



**Opportunities  
to shine**

**Community**

**Building  
Relationships**

**Mental Health and Wellbeing**

**Managing feelings  
and behaviours**

**Curriculum**

## Supporting our children to build positive relationships with others

Many of our children will require support to rebuild their strong relationships they once had in school. They may need to re-learn how to interact in class, take turns and share, problem solve, seek help from an adult when it's needed and know which adults help and keep them safe when they need them.

Provision for circle time as a part of life in Class 5  
Children and staff will work together to create a  
“Class Charter” which we all agree to follow  
Frequent use of restoring relationships policy as required when children fall out  
Making sure to greet children and welcome them into class each day (including when I am on the gate) and check in frequently during the day  
Monitoring children to make sure they are feeling OK and confident in class  
Giving children sufficient space/a quiet place to talk if they ask (or look as though they may need it)  
In PSHE, children are going to look at different emotions that people may feel and how we can sometimes express those emotions  
Allowing group working in Class 5 in a Covid-secure way to make sure children can foster a sense of team work in different curriculum subjects  
Interact with children during breaks and lunchtimes – this is when they are relaxed and may be more receptive to chatting!  
Speak to former teachers/TAs to establish children who struggled with relationships last year to pre-empt and sort any potential difficulties  
Identify children who may be struggling to re-

## Supporting our children to enjoy and achieve

We wish for all of our children to experience once again the many moments of success and achievement in school. This learning will be within our children's abilities and sits alongside an understanding that potential trauma experienced by our children during the school closures may impact on our children's ability to learn in the near future. Despite this, we will build in new learning opportunities that will look like familiar structured sessions that the children are used to (such as phonics, maths, guided reading etc.) so that our children can rejuvenate with the feeling of success and the desire to engage and achieve.

Make it clear to children that it is OK if they have forgotten work from last year in a supportive way – they won't get into trouble for not remembering something!

In Science we are covering missed topics from Y4 in Autumn 1 to assure children have a good grasp of key scientific concepts

Children have taken part in baseline assessments to establish gaps in knowledge, which can be used to influence planning

Listening to the children – if we are doing a lesson/task that relies on future knowledge that they can't remember, pull it back a bit and recover their knowledge

Revisiting key concepts from Y4 in Maths and English to help children establish their confidence and re-establish what they have forgotten/gaps in knowledge

Learning objectives, intentions and expectations will be shared repeatedly with children to ensure they know what is expected of them in each learning session

## **Supporting our children to manage their feelings and behaviours**

We also believe many of our children will experience emotions and feelings that they may not have had in the past. Our recovery curriculum will support pupils to relearn the positive behaviour they may have forgotten outside the school environment and we will equip our children with self-regulation strategies to help them feel safe and calm.

Daily mindfulness to encourage children to feel a sense of self and ownership

Children are given time at the start of term to integrate back into a classroom setting and to learn routines, including

Our first RE topic is “Ourselves” – a great chance to focus on oneself and our personal sense of being

Encourage lots of talking for learning in class when working as a whole class/shared learning experiences

Making time to answer the questions from children when appropriate (obviously in the right place and time, so as not to disrupt whole class learning)

Run outside learning sessions as often as is possible, including Nature Study lessons in science

Make expectations explicit and remind children of expectations frequently to give them a good chance of working towards expectations in Class 5 (it is not fair to tell a child something once and expect them to remember it!)

PSHE/Circle time sessions will focus on emotions and emotion management

School rules and class charters will be regularly reinforced along with the rationale behind them and the school values that run alongside them

## Supporting our children to let their light shine

We know that our children are all individual and unique and we want them to remember that they all have talents and strengths. We want them to be confident and resilient learners who will have opportunities to learn in a variety of ways, believing in themselves and aspiring to be the best that they can be.

We will make sure that their voice is heard and they feel safe and valued in a caring and nurturing environment.

Use outdoor space when possible – e.g. Nature Study lessons in Science

Give children a chance to build up their concentration and stamina again – it is likely that they are used to working in short, sharp bursts as part of their home learning

Lots of positive praise for working correctly in Class 5

Modelling expectations to pupils, including presentation and hand writing

The daily timetable will be clearly displayed for the children

As much as is possible, our timetable will be as consistent as possible so that children learn a set routine

Children will be notified as soon as is reasonably possible to changes to their daily timetable to help children feel as though they know what their routine is

## Community

We recognise that the past months have been very difficult for all in our local community and school family.

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.

First Holy Communion – working with children to prepare for this important event as a part of our local community (inc. learning their signed performance)

Remembrance Day – (Wed 11<sup>th</sup> November)

- Take CH to War Memorial in Shotton to lay a wreath on behalf of the school.

Link into the importance of such a key event and how it impacted on our local area

Remind children of British Values and their importance as part of our community

Class Blog to share with community what has been going on in Class 5

Frequent communication with parents as is warranted

Give children a chance to communicate what they enjoyed during lockdown in their community (flag any concerns raised to SLT as appropriate)

Thought bubbles activity – Children will fold a person outline in half – one half will be feelings and thoughts they had when school closed, the other half will be how they feel now that school is open



