

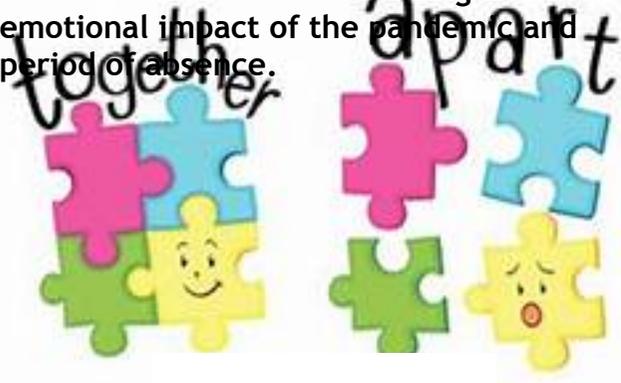
## Snape Primary School

### **Reuniting RAINBOW plan Autumn 2020**

**During the autumn term 2020 Snape Primary School will be committing time to ensure that;**

- Routines, expectations, standards, relationships and values are quickly re-established
- Wellbeing is central to all teaching and learning
- The focus on getting children 'back-on-track' both academically and emotionally is prioritised

The plan is split into three strands

Pastoral Care	Persistent Curriculum	Routines and Expectations
<p>A focus on the child's wellbeing and the emotional impact of the pandemic and period of absence.</p> 	<p>Amending the curriculum so that any negative impact on attainment and progress can be negated as soon as possible whilst ensuring that children are able to re-engage with learning in the classroom in a way that is supportive and non-threatening.</p> 	<p>Planned opportunities to explicitly re-teach the routines and procedures in school that are there to keep them safe alongside explicit modelling and reinforcing of expectations.</p> 

The levels of support for each strand will be implemented in a tiered approach;

Universal support	Focused support	Targeted support
 <p>Elements of provision that are applicable and appropriate to all children in school.</p>	 <p>Additional measures for groups of children that can be delivered through class provision or additional family contact.</p>	 <p>Specific support for individuals or families which may involve external agencies.</p>

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

Pastoral Care		
Universal support	Focused support	Targeted support
<ul style="list-style-type: none"> <li>• Children who demonstrate changes in behaviour are picked up and either supported by CT or discussed in WED short staff meeting for F action.</li> <li>• Communication will be maintained with parents through text messages, emails, outdoor 1 to 1s and social media.</li> <li>• PHSE will allow a focus on feelings and emotions within the contact of change and anxiety.</li> <li>• Environments will be warm, welcoming and calm to support us all in feeling safe and happy...ready to learn</li> <li>• Up-to-date contact details will be established.</li> </ul>	<ul style="list-style-type: none"> <li>• After consultation with new Rec parents in July + well being of current children we've taken the decision to keep our 19.20 class arrangements initially on return.</li> <li>• 3 Rec visits and moving up sessions before all 'move up' or join on Monday 28th September-thus alleviating feelings of newness+concerns about missing school for too long (majority of incoming R = summer born)</li> <li>• Rainbow survey on first few days to assess children's views and open conversations about lockdown for everybody.</li> <li>• SG, AL, CP and TC to maintain contact with families who have experienced trauma/change as a result of the pandemic, looking at what help they may need now....</li> <li>• Acknowledge children who need respite from 'work' and need extra space.</li> <li>• Facilitate some 'down time' ie reading time + supportive choosing activities to re foster independent choice including mindfulness activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Referrals to external agencies where concerns have been identified.</li> <li>• Regular updates from DSL on CP/CN/ Family Service/Vulnerable children during WED short staff meetings or more immediately if required.</li> <li>• Ensure MDAs and Kinna aware if needed too.</li> <li>• Individual support for children feeling anxious about being safe in Covid or family members falling ill with Covid- Use picture books+choose appropriate adult for support-probably CT.</li> <li>• Although limiting pick up times still can allow 1 to 1 with anxious parent/s if necessary.</li> </ul>

## Persistent Curriculum

Universal support	Focused support	Targeted support
<ul style="list-style-type: none"> <li>• Persistent learning + small chunks which are repeated for deeper learning</li> <li>• Don't bombard with too much information</li> <li>• Review+repeatedly reinforce key vocab for subjects</li> <li>• mini 'checks' /quizzes about previous learning</li> <li>• Keep same focus and don't move on too quickly to enable more depth+care.</li> <li>• A focus on handwriting re-establish high standards across all books</li> <li>• Phonics to be delivered regularly and rigorously</li> <li>• Regular reading sessions and reading for pleasure sessions to make the time for sustained reading. Also to foster the love of reading and book enjoyment and also focus on discussion and promote speaking and listening.</li> <li>• Writing to be regular and across the curriculum; variety of writing opportunities to inspire+to set purpose</li> <li>• Maths to focus on number work.Maths framework to be accessed regularly to support speedy recall.</li> <li>• ICT focus online safety (as always)</li> <li>• PE curriculum to focus on fitness - ensuring that children increase their activity levels with daily activity bags.</li> <li>• Daily sessions sharing views, book ideas + favourites, likes/dislikes to foster coherent speaking and listening.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers to contact families to discuss provision this year and share provision mapping so they know what their child will be receiving.</li> <li>• Pupil voice to be acknowledged and consideration given to the wishes of the child in terms of pace of learning (SEND) to ensure that they are not further disengaged.</li> <li>• Practise listening skills with games.</li> <li>• Ensure that appropriate groups receive curricular support but that scaffolding is withdrawn quickly so that emphasis is placed on children being independent learners.</li> <li>• Gaps in non-core curriculum to be addressed at the start of new topics through pre teaching - use KWL initially to see where gaps are at the start of topics.</li> <li>• Autumn assessments to support the identification of starting points and gap-analysis - use to identify target groups: White Rose, Baseline writing, PIRA reading, salford reading age.</li> </ul>	<ul style="list-style-type: none"> <li>• Children who have not engaged with home-learning to receive specific focus/interventions.</li> <li>• Interventions to happen (where possible) within bubbles using expertise and advise from the wider staff team.</li> <li>• Focussed questioning for those children who lack focus</li> <li>• READING MENTORS-Daily reading session after lunch with children who haven't read at home - same time and same person to increase fluency and build a strong reading relationship</li> </ul>

## Routines and Expectations

Universal support	Focused support	Targeted support
<ul style="list-style-type: none"> <li>• Regular ‘check in’s by HT about Snape superstar rules</li> <li>• All responsible for the behaviour and attitudes of all children during our reuniting stage.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-visit Snape Super star rules to foster good learning behaviour and attitudes towards one another. Relate these to the school values and new protective measures.</li> <li>• Use “KIND” by Axel Scheffler in outdoor assembly during first week -SG</li> <li>• Promote independent learning for those that have become reliant on adult support (through home-learning).</li> <li>• Model responses to be part of a group if children have been used to being at home without any other children OR used to responses immediately.</li> <li>• Reinforce kindness and respect towards each other through using peer to peer modelling and being explicit about how to talk to each other.</li> <li>• Regular reminder for those struggling to distance and follow hygiene procedures. We’re in this together.</li> <li>• Quickly identify children who are not attending as regularly as expected and make links with those families to encourage good attendance...then EWO.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide ELSA sessions for those who require it in response to post lockdown requests.</li> <li>• Provision maps include behaviour/ attitudes and bespoke 1 to 1 to foster independence from SP and BH</li> <li>• Specific praise given to those children who have adapted well (in their own context) or have overcome difficulties etc.</li> <li>• Target teaching key independence + resilience skills for those children who score low on their rainbow assessments.</li> </ul> <p><b>We acknowledge that some children will need more time than others to adjust to reuniting with everybody.</b></p>

## CONTINGENCY PLAN SHOULD A BUBBLE CLOSE OR WE HAVE ANOTHER LOCKDOWN

- Feel that families have a stock of coloured pens, pencils, glue and drawing pencils from Whitsun delivery so UNLESS families ask we will provide more PAPER , LARGE SCRAP BOOK and a MA and PLAIN/LINED EXERCISE BOOK
- Use Maths Framework
- Use Oxford Owls
- Purchase class reading book again (LOCKDOWN not bubble)
- DB Primary all set up and ready to go with new class groups-KS2 setting homework on it and using it weekly to encourage password use and getting adept at it again in case we need to use it.
- White Rose Autumn Term ADDITION and SUBTRACTION WORKBOOK school pack purchased £85
- For 2 week bubble closure a MINI TOPIC around a BOOK set for children if teacher is unwell and unable to teach.
- Each class teacher to choose from : <https://www.talk4writing.com/home-school-units/> and photocopy sets for class ready to go



- identity lessons on Oak National Academy that could support children at home and be used in the event of self-isolation or lockdown situations.
- During our Weekly Wednesday sessions brief updates about how we might be able to convert this term's topics straight to home learning using DB Primary