To help us support children with our collective recovery, we will focus on four key areas

Building relationships

Managing feelings and behaviour

Enjoying and achieving at school

Physical health and wellbeing

Our Jennett's Park Approach

Addressing the 5 losses

- Loss of routine
- Loss of structure
- Loss of friendship
- Loss of opportunity
- Loss of freedom

It generates 4 consequences – bereavement, attachment, anxiety and trauma

Anxiety can lock the brain – our children will not learn if they are in a anxious state

Week 1 (first 8 days)

Our aims by the end of the first stage
- To reconnect with school
- To feel happy, secure and safe

Writing

Reading

Potentially some might happen

Phonics

Maths

Games

Circle time

This matters

Mindful activities

Stories

Exercise and movement

Time to talk

Creativity

Rules and routines

This matters the **most**

Rebuilding relationships – peers and staff

After 3 weeks

Our aims by the end of the second stage

- To begin more ‘normal’ school expectations
- Turn the focus towards academic learning IF ready
- To feel happy, secure and safe

Informal assessment

Potentially some might happen

Basic math games

Reading

Stories

This matters

Short writes

Creativity

Phonics/literacy **games**

Exercise and movement

Rules and routines

Time to talk

This matters the **most**

Mindful activities

Reflection time

Rebuilding relationships – peers and staff

After 6 weeks

Our aims by the end of the first stage

- To pinpoint gaps to address next term
- To create a settled, regular school day routine
- To feel happy, secure and safe

Potentially some might happen

Reinforcing rules and routines

Exercise and movement

Assessment for gap analysis

This matters

Mindful activities

Phonics/literacy **games**

Short writes

Creativity

Stories

This matters the most

Time to talk

Reflection time

Basic maths

Reading

Rebuilding relationships – peers and staff

We have a choice!

Focusing purely on the recovery of lost learning time **does not** recognise the extent of impact of the pandemic.

We have the opportunity to choose our approach as our Jennett's Park family return in full.

We can choose to focus on our children's ***fundamental wellbeing, positive personal development and mental health*** as we all recover.

Happy and calm children learn best, compassionate teaching and leadership is now crucial.

Building positive relationships

What learning is included?

Supporting pupils to rebuild relationships and re-learn how to interact and build relationships with others including

- sharing,
- turn taking,
- greeting and interacting with others positively,
- playing with peers,
- responding to familiar school adults,
- seeking adults to support and comfort me when appropriate,
- knowing how adults keep children safe while in school.

We will provide opportunities each day to focus on rebuilding relationships with peers and adults.

What might that look like in your classroom?

What will it look like?

- Independent learning to nurture parallel and joint play – all ages should play!
- Turn taking games and activities
- Sharing games and activities
- Interaction opportunities using call and response games and songs.
- Time where adults can give sole attention to pupils re-building relationships
- Games and activities where pupils can work together such as board games or outdoor PE games.
- Safety work about who keeps us safe and who can keep us safe at school and at home and in the community.
- Activities that link to children's interests to show **we are interested and care for them.**

Managing feelings and behaviours

What learning is included?

- Supporting pupils to understand their emotions and feelings and begin to process their experiences
- Supporting pupils to relearn positive learning behaviours which they may have forgotten outside of school
- Engaging learners with self-regulation strategies which help them feel safe and calm.
- Understanding the changes in the world with strategies to help them process changes.
- In addition we will provide lots of opportunities for pupils to practise their verbal communication so that they are able to feel like they have a voice and are able to express their wants and needs.

What might that look like in your classroom?

What will it look like?

- Clear routines supported by visuals and communication so pupils know what is happening each day and at each part of the day.
- Use of stories and visuals to guide, support and reinforce where structures and boundaries in school have changed
- Giving clear boundaries and using a positive approach to support behaviour and emotions.
- Therapeutic tools to support communication such as building in regular circle time, therapeutic play times, tools like candle time, chat sentence starters
- Regular sessions explore emotions, model processing and talking about feelings and emotions linked to this shared experience.
- Regular opportunities for self - regulation activities such as with sensory breaks, active breaks, and use of resources which support individuals.

Enjoying and achieving at school

What learning is included?

Supporting pupils to have moments here they feel success and can engage in moments of enjoyment and achievement which may feel usual to being in school.

Allowing children to be honest and open about the learning that took place during lockdown without judgement.

Pupils often use approaches that they are familiar with when processing events in their lives and planned provision will focus on what is familiar; . I.e. play provision that enables exploration, relaxation time, independent learning, reinforcement of owl learning behaviours and rainbow values.

What will it look like?

- Familiar sessions that provide children with experiences that feel like "the norm".
- Celebrating extra-curricular achievements that took place during lockdown. (baking, bike riding, lego building, DIY etc..)
- Fun activities so that they can rejuvenate with positivity at school and motivation to engage.
- Independent learning where provision takes account of familiar teaching and Learning in these sessions <u>will link to previous and current topic learning or children's key interests and motivators.</u>

Children will have missed out on many opportunities that they are naturally exposed to when at school like peer play, active opportunities and experiences which develop their cognition and learning Build these into each day to support children to have a broad range of opportunity, experience and fun.

Physical health and wellbeing

What learning is included?

- Supporting pupils to re-engage with physical health and wellbeing routines as well as learn new routines which will support pupils to keep safe and enable infection control.
- Discussions and activities on hand washing, social distancing, understanding of new school routines as well as supporting pupils with their personal care and tolerating differences in routines such as use of a hygiene facilities or being supported in a different way for eating/ drinking.
- Encouraging physical wellness through active sessions, use of outdoor space and understanding about keeping physically and mentally well.

What might that look like in your classroom?

What will it look like?

- Time for children to explore and reinvestigate their environments to become familiar with (supported with social stories, photos and pictures where appropriate.)
- Understanding what is different about school and how to navigate this environment, hand washing and hygiene measures.
- Adapting to using areas of the school that may not be usual and being in environment and with staff that are not usual.
- Keeping and maintaining social distancing Catch it, kill it, bin it messages health and hygiene sessions focussing on washing, being independent and looking after yourself.
- Having fun while keeping fit and active through outdoor games, exercise and socialising

Think SWAN!

Safe – physical and emotional safety (clear consistent simple and memorable rules)

Welcoming – show that we are genuinely delighted to have them back at school

All together – no one person has all the answers – let's work together

Nurturing – we need to create that readiness to learn – every positive interaction will help children thrive and flourish – relationships are key

(Pooky Knightsmith)