








'STRIVE' for Success	S- Self-Motivation T- Thinking R- Resilience I – Independence V- Valued collaboration E –Empathy	<p>Priority 1: Connection (Resilience and Empathy) To build connections with children on site and remotely, supporting their emotional wellbeing and mental health.</p> <p>Collaboration (Independence and Valued collaboration) To build structures to support working independently and as a team, developing interpersonal skills, both on site and remotely.</p> <p>Priority 2: Curriculum (Self-motivation) To ensure children are secure in the key concepts for reading, writing, phonics and maths while ensuring a balanced curriculum delivery both on site and remotely.</p> <p>Priority 3: Creative Curriculum (Thinking) To ensure children are secure in the key concepts for reading, writing, phonics and maths while ensuring a balanced curriculum delivery both on site and remotely. To reduce the variation in the attainment and progress of children on site and remotely.</p>
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Priority 1: Connection and Collaboration			
PROVISION FOR ON SITE EDUCATION (POSE)		PROVISION FOR REMOTE LEARNING (PRE)	
<p>Ensure children and staff have the opportunity to:</p> <ul style="list-style-type: none"> develop coping skills and self-care techniques; talk about their current experiences during lockdown; have one-to-one conversations with trusted adults, if needed; learn about and be alert to current COVID safety measures; renew and develop friendships and peer groups within new year group bubbles; access enriching curriculum provision. use positive language and positive ending and sending messages for smooth transition through the day. <p>Children and staff should be taught that, like physical health, mental wellbeing is an important part of daily life that is influenced by different factors, including exercise.</p> <p>Explain to younger pupils that things they value, enjoy or are good at can all support mental wellbeing. Positive relationships, and eating and sleeping well can also help.</p> <p>Prompt older pupils to reflect on ways they can contribute to others' mental wellbeing, and establish which activities help them maintain their own wellbeing.</p>	<p>PSHE lessons for children following the Jigsaw sequences of learning, supported by the Oak academy instructional videos that match the themes.</p> <p>Daily mile or activity to provide opportunities for outdoor physical wellbeing.</p> <p>Moves mental health and wellbeing activities to support daily opportunities to reflect on personal wellbeing.</p> <p>Oracy games and activities and oracy groupings.</p> <p>Daily mental health and wellbeing check ins using the class display.</p> <p>Picture News resource for discussion and debate.</p>	<p>Ensure children and staff have the opportunity to:</p> <ul style="list-style-type: none"> develop coping skills and independence; talk about their current experiences during lockdown via phone calls and MS Teams; have one-to-one conversations with trusted adults, if needed via phone calls or dojo messaging; learn about and be alert to current COVID safety measures; renew and develop friendships and peer groups through live wellbeing sessions; access enriching curriculum provision. use positive language and positive ending and sending messages for smooth transition through the day via dojo messaging. <p>Children and staff should be taught that, like physical health, mental wellbeing is an important part of daily life that is influenced by different factors, including exercise.</p> <p>Explain to younger pupils that things they value, enjoy or are good at can all support mental wellbeing. Positive relationships, and eating and sleeping well can also help.</p> <p>Prompt older pupils to reflect on ways they can contribute to others' mental wellbeing, and establish which activities help them maintain their own wellbeing.</p>	<p>PSHE lessons for children following the Jigsaw sequences of learning, supported by the Oak academy instructional videos that match the themes posted on Class Dojo for children to access and complete the learning.</p> <p>Promote daily physical activity to provide opportunities for outdoor wellbeing e.g. Joe Wicks, bird watching week https://woodford-primary-school.secure-primariesite.net/sports-blog/ https://www.rspb.org.uk/get-involved/activities/birdwatch/</p> <p>Moves mental health and wellbeing activities to support daily opportunities to reflect on personal wellbeing.</p> <p>Opportunities for mental health and wellbeing check ins using the class dojo messaging service.</p> <p>Regular wellbeing activities posted on class story for children to try.</p> <p>MS Teams live circle time each week to promote discussion and fun.</p> <p>Picture News resource for sharing of thoughts via class dojo.</p>

Priority 2: Curriculum			
PROVISION FOR ON SITE EDUCATION (POSE)		PROVISION FOR REMOTE LEARNING (PRE)	
Each morning one of the teachers from the Year group teaching team will upload a video to the Class Story explaining the different tasks for the day and where these can be found. Links to the online instruction videos will be posted daily. These will be via White Rose/Oak Academy/Purple Mash/Cracking Comprehension/Phonics Bug			
Subject	Lesson format for all		
English	<ul style="list-style-type: none"> Watch instructional video from Oak Academy. Complete task set and submit onto Portfolio on Class Dojo, if completing Remote Education. Feedback from a member of the Year group team. 		
Maths	<ul style="list-style-type: none"> Watch instructional video from White Rose. Complete task set and submit onto Portfolio on Class Dojo, if completing Remote Education. Feedback from a member of the Year group team 		
Foundation subjects	<ul style="list-style-type: none"> Watch instructional video from Oak Academy /Purple Mash. Complete task set and submit onto Portfolio on Class Dojo, if completing Remote Education. Feedback from a member of the Year group team. 		
Other activities	<ul style="list-style-type: none"> Spellings-activities set weekly. Use Spelling Shed to practise. Upload any work to Class Dojo portfolios for feedback from the teaching team. Reading/Phonics using Phonics Bug / Cracking Comprehension. Upload any work to Class Dojo portfolios for feedback from teaching team. TTRockstars /Numbots for Maths support. 		

Priority 3: Creative Curriculum	
PROVISION FOR ON SITE EDUCATION (POSE)	PROVISION FOR REMOTE LEARNING (PRE)
Weekly creative challenges to engage the whole school and families in creative thinking across the curriculum areas.	

Safe, happy and learning ~ Ongoing Support		
Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> Teachers and TAs support strong positive relationships with each child in the class through face to face interaction or messages/phone calls/MS Teams meets. Emotional Logic approaches implemented on-site or remotely. Detailed planning approaches used to support high quality delivery for all children, meeting the needs of all learners regardless of setting (POSE/PRE). All lessons include scaffolding for support (e.g., CPA for Maths) for all children to feel well supported regardless of ability or setting (POSE/PRE). Reshaped timetables to accommodate learning environments and opportunities for new instruction and daily practice. Assemblies to reflect on school values, our positive ethos and the current national situation. Safe space in all classrooms and safe messaging via Class Dojo. Teachers and TAs to work closely with families to monitor and support the wellbeing of individual children and their family. 	<ul style="list-style-type: none"> Consultation with SENCO/Inclusion Leader for children needing additional support following lockdown. EP Consultation/Surgeries for staff and children. Reading – 1:1 Reading time on site and via MS Teams remotely. Emotional Logic sessions for children and families. Personalised safe spaces on site in bubble areas. Short or long term ELSA sessions to support recovery on site or through MS Teams. ISPs reviewed and updated following assessments and consultation. Weekly wellbeing calls to families. Identification of children who need further support ~ Catch-Up Funding plan. MS Teams wellbeing sessions. 	<ul style="list-style-type: none"> ELSA/family support MAST involvement <ul style="list-style-type: none"> Link EP support Family Workers Therapists Learning Mentors CAMHS Communication and Interaction Team School Nurse Daily check in with families EWO involvement EHAT plans <div style="display: flex; justify-content: space-around; align-items: center;">   </div>