



OUR VISION

FOR 2022-23 & BEYOND



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ABOUT GLF SCHOOLS



GLF are a trust of 41 schools. Floreat Wandsworth Primary School is one of those schools!

Our history

GLF Schools was founded in 2012 in order to enable the federation of Glyn School, an academy since 2011, and Danetree Junior School. Having worked in partnership since October 2010, both schools' governing bodies and leadership teams believed that, as like-minded partners, working in different sectors gave incredible opportunities to the children and students of both schools.

Armed with that simple philosophy, we began our 'journey' – a journey that would help us become a MAT of more than 1000 talented staff working with over 17,000 children in 41 schools across 5 regions in southern England.

Our culture

What we say in our motto is true: "Where Children Grow, Learn and Flourish." Each of our schools has its own distinct character and culture which is respectful of its community and context but their utmost common ground is that it is our staff that make each school. Our collective GLF culture is built upon caring for our children and students by enabling our staff to provide the best possible education with the resources at our disposal.

Our mission

We have a simple mission:

"To be a supportive community of schools where together we grow, learn and flourish"

[Click here to find out more about the other GLF schools.](#)

Our vision

GLF Schools comprises of 41 primary and secondary schools across five regions overseen by the Regional Schools Commissioners.

Each school has GLF Schools' vision on display:

'Learning and Teaching' is the core purpose at GLF Schools. We are committed to raising the aspirations and achievement of our children and young people through:

- Outstanding leadership at all levels
- Inspiring learning and support for all delivered by dynamic and passionate professionals
- Instilling a sense of challenge, enjoyment and passion for learning
- A curriculum, unique to each school, which suits the needs of its children in their local community
- All children will be supported and encouraged to lead healthy and active lives; making sensible choices whilst respecting the views and attitudes of others

Our values

- Appreciative of our children, students and their families
- Commitment to excellent education for all
- Friendly and caring
- Positive and passionate in everything we do
- Honest, open and keep our commitments

Our aspirations

GLF Schools holds an ambitious vision for education. Our schools are committed to our core remit of providing an outstanding educational experience so that:

- every child and student is highly valued and expected to achieve their full potential no matter what their socio-economic background
- all children will enjoy their learning, attain high outcomes and be supported in becoming confident individuals and responsible citizens whilst making excellent progress
- all children will benefit from an inclusive ethos, excellent teaching and a broad and balanced curriculum underpinned by strong leadership, in a local school
- all children will be supported and encouraged to lead healthy and active lives, making sensible choices whilst respecting the views and attitudes of others

Each of the GLF schools has its own distinct character and culture which is respectful of its community and context but their utmost common ground is that it is our staff that make each school. The Floreat Wandsworth leaders, assisted by GLF partners and the Local Governing Body, are constantly reviewing the needs of the community and adapting our approach which is based on an **inclusive environment** for everyone where **all children flourish**.

- Since 2015 we have served a very special community. The families within Wandsworth **work hard** and **are highly ambitious**. They have **high expectations** of their children.
- Parents have told us that they want their children to be **confident, aspirational** and **be the best that they can be**.
- The families within this area do everything they can to provide the **best possible life experiences and opportunities for their children**. A number of our parents were born locally and went to school within the local area.
- The school community is represented by **13 different religions** and **26 different languages**.
- **1 in 4 pupils receive Pupil Premium**. Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.
- Our families represent **18 of the 19 ethnic groups** outlined by the government.
- The London Borough of Wandsworth is the **11th most densely populated area** out of 317 English districts. A large number of families live in flats without any immediate access to outdoor space.
- We are one of the closest schools to Wandsworth Town Hall and a short journey from St George's Hospital, one of the largest hospitals in Europe.
- Earlsfield Train Station is a 5-minute walk away and the train to London Waterloo takes 15 minutes.
- Wandsworth has the 4th lowest rate of unemployment out of the 32 London Boroughs.
- Many of our parents are civil or public servants such as school staff, NHS staff, hospital workers and local authority employees.

WHAT IMPACT DOES THE CONTEXT OF THE SCHOOL HAVE ON OUR VISION?

Our vision is based on **every child flourishing** and meets the local need to be an **inclusive** school where all children will make difference - no matter what their background or circumstances may be. Disadvantaged pupils are given every opportunity to bridge any gaps within their learning with tailored support.

The learning approach of Core Skills, Knowledge and Character suits the needs of our ambitious families. **High expectations** are set by all school leaders and are a key part of our growing reputation. These high expectations radiate through the school team and out into our community of pupils and families.

The school team recognise the importance of **celebrating our diverse community** and that our **pupils and families must have their voices heard**. The curriculum is designed to enrich the pupils' knowledge and support them to develop a secure sense of the world around them.

We also place an emphasis on **outdoor play and learning** as our context means that our pupils have limited access to outdoor space (we do go outside in every type of weather though!).



CORE SKILLS: Pupils will have confident & accomplished skills in English & Maths as well as the ability to think creatively & critically. High expectations for all.



CORE SKILLS

CHARACTER

EVERY CHILD FLOURISHING



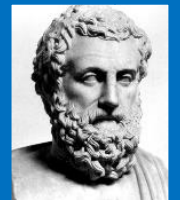
KNOWLEDGE



CHARACTER: Pupils will master character virtues such as bravery, service, honesty & gratitude. Our nurturing approach helps to support pupils to reveal their character virtues. High expectations for all.



‘Character is that which reveals moral purpose, exposing the class of things a person chooses or avoids.’
Aristotle



OUR LEADERSHIP APPROACH

As leaders create a **happy** and **safe** culture where all members of our school community can thrive.

Leaders always focus on what is **effective** for the learners. The leaders must be able to model **fun, pacy, challenging** and **creative** learning opportunities to the teachers.



KNOWLEDGE: Pupils will have a deep knowledge & understanding of the essential facts about our world. Our curriculum is carefully designed to prepare pupils for secondary school. High expectations for all.

OUR TEACHING APPROACH

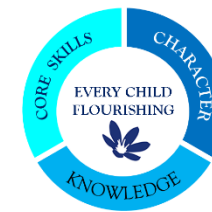
The teachers must provide **fun, pacy, challenging** and **creative** learning opportunities for all pupils every day.

Teachers must use their own intuition to assess **how their pupils learn best** and adapt the learning to suit the needs of those pupils.

‘Academic excellence, educational equity and fairness demand a strong foundation of knowledge for all learners.’
E.D Hirsch



OUR THREE FACULTIES



| CORE SKILLS | ENGLISH | MATHS | PREPARATION FOR SECONDARY SCHOOL |
|-------------|--|--------------------------|----------------------------------|
| KNOWLEDGE | HISTORY | SCIENCE | GEOGRAPHY |
| | COMPUTING | RELIGIOUS EDUCATION | ART & DESIGN |
| CHARACTER | PERSONAL, EMOTIONAL & SOCIAL DEVELOPMENT | READY FOR PRIMARY SCHOOL | OUT OF THE CLASSROOM EXPERIENCES |
| | PHYSICAL EDUCATION | SPANISH | MUSIC |
| | DANCE | MINDFULNESS | DRAMA |

Our curriculum choices are all based on **inclusion** where every child will flourish. We pride ourselves on our inclusive approach led by **Mrs Marsden (Head of Inclusion)**.

INTENT

IMPLEMENTATION

IMPACT

CORE SKILLS

Pupils will have confident & accomplished skills in **English & Maths** as well as the ability to think creatively & critically. The most effective schemes and approaches to learning are used to supplement the learning experiences of the pupils. SoundsWrite, Talk4Writing and a mastery approach in Maths are all used alongside our commitment to **fun, pacy and creative teaching and learning**.

Agreed English and Maths expectations to reaching the **minimum standard of 'good+' teaching** are set by the senior leaders. Outstanding teaching and learning expectations are also set through team teaching, modelling and lesson studies.

Teachers visibly encourage **discussion** and **maximum participation** from all pupils.

Family Learning, Curriculum Overviews, Home Learning, Remote Learning Plans (if required) and our **Handbooks** set out expectations for our families and pupils. Maximum participation is expected by all families.

Based on pupil, staff and parent feedback there is a strong culture of **independent reading** and accessing new knowledge alongside our Character and Knowledge approaches. Age relevant writing skills are displayed in **all books** across the curriculum and the emphasis on language and acquiring a **Confident Voice** ensures EAL and SEN pupils make rapid progress.

Our mastery approach in Maths ensures pupils are **challenged effectively** and any gaps in learning are quickly closed.

All pupils make 'good+' progress from their relevant baselines. Phonics data has always been very strong and well above the national average.

KNOWLEDGE

Pupils will have a deep knowledge & understanding of the essential facts about our world. Our approach to Knowledge originates from **E. D. Hirsch** who refers to pupils having the ability to understand knowledge and participate fluently in debates and discussions.

Knowledge is taught through the clarity of what pupils need to know and mapped out in **Knowledge Organisers** and **Curriculum Overviews** (Yearly & Termly).

Leaders plan a whole year on the basis that pupils should complete their primary education with a wealth of general knowledge, along with the self-confidence and skills to use it.

Knowledge is showcased in **books, essays, class discussions and quizzes**. Pupils acquire knowledge and skills at a much greater rate as a result of the clarity of what they need to know.

The learning environment is focused with all teachers ready to ask thought-provoking questions that extend pupil's thinking skills. Staff have a distinct interest in developing their own subject knowledge and are conscious of extending the vocabulary they use with our pupils.

CHARACTER

Pupils will **master character virtues** such as bravery, service, honesty & gratitude. Our nurturing approach helps to support pupils to reveal their character virtues.

Our approach to Character originates from **Aristotle** and the understanding that our character virtues develop, and are revealed, over time.

Pupils engage in daily discussions about the character virtues they are displaying or need to display. All staff expect **outstanding attitudes to learning** and this is echoed in all areas of the school.

The **Positive Framing** and the **Calm School** approaches are a feature throughout the school so that pupils learn within a nurturing environment.

Through explicit character lessons and the focus on character around the school pupils are very **knowledgeable about the different virtues** and the virtues they need to be successful in and out of school.

Pupils persevere because they are given **motivating and challenging experiences**. Pupils are intrinsically motivated to model **outstanding behaviour** in and out of the classroom. As a result, they are ready to learn at a quicker rate as time is only spent focusing on learning.

OUR EDUCATIONAL OFFER

| | |
|---|---|
| <p>OUR CORE VISION & PURPOSE</p> | <p>CHARACTER: Pupils will develop a mastery of a variety of character virtues, such as service, love and kindness, self-control and dignity & creativity. As pupils progress through the school they will develop their virtue knowledge before graduating to reasoning and then practice. This virtue practice is continually reinforced through meaningful praise, guidance and correction to help support children to demonstrate these character virtues independently.</p> <p>CORE SKILLS: Pupils will have confident & accomplished skills in English, Maths & Science as well as the ability to think creatively & critically.</p> <p>KNOWLEDGE: Pupils will have a deep knowledge & understanding of the essential facts about our world. Our curriculum is carefully designed to prepare pupils for secondary school.</p> |
| <p>THE EARLY YEARS</p> | <p>We establish an outstanding balance within the Early Years between formal & informal learning, inside & outside learning and teacher-led & child-initiated learning.</p> <p>We support pupils to focus on school routines & secure pupil/staff relationships. These skills enable pupils to flourish academically and socially with the Early Years and beyond.</p> |
| <p>PREPARATION FOR SECONDARY SCHOOL</p> | <p>We help inspire pupils to develop their talents & passions. We support & challenge pupils in equal measure to ensure they become the best version of themselves.</p> <p>We support pupils to ensure they are able to talk confidently about their interests & passions and also be knowledgeable & articulate when debating about current affairs in class, as a year group or in a public speaking forum.</p> <p>Our pupils will take part in Enterprise Week. This will help to develop children’s understanding of different jobs, how money is spent in designing products and how they can contribute to a range of activities that help them to become more enterprising.</p> <p>Verbal (words & text) & Non Verbal (pictures and diagrams) Reasoning preparation for secondary school. This helps pupils to develop their analytical and problem solving skills.</p> <p>Interview preparation for secondary school and beyond e.g. presentation, conduct, listening carefully to the question being asked and the ability to ask relevant questions to the interview panel. This is a life skill we want all pupils to master.</p> <p>Pupils will engage in secondary school taster sessions to help prepare them for the transition to secondary school.</p> |
| <p>PERSONAL, EMOTIONAL & SOCIAL DEVELOPMENT</p> | <p>At Floreat Wandsworth Primary School, we believe that Personal, Emotional and Social development helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens.</p> <p>The work we do in PSHE links directly to our approach within Character Education and is considered a vital part of our curriculum offer. It is taught an age-appropriate way throughout each academic year. Our curriculum choices are supported by Jigsaw which is a programme of study designed to support a whole-school approach. Jigsaw PSHE provides a detailed and comprehensive scheme of learning for ages 3 - 11.</p> <p>As part of the National Curriculum we must promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Classroom debates, wider curriculum work and assemblies form a large part of our educational offer when promoting British values.</p> |
| <p>ENGLISH</p> | <p>Phonics:</p> <p>Our learners take part in a quality first phonics programme called Sounds-Write to enable children to learn the skills required to blend, segment and manipulate sounds. It is a very highly structured, multi-sensory, incremental and code-oriented, instructional approach to teaching children to read and spell. In EYFS and Year 1, pupils will read books linked to Sounds Write. Readers will then continue to progress through a banded reading scheme with a wide range of books and become confident and fluent readers in UKS2.</p> |

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| ENGLISH | <p>Reading: Our readers are exposed to a range of high quality, age-appropriate texts (fiction & non-fiction) and are equipped with the tools to tackle unfamiliar vocabulary and material through explicit teaching. Children participate in book talk, including evaluating the author’s use of language, how this can affect the reader as well as expressing their own opinions. We ensure the books we read as part of our reading curriculum and in our books corners are representative of our wider school community and reflect the diversity of our childrens’ lived experiences.</p> <p>Writing: Our writers are taught using <i>The Talk for Writing</i> approach. This approach enables learners to write independently for a variety of audiences and purposes within different subjects. This is achieved through children internalising the language structures needed to write by ‘talking the text’, as well as close reading. Learners move from dependence towards independence, with our teachers using shared and guided practice to develop the ability in children to write creatively and powerfully.</p> |
| MATHS | <p>We ensure that our mathematicians receive an inclusive maths curriculum in all key stages which promotes mathematical fluency and reasoning with a focus on progress of all pupils. Pupils will engage in rich mathematical discussions and use mathematical vocabulary to support their understanding. Our pupils will gain a bank of strategies and the mental fluency to confidently solve mathematical problems in a range of contexts. Additionally, pupils can work towards achieving badges to reflect their number knowledge including ‘10-10’ and ‘144’ badges.</p> |
| SCIENCE | <p>Our curious scientists are provided with a variety of opportunities for scientific discovery, enquiry and exploration. Every child at Floreat will be taught the necessary skill of mastering rational explanation whilst developing a real excitement about natural phenomena. Learning is made accessible for each pupil through the stimulating, resourced lessons and challenging but enjoyable scientific experiments.</p> |
| HISTORY | <p>Our Historians will:</p> <ul style="list-style-type: none"> • Be inspired and curious to know more about the past, igniting a love for history, preparing them with the essential knowledge they need for Key Stage 3. • Look in some depth at local, national and world history, understanding the causes of significant national and global events. Pupils will explore the connection between significant events and people and how they have influenced the modern world. • Develop an understanding of how the past is constructed and contested. Learning Children about what a historian does, looking at different sources as well gaining an appreciation and understanding of what it means to be a historian. |
| GEOGRAPHY | <p>Our geographers are inspired by the world and its inhabitants. Our teachers equip pupils with disciplinary knowledge on topics such as natural and human environments, together with an understanding of the Earth’s physical and human processes. Regular quizzes and knowledge organisers are a key feature of the learning process and help develop our students’ substantive knowledge.</p> |
| RELIGIOUS EDUCATION | <p>The study of different religions contributes to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion. Pupils will learn about the main religions of the world which include Christianity, Islam, Judaism, Hinduism, Sikhism and Buddhism. Additionally, pupils will also learn about humanism. Within each religion, pupils will learn about key figures as well as different beliefs and practices, including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them.</p> |
| COMPUTING | <p>We ensure that all pupils become digitally literate - able to use, and express themselves and develop their ideas through, information and communication technology (incl. coding). To support this digital literacy, pupils have access to iPads and now have their own logs for the Chromebooks. Pupils are supported in making links with mathematics, science and design and technology. E-Safety information will always be relayed to pupils in every year group in an age-appropriate way e.g. pupils in Year 5 will be taught about the importance of communicating kindly online and how to create a secure password.</p> |

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| LANGUAGES | <p>At Floreat, we teach Spanish to broaden children’s minds to the wider world and we firmly believe that the skills acquired by learning a new language can present children with a wide array of varied opportunities later in life. To support our Spanish learning, we use the resource 'Language Angels', an interactive approach underpinned by speaking and listening activities (such as song, games and drama) which helps children acquire key Spanish vocabulary and ultimately construct full sentences.</p> |
| PHYSICAL EDUCATION | <p>PE lessons focussing on activities such as gymnastics, football & tennis will be delivered by PE specialists. They will inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. PE helps to build character and helps to embed values such as fairness & respect. PE subjects will change on a half termly basis for all year groups.</p> <p>Competitive Sporting Fixtures will be organised against local schools e.g. archery, netball & athletics. Dignity and humility will be always be our character focus during these events.</p> <p>Swimming lessons for all pupils will be provided by the end of Year 6. Pupils will be able to swim competently, confidently and proficiently over a distance of at least 25 metres.</p> |
| ART & DESIGN | <p>Our artists will apply their imaginations and creativity to develop new skills throughout each year as they build on their knowledge. Using their individuality, they will gain a passion for art through designing and exploring different art materials. They will be inspired by various artists from around the world mastering a range of skills.</p> |
| <p>DRAMA, DANCE & MUSIC</p> | <p>Drama: Our actors are provided with a range of opportunities to showcase their wonderful drama skills throughout school. Drama activities promote a Confident Voice, which is essential for later life. At Floreat, we use drama to explore every Talk 4 Writing text to bring them to life in a fun, engaging and creative way. Additionally, we use drama across the curriculum to aid children develop their performance skills as well as internalise a vast array of importance information.</p> <p>Dance: We believe that dance is a uniquely expressive way to explore the physicality of our bodies and engage creatively with music. Throughout their time at Floreat, our dancers will progressively develop their skills from Nursery to Year 6. Dance fosters teamwork as well as independence and also helps to develop flexibility, strength, technique, control and balance in a fun and creative way.</p> <p>Music: At Floreat, we believe that music fosters a sense of confidence, harmony and teamwork. We inspire our children to develop a love for music and provide a safe environment for them to showcase their creativity and self-confidence. We provide the children with a wide variety of music genres to explore throughout the year, aided by the Charanga Musical School Scheme of Learning. To develop them further as musicians we offer additional music tuition opportunities through music tuition, such as Whole Class Teaching of Violin/Viola in Year 3 and Djembe in Year 5. Moreover, the children have many performance opportunities such as assemblies and festive concerts.</p> |
| OUT OF THE CLASSROOM EXPERIENCES | <p>Local area walks & day trips will enhance the learning opportunities provided within school e.g. museums or landmark visits.</p> <p>Our character, core skills and knowledge vision will be enhanced through carefully planned residential / overnight trips e.g. a camping trip to the New Forest.</p> <p>Outdoor learning opportunities are available all year round e.g. gardening or using the outdoor stage. All pupils spend at least 8 hours a week at school enjoying activities outside.</p> |
| MINDFULNESS | <p>This is a key part of Floreat Wandsworth’s ethos, as reflected within our Calm School Code. We have integrated mindfulness within our daily routines by including two Brain Breaks a day and encouraging the children in elements of behavioural regulation, as supported by Zones of Regulation. Each classroom is equipped with a Regulation Station, which provides them with calming tools to enable them to restore self-control and manage their emotions to achieve the best outcomes in their learning, as well as having a positive impact upon their long-term psychological well-being.</p> |



FREQUENTLY ASKED QUESTIONS



| Curriculum documents | What do the documents aim to do? | When can parents view them? | Are they for the whole school or individual year groups? | Where can I find them? |
|---------------------------------|---|--|--|--|
| 1. OUR CURRICULUM VISION | To give parents an overview of expectations and progression from Nursery to Year 6. | Autumn 2021 | Whole School | These documents are found on the website under the Curriculum heading. All documents can be printed upon request - please see the Office Team for printout requests. |
| 2. YEARLY OVERVIEWS | To deliver a plan of the expectations and progression within each year group across a whole academic year. | Autumn 2021 | Year Groups | |
| 3. TERMLY OVERVIEWS | These overviews will provide parents with a detailed plan of learning so parents can effectively support their child at home. | At the beginning of each half term (6 times a year). | Year Groups | |

Who has contributed or will contribute to this overview?

We have gathered evidence and feedback from all of the [staff and colleagues of Floreat](#) including West London Free School who have been influential in establishing the Knowledge part of our vision.

Key contributors will also include the [pupils and parents](#). Pupils will contribute during assemblies and class discussions. Curriculum feedback from parents has also been collated via written and verbal contributions. Please feel free to email your feedback to us by emailing office@wandsworth.floreat.org.uk

Which documents support this vision?

- ❖ Our own [Character Curriculum](#) underpins all the academic and wider curriculum work we do: www.floreatprogramme.org.uk
- ❖ We follow the [National Curriculum](#). The following link helps to understand the National Curriculum for pupils in Year 1 to Year 6 in detail: www.gov.uk/national-curriculum/key-stage-1-and-2
- ❖ We also follow the expectations set out within the [Early Years Foundation Stage Framework](#): www.gov.uk/government/publications/early-years-foundation-stage-framework--2
- ❖ Our [Yearly Overviews](#) for each year group give staff, pupils and families a plan of the expectations and progression within each year group across a whole academic year.
- ❖ The [Termly Curriculum Overviews](#) for each year group will continue to give parents a detailed account of the learning throughout the school year. These will occur [every half term](#) (6 times a year). You can find examples of the Termly Curriculum Overviews on our website: www.floreatwandsworth.org.uk/Year-2

Which study programmes do you use for English?

We use the education study programmes [SoundsWrite](#) and [Talk4Writing](#) to support the teaching and learning of the core subjects. You can find out more about these programmes by clicking on the logos below.

Do your chosen programmes of study tell teachers exactly what & how to teach?

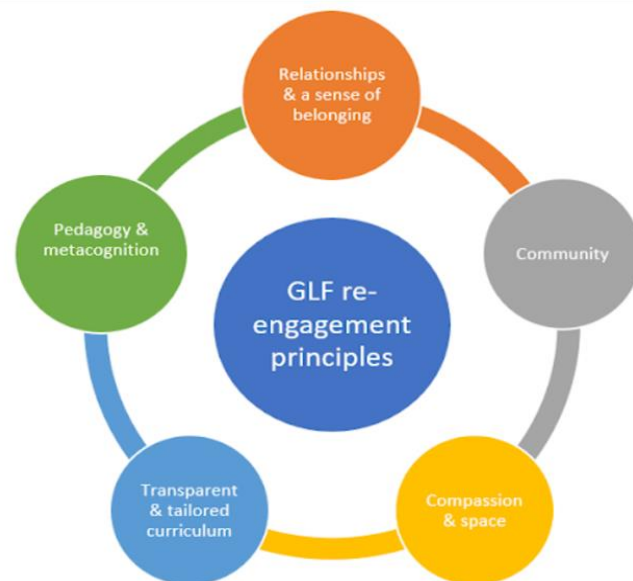
No, the schemes only supplement and support the learning around the school. The teachers must provide **fun, pacey, challenging** and **creative** learning opportunities for all pupils every day. Teachers must use their own intuition to assess how their pupils learn best and adapt the learning to suit the needs of those pupils. These are non-negotiables for all staff.

Our partnerships support our curriculum offer. Please click on the links to find out more about the people and organisations we work with.



RE-ENGAGEMENT AFTER THE PARTIAL CLOSURE OF THE SCHOOL - SPRING/SUMMER 2020

We have adopted the [GLF Schools Re-Engagement Curriculum Principles](#) to support the learning of all pupils following a global pandemic.



Our common re-engagement curriculum principles underpin the individual curriculums in each of our schools. As a trust of schools, these are based on the work of Barry Carpenter, Professor of Mental Health in Education, Oxford Brookes University.

BARRY CARPENTER'S 5 LEVERS:

- **LEVER 1: RELATIONSHIPS** - we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.
- **LEVER 2: COMMUNITY** - we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.
- **LEVER 3: TRANSPARENT CURRICULUM** - all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.
- **LEVER 4: METACOGNITION** - in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.
- **LEVER 5: SPACE** - **to be, to rediscover self, and to find their voice on learning in this issue.** It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

GLF RE-ENGAGEMENT PRINCIPLES

1. RE-ENGAGEMENT

Relationships and re-establishing a sense of belonging - schools will have to skilfully plan to rebuild a sense of belonging for our children. Children will not learn if they do not feel safe. A useful definition of trauma is “a deeply disturbing event over-which we have no control.” Covid 19 has been a traumatising event for many children, parents and school staff. We will need to decrease stress and adrenaline levels through rebuilding positive, kind and predictable relationships alongside new routines.

Schools must use calm and positive behaviour management techniques such as praising the behaviour you want to see, restorative conversations or “lending” the child an adult’s thinking brain to repair the mistake the child has made and show the other children they are still in a safe place.

All schools should consider how they support all children with their wellbeing within their bubble. Here is a link to some resources which we believe will support teachers when writing their Thrive actions plans and curriculum plans. These are located in the GLF Shared Resources>Curriculum (primary)>Wellbeing. [Wellbeing resources](#).

Community - There will be children and families who have experienced bereavement, children who have experienced poverty or neglect as well as many children who have thoroughly enjoyed extended time and attention from their parents. Schools now need to rebuild their school community. Engagement with parents must continue to be a priority to ensure families are well supported, clear on the school’s expectations and also have opportunities to rebuild their place in the school community.

Compassion & space - Compassionate leadership is crucial at this time. We must listen to what the children are saying and look at what the children have experienced. The pandemic has meant that the usual pattern of a school year with all of the annual cycle of events has been impacted and this may have had a huge impact on our children (especially those transitioning onto the next phase). Leaders should not have any preconceived ideas about the children’s starting points when they return. If they do this, a schools’ curriculum can be truly evidenced based, personalised and lead to significant impact.

2. CURRICULUM

Transparent & tailored curriculum - It is likely our children will feel like they have lost time in learning and we must show them and all stakeholders how we are meeting the children’s needs. We need to understand that all children will be vulnerable for different reasons. The intent of our individual curriculums must reignite a love of learning, focus on talk/oracy and develop children’s vocabulary. We must secure the basic skills before moving on too quickly and take the time to revisit prior learning. We must strengthen and develop the blended learning offer as the children start to return and be transparent with parents and carers about the phased return and the school’s blended learning offer.

All schools will need to adapt their curriculum intent statements to reflect the GLF’s Re engagement principles which underpin each school’s individual curriculum. When appropriate, the teachers must develop a clear understanding of the pastoral and academic strengths and gaps of each child. Once this assessment has been completed then this analysis needs to be used to refine the curriculum to address the gaps.

3. PEDAGOGY

Pedagogy is defined simply as the method, and practice, of teaching. Teachers and leaders must be clear on their teaching styles and the theory which underpins them. It is vital that teachers adapt their teaching styles to respond to the children's needs within the classroom. Feedback and assessment will be vital for all children to ensure children make progress and improve. We believe that feedback is even more essential for the children who are learning at home and schools need to ensure their teachers/support staff are feeding back to children (if not already doing so) to help them feel connected, praised, recognised and possibly address any misconceptions. Teachers must take the time to think about how they can reduce the cognitive load within their lessons and structure their lessons accordingly. Leaders must prioritise CPD sessions for their teachers and support staff to ensure they have the subject knowledge and understanding to adapt their practice. Leaders may want to refer to Roshenshine's principles of instruction and in particular how children retrieve information and store it in their long term memory.

Metacognition is knowing how you know and being able to explain your thinking processes. The research into metacognition evidence that children can make 7 months progress using metacognitive approaches. In different environments, children will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our children to reskill and rebuild their confidence as learners.

OUR RE-ENGAGEMENT APPROACH IN TWO SIMPLE PHASES

PHASE 1 - SEPTEMBER & OCTOBER 2020

Striking the right balance - nurture, routines, structure, relationships, academic = success

- Training staff ensured that our nurturing and Calm School approach is at the heart of what we do.
- The children have settled into the new daily routines and behaviour expectations. Pupil attendance 97%+.
- The team assessed that our learning approach was effective and ensured all pupils continued their learning journey. The inclusive nature of our systems ensured that all children flourished as much as possible given the circumstances. A Remote Learning Plan is in place to cover all eventualities.
- The children are enjoying being back in school and are socialising very well with their peers. New measures such as staggered starts and class bubbles are working well.
- Covid-19 guidance is being followed continuously in school and the children understand what is expected of them. Initial low stakes assessments and, where agreed, more structured assessments were completed.
- The children are now ready to move on to the next phase of the re-engagement curriculum.

PHASE 2 - NOVEMBER & DECEMBER 2020

- Further informal diagnostic testing - finding and identifying the gaps.
- Focus on what the gaps are and how they can be filled.
- Keep it really simple, fun and engaging - doing it well.