping our children after the earthquakes.'
<https://www.healthprecinct.org.nz/stories/how-research-is-helping-our-children-after-theearthquakes/> (accessed 14th April, 2020.)

Young Minds (2020) Coronavirus; the impact on young people with mental health needs.
www.youngminds.org.uk

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Appendix C – Leuven scale

Child's Name:

Year Group:

The Leuven Scale for Well-being

Level	Well-being	Signals
1	Extremely low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely high	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expressed self-confidence and self-assurance.

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The Leuven Scale for Involvement

Level	Well-being	Signals
1	Extremely low	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2	Low	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
3	Moderate	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4	High	Continuous activity with intense moments. They child's activity has intense moments and at all times they seem involved. They are not easily distracted.

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Barry Carpenter – think piece recovery curriculum

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Louise. Michelle Bomber and Touchbase

Windmill L.E.A.D Academy

Springwater Academy

Learningshared podcasts – Episode 1: The Recovery Curriculum (Part 1) A Recovery Curriculum for children & schools post-pandemic

SchudioTV - Inspirational Online Courses for Teachers - Preparing Autistic & SEND Children for going back to school course

Hartlepool Educational Psychology Service

Hartlepool Education team

Kingsbury Primary School

Nurture UK

Dr. Chris. Moore