



Colmers Farm Primary School

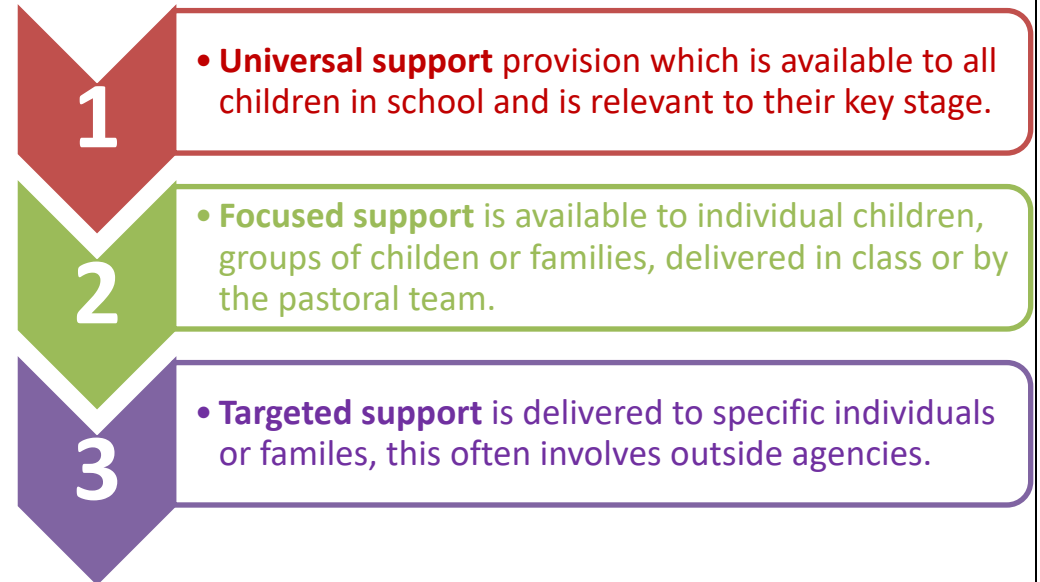
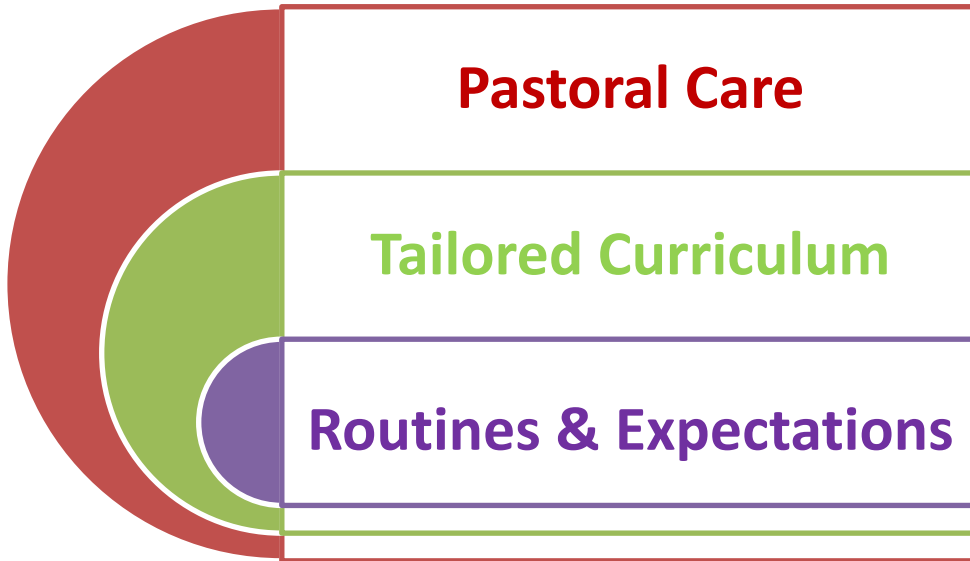
Reintegration Plan



Colmers Farm Primary School will commit time during September to ensuring that routines, expectations, standards, relationships and values are quickly re-established. At the heart of these plans, getting children 'back-on-track' in both an academic and emotional sense is the absolute priority.

Our reintegration plan is split in to three strands

Levels of support for each strand will be implemented in a tiered approach



The following information outlines the actions that will be taken by staff at various levels. Actions will be organised 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"> - Maintain communications and sharing of class work with parents via Twitter - Children complete all the about me booklets for new teachers and received one from their new class teachers - PD and pastoral support to focus on change, anxiety and mindfulness – any cause for concern to be referred to the Pastoral Team (via MyConcern) - Environments should be used to celebrate achievements of children as a motivator - Class assemblies re-established to maintain a 'togetherness' and to celebrate the successes of the week including celebrational assemblies - Agents of Hope assemblies used to address specific topical events and to develop well-being - Establish up-to-date contact details (especially emails) from parents - Letter to parents asking them to share with the school as issues they have encountered during lockdown and refreshing their understanding of the Colmers Early Help Offer. - Staff provided with behaviour and relationship training so consistent messages are communicated to children. - Year group staff welcoming children into classes - Children supported during non-structured times by class staff. This allows time for pupils to raise issues. - Where teachers feel it is appropriate for whole-class 'down-time' then provide children with mindfulness activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Children who demonstrate changes in behaviour are to be referred to DSL and Pastoral Care Team (Nest) through MyConcern. <input type="checkbox"/> Pastoral team to speak to families who have experienced trauma/change in circumstances – what help do they need? <input type="checkbox"/> Pastoral team to continue their work with families (via telephone) as during lockdown <input type="checkbox"/> Small social skills groups used to support children who may have difficulties working with other pupils both inside classes or outside on the playgrounds <input type="checkbox"/> Use of Thrive to address developmental interruptions that children/families may have 	<ul style="list-style-type: none"> <input type="checkbox"/> Bereavement support for those children/families identified <input type="checkbox"/> Referrals to external agencies where concerns have been identified <input type="checkbox"/> Provide/receive an update for CP/CIN/Early Help/Vulnerable families through contact with social worker and other external bodies <input type="checkbox"/> DSLs to ensure that the voice of the child is captured (CP/CIN/EHP cases). Particularly as social workers are conducting fewer home visits <input type="checkbox"/> Make necessary referrals for children returning with additional/altered medical or safeguarding concerns (not neglecting mental health) <input type="checkbox"/> Malaki to work with individual children/families <input type="checkbox"/> SENCO refers to outside agencies such as Forward Thinking Birmingham and EP <input type="checkbox"/> School attendance lead to work with families who are anxious about pupils returning to school <input type="checkbox"/> Use of Thrive to address developmental interruptions that children/families may have



Tailored curriculum

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"><input type="checkbox"/> Teaching staff to be mindful that any perceived 'drops' in standards are not deliberate, but an upturn in standards requires deliberate practice.<input type="checkbox"/> A focus on handwriting to quickly re-establish high standards – not necessarily explicit sessions, but a heavily promoted class culture<input type="checkbox"/> Phonics to be delivered regularly and with rigour, revising sounds that children may have forgotten.<input type="checkbox"/> Continue our reading lessons, which foster the love of reading and book enjoyment, maintaining the focus on discussion and developing oracy skills<input type="checkbox"/> Writing is to be regular and across the curriculum.<input type="checkbox"/> Maths is to focus on number and place value with fact fluency sessions minimum three times a week. The use of Mathletics will be promoted to all children<input type="checkbox"/> AfL will be vital to identify gaps in learning. The Salford reading test, RWI assessments, maths fluency assessment, Mathletics Assessments and cold write will be completed in week 2<input type="checkbox"/> Broad and balanced curriculum offer is utilised from the children's return<input type="checkbox"/> Agents of hope lessons have been integrated into our PD curriculum<input type="checkbox"/> Use of knowledge organisers to ensure that all children have the same starting point of knowledge for their topics<input type="checkbox"/> New homework policy introduced to ensure consistency across the school.	<ul style="list-style-type: none"><input type="checkbox"/> Promote independent learning for those that have become particularly reliant on an adult (through home-learning).<input type="checkbox"/> Ensure that appropriate groups receive curricular support but that scaffolding is withdrawn quickly so that emphasis is placed on children being independent learners.<input type="checkbox"/> September assessments to support identification of starting points and gap analysis to inform small group interventions<input type="checkbox"/> Appropriate adults will work with children, by way of intervention.<input type="checkbox"/> Children/families with limited devices or access to wifi to facilitate remote learning will be identified.	<ul style="list-style-type: none"><input type="checkbox"/> SENCO to identify and focus on specific children on the SEN register. This is to be reflected in the child's learning plan and results of which are evident in intervention activities and booster support.<input type="checkbox"/> Appropriate adults will work with children, by way of 1:1 intervention.<input type="checkbox"/> SENCO to contact families to discuss provision this year and share provision mapping so they know what support their child will be receiving.<input type="checkbox"/> Provide additional support materials and offer sessions beyond the school day for those requiring it.



Routines & expectations

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"><input type="checkbox"/> Pre-recorded school 'welcome back' assembly delivered via teams by headteacher to re-establish the school's values and behavioural expectations.<input type="checkbox"/> Re-visit the school values and 'over-communicate' this in correspondence with children.<input type="checkbox"/> New playtime and dinnertime arrangements to be clearly explained to children.<input type="checkbox"/> Staff will explicitly refer to hygiene procedures and bubble integrity with their classes.<input type="checkbox"/> Posters around school will reinforce social distancing and hygiene.<input type="checkbox"/> All staff to be responsible for the behaviour and attitudes of all children, whilst also acknowledging an adjustment period.<input type="checkbox"/> Continue the use of house points to foster good learning behaviours and attitudes to one another. Relate these to the school values and new protective measures.<input type="checkbox"/> Continued use of Hot Chocolate slips to reinforce consistently good choices.	<ul style="list-style-type: none"><input type="checkbox"/> Regular reminder for those struggling to distance and follow hygiene procedures. Again, this is everyone's responsibility. If children are not seen adhering, we are all to address it.<input type="checkbox"/> Specific group conversations or assemblies (distanced) as required if there are pockets of children that are not following expectations.<input type="checkbox"/> Quickly identify groups of children that are not attending as regularly as expected. EK to take action on these cases. Family support from Nest to be provided so families can discuss their concerns.	<ul style="list-style-type: none"><input type="checkbox"/> Pastoral staff to conduct home-visits for those children with a particularly poor start in terms of attendance.<input type="checkbox"/> If individuals stand out as being unable to quickly return to expected behaviours, contact with parents is to be made and a pastoral support plan will be written (if related to poor behaviour).<input type="checkbox"/> Specific praise needs to be given to those children that have adapted well (in their own context).<input type="checkbox"/> This praise can be awarded in class, through phase assemblies or through conversations with parents. Praise postcards can also be used. <p>At all stages, we must acknowledge that some children will need more time than others to adjust and 'return as normal'.</p>