



## Transition Guidance Document

### Our Ethos

At Turners Hill CofE Primary School we recognise that children's experiences during the Covid 19 Lockdown will have been different and varied and that each child, to a greater or lesser degree, will have experienced pressures that have been placed on families during this time including financial, health and well-being. At Turners Hill CofE School we believe it is important to recognise this and to put children's well-being at the center of the return to school. We believe that it is by working together as a school community that we will find effective solutions to ensure that the needs of our children are met.

### Aims and Purpose of this Document

This document aims to recognise that our children's current needs may have changed and that we should consider these carefully. Considerations should include:

- Staff's response to their children is key to how successfully their children are able to re-integrate back into school life.
- Staff should have a sensitivity to those who may need additional support and this might include others that are **not** children of key workers or considered vulnerable including SEND.
- Staff should be sensitive to all children's sensory needs; their sudden immersion back into the school community and wider pockets of people. This includes how we move around our environment, communicate with people, react to the altered environments of our classrooms and follow new rules.
- That there is potential for anxiety separation. Being together with just their families for a length of time may impact how children behave when they are no longer in their home environment.

## How this can be Achieved – An Adapted Timetable

- **Give children time to talk.** Activities should promote conversations and allow children to share significant experiences and moments during lockdown. These might include a celebration of an experience or achievement but might well also provoke a need for further conversation/strategies in dealing with more challenging recounts.
- **Building relationships.** Activities should be wide and varied and enable positive experiences in getting to know each other once again. These activities should be highly engaging and fun and include physicality.
- **Establish New Routines.** Activities that enable children to understand the newly adapted way of life in school. This should include establishing routines, demonstrating and discussing how we use our new environments, hi-lighting what children should consider including social distancing, personal hygiene (washing hands, using equipment etc), moving around the school and playtime and lunchtime routines. It should be recognised that there are a lot of changes for the children to digest and so information should be delivered gently in small, clear chunks with opportunities for children to ask questions.

## Ideas and Resources

Ideas can be found on the school server and include resources from Twinkl, and Jellyfish. Activities should include such things as relaxation, breathing exercises, body awareness, sensory activities, physical games, exploration of worries, art and reading stories.

## Academic Recovery

We recognise that during lockdown children will have engaged with academic work to a varying degree. Upon return to school, we aim to assess the children's current understanding and use this as a starting point in supporting them in returning to an appropriate academic level. Classteachers will use baseline assessments to inform their planning and to provide additional support to those children who would benefit from this intervention. Our aim is to fill master any gaps in learning as quickly as possible, while still being mindful of the emotional wellbeing of our pupils. Our overall ambition is that children will not be adversely impacted by lockdown and will return to their prior academic trajectory.

## Summary

Key to all of this is the re-building of relationships and the re-establishing and re-learning of expectations. It will take time to adjust to the new normal, it will not happen overnight and appropriate time should be given. It is only after this time that we can truly gauge our children's well-being, evaluate and evolve our strategies and then move forward with our exploration of end of year transitions and the delivery of the curriculum in general.