



Children are resilient and become more resilient if treated with respect, listened to and given the chance to use their imagination, make connections and find their feet.

We know that children have found lockdown and remote learning challenging. We do not seek to minimise or dismiss impact, but now children have returned to learning at school, the role for APS staff is to help children re-engage with their peers, staff, their learning and further develop their confidence. We need to further develop self-esteem and confidence so that children can communicate their emotions and feelings and use the skills gained from remote learning in other contexts to make connections to ensure that what we teach now, they understand. We also need to develop their stamina and continue to work on resilience.

APS will prioritise non-academic activities at first to support children to settle back into the classroom and routines. Most of our children will be re-adjusting from a lengthy time at home, and need to re-build emotional resilience and stamina in the classroom, whilst also having fun.

Circumstances which might have impacted their child's mental health may include:

- Financial hardship (like parents being made redundant or furloughed, 1 in three workers in Hounslow)
- If anyone in the family is a critical worker (like NHS staff)
- If there have been any deaths or serious illness in their community
- Bereavement
- Parental Mental Health issues

While some children will be affected by lockdown more than others, all children will be affected to some degree. All children who haven't been at school will have missed the routine, social interactions with friends and support and stability from school staff.

Once school has an idea of the mental health challenges the children might be facing, we can work out how to best approach them and support children in school, collectively and individually.

Approaches to support all children with the return to school:

- Music and art - sing with children and encourage them to be creative, and to talk about their creations
- PE - for example, walking can help reduce anxiety, while stretching and balancing can help to give children a sense of control (online yoga and mindfulness session such as Cosmic Kids on YouTube and [10 mindfulness exercises for kids - BBC Good Food](#))
- Break up the day with these activities, but make it fairly predictable to give children stability.
- Make links between your curriculum and children's experiences in lockdown
- Try to cover topics like anxiety, grief, the unknown and building trust in your curriculum.
- Make sure that this is age-appropriate. For example, First World War poetry might help older children explore grief.
- Reinvigorating Circle Times – providing children with opportunities to talk and play games to re-establish class connectivity.

The curriculum from now to July will look slightly different to our usual offer, particularly in year 6. The principle of teaching key skills, knowledge and understanding, that will support the next stage of learning from September. APS will identify key objectives to teach so that children can make progress and are ready for the next year.

Reading aims:

- Daily reading – hearing children read weekly
- To use the 8 reading strategies weekly to support reading
- use class reading texts
- adults to read daily with children to develop the pleasure of reading
- use PiXL PLCs from Y1, priority elements only to support class reading, using texts from tests 1 and 2 to read and discuss and the questions in class, but not as tests.
- Promote reading across other subjects, for example in science, geography, history, art.

More detail can be found in Reading Priorities March 21 documents.

Writing aims:

- Teach the key writing objectives that we have highlighted
- Use the Editing for Meaning packages on PiXL to support writing
- Use other subjects to develop the writing objectives such as through science, geography, history and DT
- Use of Talk4writing strategies to engage and show children are writers
- Promoting speaking and listening as a way into writing

More detail can be found in Writing Priorities March 21 documents.

Maths aims:

- Teach key objectives using maths guidance documents and curriculum prioritisation documents
- Use exemplification materials to help develop confidence with maths vocabulary and question types
- Concentrate on number and place value, number facts and addition and subtraction
- Use of knowledge mats to support key learning
- Use of PiXL rapid recall cards to support key learning
- Use of PiXL quizzes for assessment not tests.
- Use of error and misconception cards to inform planning

More detail can be found in Maths Priorities March 21 documents.

PE aims:

- more opportunities for PE, particularly outside
- to develop confidence,
- stamina,
- health and fitness,
- cooperation and team spirit
- collaboration and communication skills
- challenge, problem solving and resilience
- to have fun

Wellbeing

- continue to develop conversations to promote emotional literacy, resilience, communication
- Use of PiXL therapies to support wellbeing.

More information can be found in the Wellbeing Support Handbook March 2021
School Council has been able to provide some insight into children's views on lockdown and following the return to school. Some of the children's responses from their class discussions so far are:

- Create more opportunities for the class to enjoy social time together, as this will improve our wellbeing and morale
- Be quieter
- Play with more people
- Look out for children who might be alone or lonely at play time
- More Art
- Helping others
- More computing
- Taking care of each other
- More physical activities
- Learning more Spanish
- More reading time
- Helping out.

To be read in conjunction with:

1. Initial Thoughts Concerning Children's return to school March 21
2. Supporting Children in their Return to School March 2021
3. Supporting Children with SEND with Learning in the Summer Term
4. APS Wellbeing Support Handbook March 2021
5. Getting Year 6 Secondary Ready