

Context: This plan is based on the guidance provided by the **Education Psychology Service Hertfordshire County Council**, Returning to School May 2020. For guidance on our health and safety plan to return all student to school please see our Risk Assessment document and summary table which can be found on our website and was emailed to all stake holders on the 17th of August 2020.

Why chose this document as the basis for the first re-engagement with learning plan? Research and initial guidance, alongside our observations of student returning to school in June (year 6) and July (year 5) evidence that the pandemic and associated lock down arrangements will have impacted on members of the school community in different ways, **but all we be affected to some extent**. Before rapid learning can take place in school there needs to be **a clear plan to support the wellbeing needs of all staff and students** with a plan for more targeted support for our most vulnerable.

Why is this document titled re-engagement and not “catch up”? The psychology tells us that before anyone person can learn or reason, they need to feel regulated and connected please see the diagram and reference to “The three R’s” theory by Bruce Perry on page 15. The key purpose of this document is to support students and staff to develop the following:

- **Increased sense of safety**
- **A sense of control and efficacy**
- **To regain and stay connected**
- **To promote a sense of calm**
- **To promote and to secure a sense of hope.**

It also guides us that the focus should be on what the **children learnt and what they have forgotten** rather than what they were expected to learn. This is not about catching up; learning is not a competition but a journey of progress. The first half term and this plan concentrates on reawakening student engagement with learning and securing where there new starting base is, what have they forgotten and how to reawaken this learning, finally what do they need to learn next and who needs additional support to do this? **Please take time to read the accompanying full guide pages 1 – 49.**

Our assessment process for this term will focus on student and staff voice, using both qualitative and quantitative methods.

Developing a sense of safety for students:

Outcome required	Action plan
<ul style="list-style-type: none"> • Students feel safe in school and able to learn. • Students know, understand, and can follow the advice and procedures to keep them safe. • Students, teachers, classes, and year teams have agreed and are clear about the routines in their day and this helps them to feel comfortable. They can explain these and feedback they help them to feel safe during student voice opportunities. 	<ul style="list-style-type: none"> • The first week and the follow up Collective worship time provides opportunities for students to know that impacts like what has happened are rare. • COWO’s created to support the theme of Compassion, of Love thy Neighbour – social distancing is as much about thinking about others as it is about themselves. • Pre-school a letter and video are created to support student to understand how the school has changed. For year 6 and 7 they will have practiced many of the measures for year 5 and 8 this will be new. The start of term day one and then weekly, am time provides opportunities to reinforce safety rules and why they are there.

	<ul style="list-style-type: none"> • All posters and explanations of rules focus on the positive what they should be doing – staff are trained on this from the start of term. Visual timetables and reminder posters in all classrooms. • Designated teachers to spend the first day and then at least weekly occurrence reviewing routines what works, what we tweak with students. • Students to complete a questionnaire on wellbeing from Ed Psych team at the start of term, mid and end. • Student voice in year team meetings which is taken every two weeks, feedback that students feel safe and have a voice to suggest tweaks and routines for their classroom. HT meets representatives of each year group weekly to gauge their opinion on reflection and measures in place, learning. • Buddy system created in tutor group to support students to follow and manage the rules. • Screening takes place to identify students who are feeling most vulnerable. Known vulnerable SEND and PP students met prior to the start of school and routines and safety explained. • Flow chart agreed on inset with staff and disseminated to children in classrooms to show what to do if children feel unsettled and want to share their concerns. Buddies identified and key teachers for most vulnerable. Learning Zone help box set up and in place for all year groups. Talk to us, asking for help is a strength promoted around the school
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Developing students’ Sense of Control and Efficacy

Outcome required	Action plan
<ul style="list-style-type: none"> • Students can explain the key boundaries to support their learning and how they are helped to keep these. • Antisocial behaviour is recognised and deescalated. Students can describe how the class supported students to “get things right”. • Pro social behaviour is recognised and celebrated at each teaching session and promoted heavily. • Students can describe and share positive and negative experiences from COVID and show reflection in student voice and process. 	<ul style="list-style-type: none"> • Staff Inset, relaunch key elements of the behaviour strategy with a focus on compassionate schools and key elements of a nurturing school, how to de-escalate situations. This is return to in Year Team meetings. Inset Day feeds into staff that children unlikely to manage as well initially case studies of year 6 students’ return confidentially shared. • Resolve room is moved to a larger room (parents’ room) resolve meetings to take place in the hall area to provide space. Data manager monitors card use to spot peaks in students. • ML in July identify students most at risk from no formal learning, those that have made an attempt to learn and those that could evidence in assessment formal

- Staff are clear what students learnt in lock down and what they forgot and can plan a way forward.
- All staff are clear which core elements all subjects will support this term and have planned for how these will feed into their subjects learning. Core for English Reading.
- Students can describe and show in their work new learning and or describe learning they forgot but have reawakened. They are able to explain how each subject is improving their CORE English and Maths learning.
- Students in the half term can describe fun activities that they have been involved in.

Focus on Executive functioning, metacognition, and self - regulation EMS

- Students can recognise when they are out of control and moving into flight and fight and or when they are finding it difficult to listen and or think. (selective attention and cognitive inhibition)
- Students can recall and explain how they use various strategies to hold numerous pieces of information in their mind, while applying their learning to a situation or project.

learning, this is matched to the last grade collection in March. English and Maths seating plans arranged with this information alongside SEND etc.

- HOY– lead the collation and recognition of pro social behaviour and maintain the momentum of rewards linked to values and compassion.
- COWO in HOY to support reflection of COVID and what we learnt positive and negative.
- Circle time and am strategies collated to support staff and students to address positive strategies for managing their wellbeing. The first week there is a start-up video and Powerpoint sessions to support staff to help student to do this. Staff practice and share their thoughts on the activities and as a Year Team select those that they are going to use first.
- ML identify the areas of the curriculum most damaged from curriculum map. This term SL look at how we can use homework through multiple choice tests to support reawakening old learning and retaining new knowledge. Begins in core subjects first half term.
- ML are trained to map and plan how to re- introduce core reading schools within their subject this half term. ML plan the development of their agreed numeracy strategy into their Schemes. Students given a map of how all subjects are going to support their core learning. In student voice session students can articulate how each subject is supporting their return to core learning.
- Middle leaders combine the assessment knowledge with the curriculum maps and can identify learning that need recovering in each subject, this is incorporated into the schemes of work for this year and term. The student map of learning shows students where this is occurring. Inset days two planned for prior to half term to complete this and their full curriculum maps.
- Short purposeful learning breaks are planned into lessons and year teams identify students that need these to support them so that all teaching staff aware.
- PE to identify key individualised activity for students to get them moving but social distancing at break and or lunch. Tutor groups to spend time in the first week identifying from the list as individuals and a class what they will be doing. HOY able to collate an order to support this i.e., skipping ropes, tennis balls, hoola hoops etc.
- We cannot sing together currently but we can dance together. COWO to incorporate dance into the COWO activities and a challenge competition based around this.
- Staff during inset and Staff meetings introduced/reminder of potential damage from COVID and the resources that are available to support this. Staff are given students SEND and LZ team are working with and support. They are asked to identify

<ul style="list-style-type: none"> • Teachers are clear how they are planning to support students working memory, and how they provide students with out of the box thinking and an ability to adapt quickly to change. • Students can describe how they use to plan and monitor and evaluate their progress. • Staff select a student, and coaching peer and are able to explain how they been learning to support that child's metacognition and or self-regulation their executive functioning – they are able to explain how this has adapted their teaching and potentially what other children have been affected. 	<p>students in year teams who will need additional mentoring and assign a teacher from their year team to this they are asked to observe those individuals for their metacognition.</p> <ul style="list-style-type: none"> • Staff regroup in Year team meetings second week and identify a child that they wish to work with and a peer member of staff who will also learn more about this child. They identify the metacognition need and put in place trail planning to support them. They meet weekly in year team meetings to review progress with a clear evaluation of impact. 5 weeks in at the staff meeting staff share their ideas and learning as a whole and strategies are developed and a list of students who need further support. • Middle leaders review schemes of work to ensure that there are clear opportunities plan, monitor and evaluate their work/project elements, challenge learning can help here for CORE subjects.
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Developing students Connectedness

Outcome required	Action plan
<ul style="list-style-type: none"> • Students feel connected, and compassionate about their class and class- mates they have a sense of responsibility that they can express for helping children and staff, stay safe and learn. • Students and staff have an agreed strategy for planning, monitoring and evaluating ability of their class to be compassionate with each other and to stay safe during COVID. They can explain how circle time, or another method helps them to do this. • Staff and students feel confident and are given planned time to about their concerns, they know where to get help from. • Students can offer several examples of where their voice has been listened to and they have supported the planning in how to help them re-engage with learning and or in helping to solve the problems COVID safe schools 	<ul style="list-style-type: none"> • COWO main value for the term is Compassion. The COWO will provide supportive material and follow up COWO session based around building a compassionate team and supporting all of us to feel safe and cared for. The biblical theme of Love they Neighbour will also support this. JG to model first then MR. COWO to take place with the calendar of WS videos and presentations, Monday and Wednesday, Tuesday and Thursday in classes, one led by the HY and Friday Hymns – we can't sing but we are looking for some live coming together – thoughts ideas shared on inset. Do we use the deaf model, speech, and language, how do we incorporate dance? • A bank of resources is collated initially by JG from Ed Psych pack and then through year teams to deliver reflection time, team building activities and to celebrate compassion. • A map is created and displayed in every room as to how to get help LZ to produce. • Student survey and feedback incorporated into the calendar. Students self-nominate to be part of a student voice group which meet two weekly to feedback to HT and Hof Y via TEAMS.

Developing students' sense of calm:

Outcome required	Action plan
<ul style="list-style-type: none"> • Students can identify who their peer, and staff members are who help them to manage their anxieties and who they can voice their concerns to. • Students and staff can explain how they self- regulate and the grounding strategies that are available to use. Some can explain examples of how they have used these strategies. Within the list are wobble rooms, worry boxes, grounding techniques, music for calming. 	<ul style="list-style-type: none"> • Inset day introduces and then Year team meetings weekly support familiarisation confidence and evaluation of the self-calming strategies available. Teachers share what works with which students. • Students are given opportunities to learn, use and select their own strategies through circle time and am registration. PSHE lessons also support wellbeing and calming techniques.

Nurturing student's hope.

Outcome required	Action plan
<ul style="list-style-type: none"> • Students and staff can provide positive examples of how they grew and changed through this period and after. • They decide as a school and work towards agreed community change for the better 	<ul style="list-style-type: none"> • Circle time each week has planned time to reflect on how students are moving forward. • Fullness day in week 5 addressed positive examples and ask the question, if God why would COVID occur? What change to wish to create from this? Is there a message. • Circle time provides opportunity to explore their change, families, communities and what they wish to sustain and see into the future? As part of the Fullness day they look at what change they wish to make for Edwinstree life, we vote as a school. Based around the theme of Compassion.

Curriculum expectations taken from Government guidelines: Guidance for Full opening of schools 28th August 2020. Green writing is where these are addressed in the re engaging learning.

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which students may struggle to pick up again later. **In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.**
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021. Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in students' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.
3. Plan on the basis of the educational needs of students. Curriculum planning should be informed by an assessment of students' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing students in class, talking to students to assess understanding, scrutiny of students' work) while avoiding the introduction of unnecessary tracking systems.
4. Develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some students, alongside classroom teaching, or in the case of a local lockdown.