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Pinfold Primary

Post COVID 19-

‘ Getting back into Learning’ Policy 2020

Head: Claire Tjaveondja

Chair of Governors: Nicola Jackson

**Pinfold Primary**

‘Learning is our passion’

‘Small but mighty!’

**Curriculum Intent**

*We believe children have an unlimited capacity for learning and personal success: our challenging and inspiring curriculum will create independent, critical thinkers, confident, responsible and caring, high reaching learners who have the skills and knowledge to be able to keep themselves and others safe and happy, challenge discrimination and to make our world a better place.*

**Rationale**

After lock down we have discussed as a staff how we will move forward as a school.

We believe we need to assess where our children are in terms of their emotional wellbeing, health and academically before we can make any firm plans as to interventions etc. We believe we are in a strong and unique position as a small school. We have just worked carefully and at length to develop our four year cumulative curriculum to meet the needs of our mixed age classes. We had already planned for the differentiation needed and the point we are at in a lot of subjects is gathering where the children are, what knowledge they have and slotting then in to the appropriate key learning in our plans. This is especially so for the new RSE and Health Curriculum.

We had already evaluated that our school priority is the children’s emotional health and wellbeing, developing their physical and mental health, resilience and determination.

We are aware of the exstensive time children may have been on electronic devices and connected to the internet. We are making teaching online safety to children and parents a priority.

**How we are going to achieve this:**

We assessed where our children were at in March 2020 academically. We had several children in to school during lockdown, some children of critical workers some vulnerable. (hereafter referred to as ‘Lockdown children’)

**Emotional Health and Wellbeing**

We have assessed the lockdown children in their emotional health and wellbeing and involvement using the Sics(ziko) self evaluation instrument, measured on the Leuvens scale from 1-5. We have also asked the children to complete one off one page profiles which should give us an insight intoany issues children may have had and consequent circle times can be geared to address these needs.

We intend to complete this on the returning children in the first week of term. We will then revisit over each half-term. (scores)

We have planned our RSH Education (including PSHE) using the PSHE Association scheme of work. We have re-jigged it so we are concentrating on physical and mental health and staying safe online for the first term.

We have booked in a term of yoga to help the childrens core strength, stamina and mental health.

We have planned in three half terms of Forest School in the woods for Oak class. The whole school will be learning outside as much as possible. This will help their physical, mental, emotional and wellbeing. It will also be invaluable in encouraging children to talk, problem solve, socially interact, team build and learn to respect our environment.

We have looked closely at the Lancashire County Council document;

*‘Responding appropriately to COVID-19’- a curriculum to meet the needs of our communities.*

**Online Safety**

As part of our first half-term planned RSE and Health Education we wil lbe teaching al lthe children about online safety and holding a Zoom meeting for parents to discuss their knowledge of keeping safe and sharing good practice.

**Physical Health and Environment**

We have anticipated the need for more physical education and are starting a Healthy Schools push involving our Pupil Council. We will be raising awareness and giving guidance to parents on healthy cheap packed lunch ideas and so forth. This will go hand in hand with looking after our environment. We will address the serious issue of littering that has arisen over lock down and will liase with the ‘Keep Britain Tidy’ initiative.

**Maths and English**

We recognise that our children will have had a myriad of experiences and anticipate that most will need a lot of intense work with calculations in Maths, reading, writing and phonics.

We have set up our timetable to utilise our human resource skill base to the maximum and will be upskilling one TA in early phonics by moving her to Willow class for the phonic sessions, she can then take her knowledge into the KS2 Oak class, where it will be vital to help our SEN children.

We will be researching signing up for various interventions as suggested by the government to ensure we access funding however we feel using a SEND inclusion teacher who knows our children for example would be more beneficial and effective.

Oak class are engaging in a daily intensive recovery in Maths and staff are being trained on the CPA approach (concrete, pictorial, abstract).

**SEND**

We have bought in two hours a week specialist teacher time to come in and work with three children in precision teaching. If we need to we will buy her in for more. All strategies that she uses we will incorporate into TLP’s for the class teacher and TA to use.

We are being trained how to use Pivats in October to ensure we are setting appropriate acheivable targets that move our children on and show progress.