



Addressing the Impact of School Closures due to COVID19

Federation Strategy

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Introduction

At The Federation of Follifoot & Spofforth CE Primary Schools our vision is that everyone will;
LOVE, LEARN & THRIVE.

LOVE

We love and nurture each individual.

LEARN

We are passionate about inspiring learning.

THRIVE

We value the uniqueness of each individual's achievements.

Our vision translates directly into our curriculum in that;

LOVE

Our provision is designed around love and nurture of each individual

LEARN

Our provision will adapt and adjust to respond to the impact of school closures providing the best possible support for children to learn well.

Learning well enables children to retain a body of knowledge to which they can develop and apply key critical thinking & communication skills becoming creative, confident and enquiring learners.

THRIVE

Our response is tiered in order that it can respond differently to the range of experiences felt by children and their families. This will provide the best chance of allowing each child to continue to thrive.

Document Purpose

- Communicate the strategy
- Reference point for leaders including governors as to how our schools are responding
- Reference point for parents as to how our schools are responding

For all schools coronavirus has created the test of a generation. There have now been two periods spanning two different academic years where schools have been closed to the majority of children.

The support of school alongside the commitment and resourcefulness of parents has enabled children to continue learning. There is also no shame in acknowledging that it is a widely shared view that the majority of children learn well when they are in school and as such, an extended period away from school coupled with significant restrictions on everyday life has impacted.

The impact will be far reaching for every child, but in particular for those who are disadvantaged, including those with disadvantage that are recognised/identified nationally through schemes such as pupil premium but also those with 'hidden' or less 'obvious' disadvantage. We are committed to supporting all children.

Our approach has two key drivers

- Sustained –support will be needed for months and for a few children possibly years

"If you want children to catch up, it can't be done over the month of August – it has to be longer term over the academic year".

Nick Gibb Minister of State at the Department for Education

- Strategic – evidenced based, effectively planned, carefully monitored to ensure impact is high

Addressing the impact on our children of the school closures is a key priority for both our schools at present and will continue to be in the coming year and beyond. As a Federation we are taking a clear evidence led strategic approach to planning and delivering this support.

We believe in the need for a graduated approach that can be responsive to each individual child. Although school closures have undoubtedly affected every child, they have not done so in the same way.

While disruption to education on the scale recently experienced has not been seen in modern times there are evidence bases on which we can draw. We can learn from the support given to children who are absent from school for extended periods due to serious illness.

There is a wealth of research around supporting children in addressing gaps in knowledge and understanding. We will draw on this evidence to ensure our plans have maximum impact. We will continue to make use of evidence collected through the Education Endowment Foundation including their recent materials specifically designed around the impact of COVID19 school closures.

<https://educationendowmentfoundation.org.uk/>

We will publish our strategy of how we intend to support all children. It will be accessible via this webpage and it can be emailed to parents. Printed copies will be available on request.

As a Federation will be examining and considering a variety of models from "short burst additional" lessons either at the start or end of the traditional school day, to small group tuition. We will come up with the most appropriate approach according to the needs of the children, teaching staff availability and funding available.

The Impact on Children

As yet there are few research studies of depth that measure and assess the impact of the school closures on children.

Many children were able to access some home learning however, the challenges and limitations of this are recognised. It is acknowledged it is not the same as attending school.

The impact of time away from school on children is likely to be both social, emotional and academic. In line with our vision '*Love Learn Thrive*' we are committed to supporting children in all these areas.

Below is a summary of the likely experiences of children. This list is not exhaustive. As children return and further insight gained we will update our understanding.

Children will all have different experiences of the school closures.

- A small number of children attended school for some or all of the closure period. During this period, they were supported to undertake the home learning.
- Some children returned full time from 8th June providing them with six weeks of school based provision in smaller than usual groups. Some children returned from the 22nd of June providing them with four weeks of school based provision. Some children did not attend for as many as 14 term time weeks.
- Those returning before the summer may have enjoyed the smaller class sizes and extra space this gave. They may need support adapting returning to more typical class sizes.
- Some children will have worked as hard at home as they do at school and be ready to come back to school and 'hit the ground running' without significant extra support.
- Some children will have enjoyed the freedom working from home has given them and achieved more than they do in school.
- Some will have found the lack of structure and routine and contact time with their teacher very challenging.
- Some will have found having their parents as their teachers confusing and challenging
- Many parents had to do their own work at the same time as home learning.
- As a result of how much learning children did or how successful they felt they were, some may be anxious and worried about returning to school and some may have developed improved independent learning skills.
- Some will have got used to doing less than would be typical and will need support to address the impact of this. They may need time and/or support to help their learning 'stamina' return to age related levels
- For some, they may have done less than would be typical but will quickly adapt back to school routines and expectations.
- Some children may have missed the support of their peers to help them learn, some may have realised they are easily distracted and work better on their own. They may need support to begin to work within a classroom environment again.
- Some will want to share their experiences of lock down and be happy to chat, others may just want to get back to 'normal'

Identifying which experience or experiences children have had will contribute to assessing and planning the most effective next steps. Using the above and working in partnership with parents, school staff will be able to ascertain which children need extra support pastorally/academically and timetable interventions, tasks, tutoring to meet those needs.

There will be some children who were already high needs and will find returning to school extremely difficult and they will need a personalised emotional and academic curriculum. They will also be the children who were likely to find school challenging before lock down and they will potentially be the hardest to cater for, as 1:1 tutoring is extremely intensive and tiring and timings will be crucial, as tutoring on top of a full school day can be counterproductive and only serve to highlight differences even more.

For children who have the secure building blocks and foundations in place, it is highly likely they will be able to make up any time lost as their understanding will be secure.

While some children have been in school, it will be important to find out how much home learning the children have been able to access at home and how they and their parents feel about it.

For children whose attendance and learning attitude was good before lockdown, they will have good foundations on which to build and it is likely they will have coped better with home learning than those whose attendance was low and/or have additional needs.

Academically both schools know the children on the SEN register and those who are defined as vulnerable under the Pupil Premium. It is possible that these children might have found home learning difficult and not made as much progress as other children. The gaps in their knowledge were already there and without constant repetition and specialist teaching the gap might have widened.

Emotionally, we were already offering and giving support to children identified before lockdown for anxiety, school avoidance etc. It is likely that there will be more children for whom a return to school is difficult, leaving parents after being at home, illness in the family and potentially bereavements too. Children will need SEMH/PSHE support to help them as needed.

The Recovery Curriculum

In developing the approach so far careful consideration has been given to expert advice from -

<https://barrycarpentereducation.files.wordpress.com/2020/04/recovery-curriculum-loss-and-life-for-our-children-and-schools-post-pandemic.pdf>

We recognise that children will not just continue the curriculum from the point, which they left it prior to schools closing at the end of March 2020. Despite the very best efforts of parents and schools, children's learning did not continue, as it ordinarily would have.

The 'recovery curriculum' is a **phased approach to getting the children back to a place where they feel safe, emotionally secure and equipped with the necessary skills and behaviours for learning that they need in order to thrive**. The recovery curriculum **does not** represent a change to curriculum content.

Our approach will be to teach from the point where children are, not the point where they were when schools closed. Children will need time and support to readjust and refresh their learning habits, skills, attitudes and stamina. It is likely to a greater or lesser extent children will need to revisit and consolidate. We are planning based on three phases of recovery.

Phase	Approximate timings (some overlap likely)	Focus
Phase One <i>Rebuild, refresh recap</i>	June 2020 to December 2020.	Practical support and reassurance to ensure a safe and well-planned return Emotional wellbeing support as reintegration begins and develops Support re engage with learning habits, routines Focus on key academic core skills e.g. phonics, reading, language development, number needed for wider learning Assessment to identify current social emotional and academic position Adjustments based on building learning capacity, rediscovering passion for learning Adjustments still provide broad and balanced curriculum Introduction of frequent low stakes assessment to develop memory and build stamina Ongoing training for staff, governors and parents to ensure best practice
Phase Two <i>Review, revise</i>	January 2021 to April 2021	Wider return to more typical curriculum experience Frequent use of ongoing low stakes assessment to check progress and focus teaching on addressing needs Ongoing emotional wellbeing and academic support with more intensive or targeted support as needed for groups/individuals. Ongoing training for staff, governors and parents to ensure best practice
Phase Three	May 2021 onwards	Full typical curriculum offer Continued focus and targeted support for specific emotional wellbeing and academic support for small number of children Ongoing training for staff, governors and parents to ensure best practice

Our approaches to the recovery curriculum are directly aligned with our vision and learning principles;

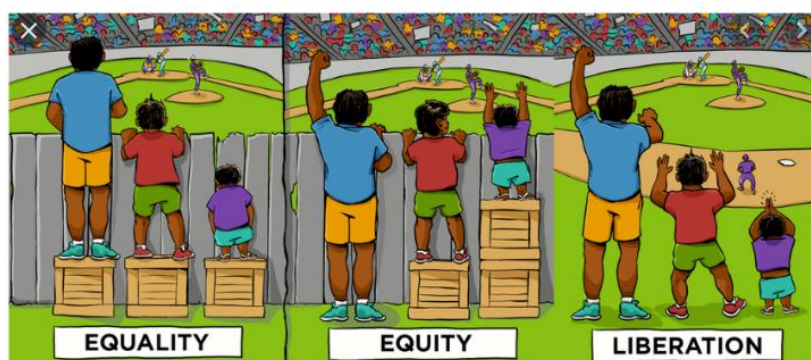
Our Vision				
Love <i>Love and nurture for each child as an individual.</i>	Learn Passionately ensuring learning is inspiring for children.		Thrive <i>Valuing the uniqueness of every child's achievements.</i>	
Learning Principles				
Relationships	Independence	Perseverance	Experiences	Passion
Mutual respect Communication allowing learning with and from each other Valuing everyone equally Teaching and modelling of positive effective relationships	Children are taught to think speak and act for themselves Children are taught to take responsibility for themselves and their learning Children are actively taught about themselves as learners including how to reflect, evaluate and think critically via ReflectED.	Appropriate well planned support and challenge ensure children need to persevere to experience success and make progress Children are supported to develop and build positive attitudes to working hard and persevering	Reading is at the heart of our school curriculum Knowledge is taught meaningfully and in context allowing children to develop and apply thinking	Curriculum in the broadest sense is the lived experience of children. This is recognised, understood and valued by staff.

Examples of Adjustments in Phase 1

- Introduction of ReflectEd across the Federation (training on INSET day and beyond) can if choose watch this short introduction in advance <http://www.reflectedlearning.org.uk/about-reflected/>
- Baseline assessment in September for all children (NFER / Phonics, MTC (Rock Stars) and/or school designed assessments)
- Blocking of arts based subjects earlier in the term to explore emotions and feelings may be beneficial
- Focus on securing core key learning skills – reading and number that 'unlock' and allow learning in other areas
- Blocking other foundations which require more developed reading stamina or particular learning skills later in the term or year
- Additional online safety lessons threaded through computing/PSHCE to address additional time spent on line
- Adjustments to core PSHE themes to address specific COVID wellbeing issues
- Regular low stakes quiz's to review, assess and build memory

Graduated Approach

Although both equality and equity promote fairness, equality achieves this through treating everyone the same regardless of need, while equity achieves this through treating people differently dependent on need. In the case of strategies and approaches to supporting children following the impact of school closures, it is important to recognise that children will need to be treated differently in order to have the same opportunity.



EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Additional Lessons and Tuition

The Education Endowment Foundation (EEF) state that,

'Good teaching is the most important lever schools have to improve outcomes'

While it is recognised that some additional support will be beneficial for some children, good teaching will be the foundation of all support for every child. Some children will need further support in addition to this.

The strategies identified below are a menu from which professionals working in partnership with families will plan. It shows the range of options available based on our knowledge and understanding of supporting children and the most current research around this.

As highlighted by the EEF

'Less is often more: selecting a small number of priorities and giving them the best chance of success is a safer than a long list of strategies that become hard to manage.'

Tiers of Support

We are implementing a catch-up strategy which will ensure that learning loss incurred due to Coronavirus (COVID-19) absence is recovered.

Our catch-up priorities involve two tiers:

Tier 1 -All children: Quality first curriculum implementation with additional TA support where necessary

Tier 2 – Some/Few children: Identified children with the greatest learning loss who will require additional, targeted support

For ALL children

Universal approaches

Universally available however might not be universally required.

'Great teaching is the most important lever schools have to improve outcomes for their pupils'

Education Endowment Foundation

Supporting and maximising the impact of quality first teaching	Close monitoring of attendance, daily contact to follow up all non-attendance and address any barriers to return.
	Clear plans to reduce risk of infection shared with parents to build confidence school is as safe as possible
	Support for every teacher to be prepared for the new year <ul style="list-style-type: none"> • Access to new curriculum planning and sequences • Additional time and consideration given to assessing necessary sequential prior knowledge before commencing teaching of new content • Guidance and training on key approaches to learning e.g. science of memory metacognition, assessment and feedback • Bespoke support for early career teachers • Organisation and logistical issues removed or restricted from teachers workload to allow focus on teaching and learning • Clear focus on the core subject knowledge for foundation subjects ensuring best use of curriculum time • Support to maximise opportunities for reading and writing learning across the curriculum • Support to maximise the use of the arts based subjects to support emotional wellbeing • Access to resources to support SEMH of all children such as https://www.gov.uk/guidance/teaching-about-mental-wellbeing
	Quality first teaching for all children. No removal of children from quality first teaching.
	Review of our homework policy and practices, including improving use of technology, with focus on adjustments needed to maximise the impact of learning that can take place beyond school.
	Curriculum adaptations in certain subjects such as PSHCE to help support children return effectively, considering experiences during school closures.
	Introduction of subject specific knowledge organisers with pre and post assessment to improve children's knowledge acquisition and retention
	Access to professional reading and training regarding effective strategies
	Teaching and learning coaching support from school leaders
	Access to technology within school to maximise learning. Access to applications and websites to facilitate learning beyond school.
Assessment and feedback for children & families	Parent guides on supporting learning beyond the classroom
	Parent and child questionnaires
	Access to EEF guidance and research on assessment and feedback
	NFER & other assessments during first two weeks of September (see page 11)
Transition support	Parents evening after 4 weeks. 1 day release time per class to allow for extended discussions.
	New website pages to provide support information for children and parents to support transition preparation.
	Class webpage message from staff and holiday ideas
	Zoom session(s) in new classes before summer
	Videos for key groups (new starters Reception) and Yr 1 moving to Follifoot.

For SOME children

Supplementary Approaches

Supplementary support strategies for some children who require more academic, social or emotional support.

<i>Supporting and maximising the impact of quality first teaching</i>	Individual attendance plans.
	Small group support with quality first teaching with lessons.
	Group interventions with proven track record e.g. success for numeracy, no non-nonsense maths, power of 2
	Short burst group pre teaching
	Personalised additional home learning tasks to complement schoolwork and support learning of concepts which have not been covered or secured.
	Small group tutoring beyond the school day
	Technology equipment loan
	Access to additional applications or websites to facilitate learning
	Parent information on additional strategies to support learning
<i>Assessment and feedback for children & families</i>	Small group support in class to allow for personalised feedback to be given in an accessible manner
	Additional assessments administered by school staff under the guidance and supervision of the SENDCO
	Individual extended parent meetings (learning conversations).
<i>Transition support</i>	Phone call or video call contact with new class teacher opportunity to ask questions about new class in advance
	Engagement over the summer with families who may be reluctant to return in September
	Additional books and learning guides/workbooks to be used over summer

For a FEW children

Intensive support

Intensive academic, social and emotional support for a few children with greater needs.

<i>Supporting and maximising the impact of quality first teaching</i>	Personalised attendance plan including home learning for provision for any children not able to attend for verified medical reasons.
	Specialist expert support and guidance for staff to adapt curriculum provision
	Series of one to one tutoring sessions beyond the school day
	Access to personalised social, emotional or academic support beyond term time
	Individual interventions with proven track record e.g. success for numeracy, no non nonsense, maths power of 2
	Individual group tutoring beyond the school day
	Personalised technology equipment
	Personalised applications of website subscriptions
	Personalised parent sessions/meetings relating to supporting their child's learning
<i>Assessment and feedback for children & families</i>	Specialist assessments in conjunction with specialist services such as educational psychologist, emotional well-being specialists
	Small group or individual support in class and outside of class time to facilitate impact of feedback
	Individual extended parent meetings (learning conversations) including specialist agencies
<i>Transition support</i>	Personalised social story and or transition plans
	Pre visits before start of new school year
	Phased start to the school year

Social Emotional & Mental Health (SEMH)

Children and adults will experience a variety of feelings in response to the coronavirus outbreak. These may include but won't be limited to anxiety, stress, fear and low mood. It is important we all help children understand that these feelings are a normal responses to an abnormal situation. Some children may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety. Others will not be experiencing any challenges and will be keen and ready to return to school.

It is likely that the rhythm, routine and structure of school life will be of comfort and support to many if not all children. Returning to school will give children chance to interact with their friends, peers and school adults, which will benefit their emotional wellbeing. We will be ready to support all children, families and our staff team with their social emotional and mental health.

A whole school holistic ethos and culture where good mental health is valued, prioritised and supported for all adults and children and young people is essential. Schools should prioritise an absolute commitment and drive to develop a physically, socially and emotionally safe and secure environment for both adults and children/young people. (

North Yorkshire Ladder of Intervention 2018

SEMH is identified as one of the four categories of need for children. Early identification of children who may be vulnerable to SEMH difficulties is embedded in our Graduated Response to SEMH. This document has been developed by senior leaders lead by our SENDCo Mrs Chantler. It can be accessed via our website <http://follifootandspofforth.co.uk/wp-content/uploads/2019/10/Our-Graduated-Response-to-Social-Emotional-and-Mental-Health-Provision-2019-2020-PDF.pdf>

Also available via the website is our Provision Map for Emotional and behaviour needs http://follifootandspofforth.co.uk/wp-content/uploads/2019/10/Provision-Maps-SP_FF-2019-2020-PDF.pdf



Inclusive Quality First Teaching for All	Additional interventions to enable individual to work at age related expectations	Highly personalised interventions
<ul style="list-style-type: none"> High expectations for all Pace-varied tasks Careful choice of talk partners Positive whole school behaviour policy Modelling of good behaviour by staff Use of adult body language and voice Catching them being good by pre-empting Praise to get attention Visual timetable Circle time (PSHE) Drink water Formal and informal meetings with parents Fit and Funky/Activate Awake Citizenship/PSHCE Formal and informal meetings with parents Notes home positive Display learning behaviours with rewards and consequences Give children valuable roles to help adults e.g. take register Create a safe learning environment Giving child valuable role in activities – e.g. supporting teacher, use of digital camera 	<ul style="list-style-type: none"> Whole school Thrive, SEAL Five-point scale Manage transitions -specifically to high school Vulnerability register School nurse A designated area to calm down Staff trained in de-escalation strategies Record antecedent, action, consequence. Adaptations to classroom layout/furniture. An alternative lunchtime club for children who find it difficult to cope with playtime An area to calm down 	<ul style="list-style-type: none"> Compass Buzz 1:1 intervention Thrive and Elsa therapeutic interventions ABCC/STAR monitoring TEAM Teach Home school support worker Behaviour support services EMS Child protection designated person Outside agencies CAMHS Educational Psychologist Space for children to work in a different way Sensory equipment/resources Space for children who need additional and different

In addition to the common issues, identified in the graduated response, consideration has been given to the possible SEMH needs that may emerge following the recent impacts of COVID19. Possible negative impacts of the coronavirus pandemic on the mental well-being of children may include but are not limited to:

- **Loss:** of seeing friends and family; of routines; of goals/milestones, such as end of year activities; of school life; of normal life and activities.
- **Friendships:** lack of socialisation; loss of self-worth gained from peer groups; missing friends; difficulties maintaining friendships remotely; loss of social rewards and social identity.
- **Anxiety, fear and confusion:** fear about future uncertainty; fear of future school closures; confusion about new rules; anxiety about illness and hygiene.
- **Disrupted sleep patterns:** causing loss of concentration and affecting mood.
- **Family experiences:** abuse; conflict; stress; financial issues; coping with mental health issues of adults; increased caring responsibilities.
- **School:** worries about missing learning and falling behind; loss of routines; academic worries due to school closures or exam cancellations; lack of access to trusted adults.
- **Bereavement and illness:** coping with the illness or death of family, friends and loved ones.

As they return to school, children may struggle with:

- **Fear, anxiety and uncertainty:** for family and friends; going to school; spreading or catching the virus; being separated from their families; maintaining social distancing in the school environment; whether schools might close again; tests, assessments and exams which are taking place or which might be cancelled again.
- **Transition:** school will not be the same; "enjoyable" and social aspects of school may not happen or will be different; pupils may need to manage new routines and expectations; they may have different teachers and/or be in a different class or peer group. Children and young people at key transition pathways may be feeling more worried about what they might have missed or falling behind with learning.
- **Relationships:** rebuilding, changing and maintaining relationships with peers and adults.
- **Self-regulation, concentration and engagement**
- **Adapting:** to routines and boundaries of school, including school rules.

The majority of staff and some governors have completed Level 1 Compass Buzz training- Prevention and Promotion. This helps staff understand the principles and benefits of effective support for social and mental wellbeing and how this transfers into whole school practise. While not clinicians or counsellors, training ensures staff have an awareness of common issues, challenge stereotypes and can actively promote good mental health.

Some staff have received more in depth training including Level 2 Training – Early Identification of Need and Level 3 Training – Early Help and Intervention. The Head teacher, Senior teacher and SENDCo have completed Level 4 training and planning workshop for school leaders.

The SENDCo has received training on Adverse Childhood Experiences, Attachment and Trauma and Developing Relationships through Trauma informed Practise which have been shared with staff at dedicated SEND staff meetings and INSET days. The SENDCo has also

received Designated Teacher for LAC and Supporting pupil & student wellbeing after lockdown and Staff Wellbeing in Schools training.

Senior leaders have training in Supporting Staff well-being, Mental well-being in a Child or Young Person and Designated Safeguarding Lead.

We are fortunate to have trained teaching assistants who are able to provide 1:1 pastoral support for anxiety and emotions as well as group activities to support social and emotional difficulties with children. We have links with the Communication and Interaction team who have further supported work on emotions through Zones of Regulation, supported by teaching assistants in class.

During the school closure period some staff have undertaken further online training including Mental Wellbeing in Children & young Minds 'EduCare' and Supporting Staff Wellbeing in Schools 'EduCare'.

The school is actively engaging with updates and training including; a Department for Education, Public Health England and NHS England webinar for school and college staff on 9 July to set out how to support returning pupils and students, and a recording will be available to access online afterwards.

Support and interventions accessible include but are not limited to:

- SEMH group or 1:1 intervention for Emotions and Feelings, Self Esteem, Worries
- Time limited and focussed keep up/catch up interventions
- Worry Dolls, Worry box
- Socially Speaking group
- Lego Therapy group
- Time to Talk
- Playground observation and review
- Guided playground games
- Social stories to aid understanding for specific events including transition
- Positive Intervention Plans
- Compass Buzz 1:1 intervention
- Incredible Five Point Scale, A Volcano in My Tummy, Worry Monster
- Pre School Entry plan meetings, Secondary School Entry Plan meetings and individually planned additional visits

A Thrive Practitioner (<https://www.thriveapproach.com/>) works within the learning Partnership and has supported work with children in the Federation, liaising with the SENDCo and teaching assistants.

As a Federation we are committed to ensuring we maintain strong and well trained practitioners within the staff team who can address specific SEMH needs and support other members of staff.

Rebuilding relationships, routines and expectations is key to a successful return to school for all children. Prioritising emotional well-being and building relationships will enable all children and staff to feel safe, able to discuss any worries or anxieties they may be feeling and ready to access their learning.

Routine and familiar rituals are vital, and the power and benefit of the rhythm and structure of school has been clearly seen for those children who have already returned to school. Establishing clear routines, rituals and expectations will enable the children to return to school with confidence and without concerns.

SEMH of Adults

Our vision of *Love Learn Thrive* extends to every member of our Federation family. In order that children are well supported and cared for it is essential we support the emotional and mental health of adults. Parents and school staff play a crucial role in the lives of our children. Support for parents and staff is equally important as it is for the children.

During the peak of the pandemic the Federation remained open for vulnerable children and the children of key workers before wider opening on 8th June 2020. Many parents including those who are essential critical workers made the choice to keep their children at home, balancing work commitments with supporting their children emotionally and academically. Staff continued to work, alternating between home and school and some teams worked through the school holidays. Staff provided home learning, whilst managing the same demands of parents at home.

As a Federation we recognise that both parents and staff are likely to be both physically and mentally tired, with many having and continuing to have, additional worries about members of their family and friends. Some may have experienced first-hand illness and bereavement as a result of Covid-19.

Support for adults includes but is not limited to:

- Providing support and guidance on emotional health through newsletters and our website
- Keeping parents and staff fully informed with regular briefings and updates
- Maximising how many children the schools took back in the summer term
- Providing transition support for all children
- Providing opportunities for staff to share experiences and talk about how they are feeling through zoom calls and check ins through the use of texts, emails and virtual meetings with senior leaders
- A culture of support for one another in school, with staff explicitly encouraged to check in with each other
- Ensuring that all adults are aware of the support available to them in school should they need it
- Communicating clearly what is happening and welcoming shared discussions to ensure that everyone is kept 'in the loop' with plans and ideas.
- Whole school meetings to ensure that the work that all staff have been doing through the Covid-19 pandemic is recognised and valued
- Recognising the challenges of school and the feelings that can lead to self-doubt or vulnerability
- Federation focus on SEMH to support both staff and the children's well-being.
- Encouraging a work life balance
- Acceptance that when children return, this will be a new situation for everybody and nobody has a blueprint on what it should look like

The federation will actively support all adults to achieve and maintain good emotional and mental health. We recognise the challenging nature of the last three months and understand many challenges still lay ahead. We will continue to support each another showing compassion and understanding. While we will always listen, understand and work closely with each other, stress and anxiety will not be accepted as an explanation for aggressive or rude behaviour from adults. Aggression or rudeness will not tolerated in any form. It will be recorded and challenged.

Support to discuss COV-19 with children and young people

NSPCC have produced a guide to coronavirus and supporting tools if children and young people are worried. <https://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/coronavirus/>

The Children's Commissioners guide to coronavirus for children and young people can be accessed here. <https://www.childrenscommissioner.gov.uk/publication/childrens-guide-to-coronavirus/>

Children and Parents

Recovery college Online - Providing a range of online information to people who might be struggling with mental health issues. There is a section for under 12's and parents and carers. <https://www.recoverycollegeonline.co.uk/>

Key stage 2 pupils may benefit from NHS suggested apps to support mental health. This would need a parent / carer approval. <https://www.nhs.uk/apps-library/category/mental-health/>

Support for Children

Childline has the calm zone which provides a toolbox of ideas to support emotions and express your ways. <https://www.childline.org.uk/toolbox/calm-zone>

Childline also provides a range of information and support on a number of issues. This includes support on cyberbullying. <https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/bullying-cyberbullying/>

Support for Adults

The Go To Website <https://www.thegoto.org.uk/>

A North Yorkshire specific website that provides information to help signpost young people, families and professionals to the right information and services available for mental health and wellbeing across North Yorkshire. The website has been developed in conjunction with young people, professionals and parents and carers.

North Yorkshire services and support

Information on the universal, targeted and specialist services and support available in the different districts of North Yorkshire and access to the North Yorkshire Pathway of support for children and young people with self-harming behaviour and/or suicidal ideation
The government have released some specific guidance for parents and carers to support children and young people's mental health.

Going home checklist

The 'Going Home Checklist' is used to encourage reflection and mindfulness at the end of a working day.

Going home checklist

- ✓ Take a moment to think about today.
- ✓ Acknowledge one thing that was difficult during your working day - let it go.
- ✓ Consider three things that went well.
- ✓ Check on your colleagues before you leave - are they OK?
- ✓ Are you OK? Your senior team are here to support you.
- ✓ Now switch your attention to home - rest and recharge.



Design by:
Doncaster and Bassetlaw Teaching Hospitals

Education Support Partnership

A UK charity dedicated to supporting the mental health and wellbeing of education staff in schools, colleges and universities.

<https://www.educationsupport.org.uk/>

Tough day?

We're listening.

Sometimes work (or just life) can be tough. The Education Support Partnership is here for you. We offer a 24 hour free and confidential helpline for people working in education.



**Free confidential helpline
08000 562 561**



Registered charity 1161436

The charity for the
education workforce

NYCC Health Assured Programme

On behalf of staff we buy into the Health Assured programme provide access to phone and face to face support for employees.

Free and Confidential 24 hours helpline – 0800 030 5182

Other Website links

NSPCC guide to coronavirus and supporting tools:

<https://www.childline.org.uk/infoadvice/your-feelings/anxiety-stress-panic/worries-about-the-world/coronavirus/>

Children's Commissioners guide to coronavirus for children:

<https://www.childrenscommissioner.gov.uk/publication/childrens-guide-to-coronavirus/>

Recovery College Online: <https://www.recoverycollegeonline.co.uk/>

Recovery College Online for under 12's:

<https://www.recoverycollegeonline.co.uk/youngpeople/for-children/>

Recovery College Online for parents and carers:

<https://www.recoverycollegeonline.co.uk/young-people/for-parents-and-carers/>

NHS apps to support mental health: <https://www.nhs.uk/apps-library/category/mentalhealth/>

Childline: <https://www.childline.org.uk/>

Childline Calm Zone: <https://www.childline.org.uk/toolbox/calm-zone/>

Childline support on cyberbullying: <https://www.childline.org.uk/info-advice/bullying-abusesafety/types-bullying/bullying-cyberbullying/>

Sport England 'stay in work out': <https://www.sportengland.org/stayinworkout>

The Go To website: <https://www.thegoto.org.uk/>

North Yorkshire services and support: <https://www.northyorks.gov.uk/support-childrenyoung-people-and-their-families#emot>

Government guidance for parents and carers to support children's mental health: <https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-childrenand-young-peoples-mental-health-and-wellbeing>

Internet Matters: <https://www.internetmatters.org/>

Thinkuknowhow activities for children:

<https://www.thinkuknow.co.uk/parents/Supporttools/home-activity-worksheets/>

Net-Aware parents' guide to social networks: <https://www.net-aware.org.uk/>

Assessment

Assessment helps teachers determine how to most effectively support children. Quickly and effectively assessing children in September will be a feature of our strategy.

Assessment will look at children's social, emotional and academic needs.

Assessment will inform teachers how much children have accessed while schools have been closed and what gaps in knowledge children have. Gaps may be as a result of previously learnt knowledge that is no longer secure in long term memory or new knowledge that children would have learnt had they been at school but did not due to closures. Teacher will carefully assess which of these apply to which knowledge and make appropriate adjustments.

Teachers will then be able to assess how much re-teaching is needed and which groups need some pre teaching or post teaching to help them access the curriculum fully.

Assessment likely to be used;

- Teacher assessment based on the work children produce and assessments undertaken while working directly with children (phonics phase assessments)
- Low stakes knowledge checks such as quizzes
- Age standardised assessments (PIRA & PUMA), phonics screenings, multiplication checks
- Parent questionnaire
- Pupil questionnaire
- Any specialist assessments as recommended
- Pre and post assessments for specific interventions
- Subject specific assessments where needed to assess where particular concepts might have been misunderstood or forgotten

Parent Questionnaires

We have kept in close contact with families during both national lockdowns sending surveys to capture their experiences.

This information has been used to help inform and target support.

Child Questionnaire

My home learning experience. Available to staff in the 'COVID19' TEAMS file.

My home learning experience...

1. How much home learning have I done?

1 None of it	2 Some of it	3 At least half of it	4 Most of it	5 All of it
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How does this make me feel?

2. How much did I enjoy home learning?

1 Not at all	2 Enjoyed Some of it	3 Enjoyed half of it	4 Enjoyed most of it	5 Really enjoyed it
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How does this make me feel?

3. How did I find the work?

1 Too easy	2 Easy	3 Just right	4 A little difficult	5 Too hard
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How does this make me feel?

My time in lock down...

I've achieved...

I've been a star during lockdown because...

I smiled when...

My favourite activity to do was...

I was sad when ...

I struggled when...

My thoughts and feelings about being back in school...

I'm Looking forward to...

I'm worried about...

I'm confident about...

I might need extra help with...

National Programmes and Funding

A £1bn fund for children in England to 'catch up' was announced by the government in June.

Disadvantaged pupils (children who receive pupil premium) will have access to tutors through a £350m programme over the year from September. The £350m for tutoring will fund discounts. Each school will need to allocate a proportion of its pupil premium funding to take advantage of the subsidy. Where school agree this is likely to have impact, parents give their consent and children their commitment funding will be allocated.

Primary and secondary schools will be given £650m to spend on one-to-one or group tuition for any pupils they think need it. The programme is scheduled to start in the autumn, paid for by the Department for Education and the KPMG Foundation.

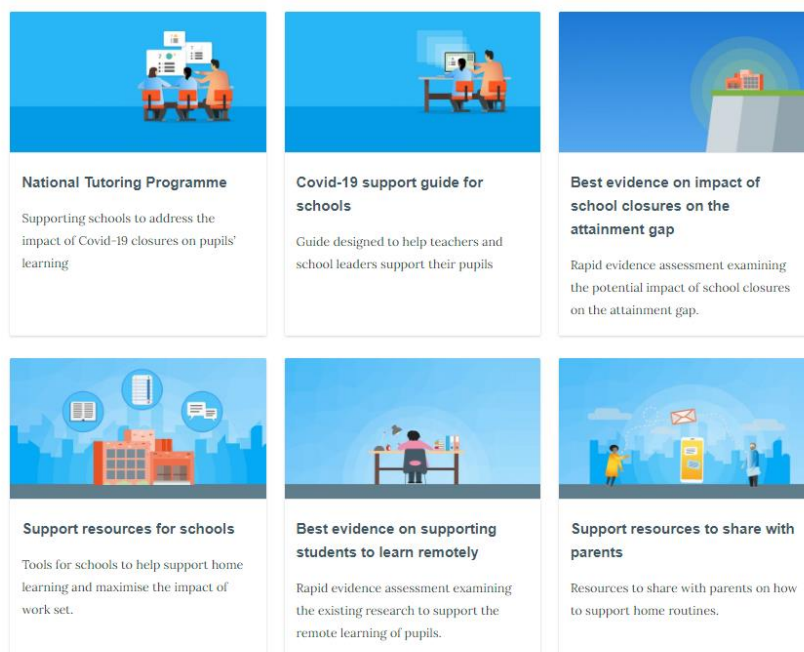
The Institute for Fiscal Studies (IFS) says the funding represents a 1% increase in school budgets and will be worth, on average, about £80 per child.

Maximising the use of dedicated funding received to support children is part of our strategic plan.

Links to wider reading documents

Covid-19 resources

Supporting schools and parents to make the most of home learning



The EEF Guide to Supporting School Planning: A Tiered Approach to 2020-2021

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf

National Tutoring Programme

<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/>

Covid-19 support guide for schools

<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/>

Best evidence on impact of school closures on the attainment gap

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/>

Support resources for schools

<https://educationendowmentfoundation.org.uk/covid-19-resources/support-resources-for-schools/>

Best evidence on supporting students to learn remotely

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>

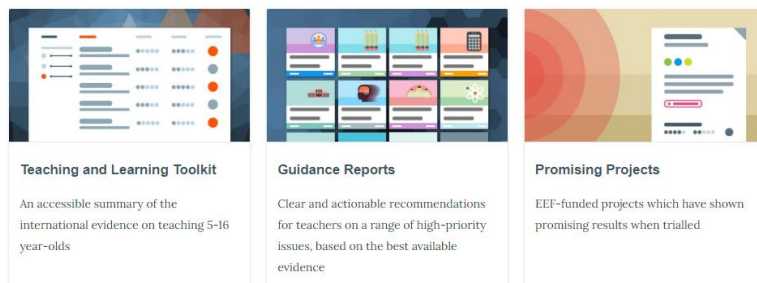
Support resources to share with parents

<https://educationendowmentfoundation.org.uk/covid-19-resources/support-resources-to-share-with-parents/>

Key EEF resources

[View all our resources >](#)

Start with the evidence to help boost student learning



Teaching and Learning Toolkit - An accessible summary of the international evidence on teaching 5-16 year-olds

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

Guidance Reports

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/>

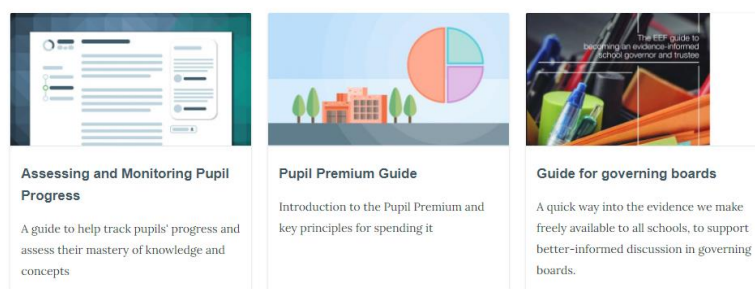
Promising Projects

<https://educationendowmentfoundation.org.uk/tools/promising/>

Practical EEF tools

[View all our practical tools >](#)

Resources to help improve teaching practice



Assessing and Monitoring Pupil Progress

<https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/>

Pupil Premium Guide

<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>

Guide for governing boards

<https://educationendowmentfoundation.org.uk/tools/governors-guidance/>

World Health Organisation Checklists

Families may find the following checklists provided by the World Health Organisation useful. It is likely children will need some support to access the children's version as it has been written for children and older students.

CHECKLIST FOR PARENTS/CAREGIVERS & COMMUNITY MEMBERS

- ☐ 1. Monitor your child's health and keep them home from school if they are ill
- ☐ 2. Teach and model good hygiene practices for your children
 - Wash your hands with soap and safe water frequently. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol. Always wash hands with soap and water, if hands are visibly dirty
 - Ensure that safe drinking water is available and toilets or latrines are clean and available at home
 - Ensure waste is safely collected, stored and disposed of
 - Cough and sneeze into a tissue or your elbow and avoid touching your face, eyes, mouth, nose
- ☐ 3. Encourage your children to ask questions and express their feelings with you and their teachers. Remember that your child may have different reactions to stress; be patient and understanding.
- ☐ 4. Prevent stigma by using facts and reminding students to be considerate of one another
- ☐ 5. Coordinate with the school to receive information and ask how you can support school safety efforts (through parent-teacher committees, etc.)

CHECKLIST FOR STUDENTS AND CHILDREN

- ☐ **1.** In a situation like this it is normal to feel sad, worried, confused, scared or angry. Know that you are not alone and talk to someone you trust, like your parent or teacher so that you can help keep yourself and your school safe and healthy.
 - Ask questions, educate yourself and get information from reliable sources

- ☐ **2.** Protect yourself and others
 - Wash your hands frequently, always with soap and water for at least 20 seconds
 - Remember to not touch your face
 - Do not share cups, eating utensils, food or drinks with others

- ☐ **3.** Be a leader in keeping yourself, your school, family and community healthy.
 - Share what you learn about preventing disease with your family and friends, especially with younger children
 - Model good practices such as sneezing or coughing into your elbow and washing your hands, especially for younger family members

- ☐ **4.** Don't stigmatize your peers or tease anyone about being sick; remember that the virus doesn't follow geographical boundaries, ethnicities, age or ability or gender.

- ☐ **5.** Tell your parents, another family member, or a caregiver if you feel sick, and ask to stay home.