

Short Term Plan for return to school Spring 2021

| Key Area | When this will take place | What this will look like in Park Road |
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| Relationships and Pastoral Support | <p>W/c 8/3/21 and ongoing for first two weeks to be reviewed</p> <p>w/c 8/3/21 and ongoing</p> | <p>Children to rebuild relationships with peers and staff in their class. <i>This will be facilitated through:</i></p> <ul style="list-style-type: none"> ✓ Play ✓ PSHE sessions ✓ Time to think and be ✓ Staff applying their skills to support rebuild (previously training from Play Therapist Summer term 2020). <p>Children supported to feel calm and safe in the school environment. <i>This may be seen through:</i></p> <ul style="list-style-type: none"> ✓ Daily mindfulness sessions – first thing, or as needed throughout the day ✓ Calm areas of the classroom ✓ Short breaks from learning to undertake yoga/Pilates through Cosmic Kids etc. <p>All staff to provide time and openness for children to talk either 1:1 or through group work. <i>Teachers and TAs will support through:</i></p> <ul style="list-style-type: none"> ✓ Wave 1 approaches as detailed in the SEMH Waved Approach. If this is not supporting the child sufficiently, support will move to ✓ Wave 2 or 3. <p>PSHE lead to support colleagues as needed in delivering additional PSHE sessions with particular cohort-based focuses. –</p> <p>Staff to work in partnership with parents, <i>through:</i></p> <ul style="list-style-type: none"> ✓ Parents evening sessions ✓ Contact via Seesaw, <i>and if needed</i> ✓ Telephone/face to face discussions. <p>Staff will ensure that learning and class moments are shared via Seesaw to support parents transition back to school also.</p> <p>Wider curriculum will be offered, as it was prior to lockdown, to ensure children have chance to experience all learning areas, especially those that promote relationships</p> <ul style="list-style-type: none"> ✓ PE, PSHE, RE etc. |
| Assessments to support high quality Teaching and Learning | For w/c 8/3/21 | <p>Teachers will plan a short unit of work which will allow them to assess children’s understanding and progress with units taught during lockdown. This will be delivered in safe and calm ways and where possible through practical and creative approaches.</p> <p>Teachers may choose to focus on a text and link work into a ‘mini-topic’ in a similar approach to the way transition would normally be facilitated at the end of the year.</p> <p>The T&L lead will share a model for this (<i>see appendix for example</i>) and support colleagues in planning for this unit.</p> |

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| | By 19/3/21 Into shared Drive | Following assessments, teachers will feedback to SLT/Subject Leaders, therefore allowing long term plans to be updated and key priorities identified. This feedback will be provided after the first 2 weeks of return. |
| Targeted Interventions | W/c 8/3/21 W/c 8/3/21 (TBC) W/c 15/3/21 As above | <p>In UKS2, Pupils identified for catch up have begun this work during lockdown where possible. This will continue upon return to school.</p> <p>Catch up for other year groups/children not accessing catch up tuition during lockdown (Y2-4) to commence</p> <p>Analysis of above assessments will be undertaken to identify those with newly identified gaps in learning</p> <p>Updated and revised plan and programme of targeted intervention will be implemented and monitored by HT/T & L lead and SENDCo</p> <p>This will identify those pupils with gaps as a result of lockdown, but not previously identified for catch up, who will be supported by</p> <ul style="list-style-type: none"> ✓ The class teacher and class TA through targeted intervention ✓ HLTA – in the case of those where gaps have widened differentially to their peers both in and out of class and/or: ✓ Catch up 1:1 or 1:3 tuition from Catch up funding- English specialist SP, Maths, NTP <p><i>The above waved approach of targeted support will be arranged by SLT if in-class support if not having a timely impact.</i></p> |
| Staff CPD | | <p>The T&L lead/SLT and subject leaders will support colleagues as needed in adapting the curriculum and ensuring they have the skills and knowledge to ensure gaps are closed.</p> <p>SEE APPENDIX – CPD OVERVIEW, SPRING 2</p> <p>Postponed CPD from Zena Martin, to support delivery of phonics and spellings, <i>will be delivered on 1.3.21 and 30.3.21 for all teachers and full time TAs.</i></p> |