

Summary of findings and next steps – from Lockdown 2020

(March – June 2020 and Jan- March 2021)

“recognising and celebrating the presence of Christ on one another”



Dear Parents,

Lockdown has created its challenges and has left a mark on our society, nationally, and at local level. Our aim, with your support, is to use the experiences- for the greater good of the school and the community. All children have had different experiences; some have grown in confidence, some have not. It is our duty now, as teachers and parents to build on the “good” practices we have inherited from Lockdown, in school and at home, and mend the areas that need a little care. We are focusing on behaviours, this year.

Please find below a summary of the main points that we have observed, since returning in September 2021, regarding our children’s behaviour, collectively, and what we need to do together to sustain/ improve it. Please be aware that all children, including those with identified, diagnosed, specific needs, will be challenged and rewarded, where needed, but from their starting points, which can be very different to their peers.

Please have a read and see how much you can add to the children’s Recovery Programme from Lockdown.

Lockdown Impact	Recovery Plan	How can you help as parents?
Children’s ability to use ICT is hugely improved	1. Staff are really encouraging this learning	1. Keep passwords safe 2. Keep your eye on class pages. 3. Let us know if there is anything not working and we can quickly try to rectify it
Children’s recognition of right from wrong is much clearer in the large majority of cases	1. Where it is not clear, staff are consistently working to encourage children to understand- through examples, coaching and nurture groups 2. Where children understand, staff are challenging them to show it in their interactions and behaviours in school	1. Support uniform expectations 2. Support homework expectation 3. Keep communication with school positive and regular 4. Keep abreast of information 5. Challenge your children to follow rules and have effective consequences when they do not
Children are happy to be in school and love playtimes/lunchbreaks much more Children are much more inclusive of each other in almost all cases across breaks	1. We have seen that clear spaces and clear resources and rules are supporting a better playtime 2. We are seeing that less accidents are happening as a result of less children out on the playground at any one time	1. Be positive about break times 2. Remind them to avoid being over demanding some of them feel that they have the right to question staff and demand. 3. Remind them about respecting others’ rights at break times, as well as their own
Some children have become self-directed as learners, to the detriment of themselves and others	1. There is a need to encourage them to “work as a team” once more. 2. There is a need to remind them to respect others in their class and turn take/support each other	1. Encourage team work at home 2. Encourage and praise respect for others at home 3. Encourage your child to do things that sometimes they feel uncomfortable doing, and really praise them when they do. 4. Continue to expect them to overcome and

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	<ol style="list-style-type: none"> 3. There is a need to encourage some children to “join in” again as Lockdown has taught them to opt out, in some cases 4. There is a need to embrace and value the opportunities to work in table groups and encourage children to work together, once more 	<p>manage small issues but report and work through bigger issues with school and home</p>
<p>Voice regulation in a busy classroom is sometimes of concern</p> <p>Some children have forgotten how to regulate behaviour when things are not going their way</p>	<ol style="list-style-type: none"> 1. Children are being expected to turn take 2. Children are being reminded to lose “angry voices” or “shouty voices” to project their words and praised for speaking clearly and audibly 3. Sulky faces are being discouraged and staff are reminding children to share concerns politely, take time out and try again 	<ol style="list-style-type: none"> 1. Encourage and reward turn taking at home 2. Encourage them to know how to speak when they are sad or angry. Encourage them to see they have a right to speak out but a responsibility to listen to the answers and thoughts that are shared 3. Encourage and praise them for sharing their feelings using their words, not a physical reaction
<p>Some children have lost resilience and are taking Staff comments very personally</p> <p>Some children are used to immediate response from Mum and /or Dad and have forgotten how to be a team player</p>	<ol style="list-style-type: none"> 1. Children are being praised for good and better behaviour 2. Children are being reminded about what good behaviour looks like 3. Children are receiving greater amounts of time to unlock what they have done, that has caused hurt or harm to others 4. Sanctions and Consequences have been explained and are now being actioned, firmly again 5. Children are being asked to help each other/challenge each other to be resilient 	<ol style="list-style-type: none"> 1. Support these conversations- good and not so 2. Reinforce and challenge these behaviours if they appear at home, for consistency. 3. Work closely with School, to support the bigger picture, even when children want something different than has been offered in class 4. Tell us if you see resilience increasing- we want to tell them we are proud.
<p>Some children are exhibiting controlling behaviours which are not healthy for them, in the long term</p>	<ol style="list-style-type: none"> 1. Some lunchboxes are full of sweets, chocolate bars and crisps-these have to be challenged in school 2. Some children are struggling with the gap between home and school rules- staff are 	<ol style="list-style-type: none"> 1. Some lunchboxes are full of sweets, chocolate bars and crisps- please unpick these behaviours and redirect your child regarding healthy eating- are some packing their own lunches? 2. Some attitudes have become self centred

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	<p>working effectively to break these barriers to learning down</p> <p>3. Some children are dominating in the classroom environment. Staff are working hard and consistently to share this with parents and with children, to move forward and avoid it affecting others' or their own learning</p>	<p>and show a lack of awareness of others- please help your child to see that Lockdown has caused this, and to re think how to be a better friend to others- not to always blame someone else</p> <p>3. A small number of children are challenging staff's authority-this is non-negotiable -we need your full support to rebuild expectations in the school environment now that Lockdown Learning is over (we hope).</p>
<p>Some children are just in need of lots of praise /support as they always make good choices and need to be noticed for that</p>	<p>1. Staff are aware of who the children are, in their setting, who are working very hard to be great role models These children are being chosen to support and coach others, and being rewarded</p> <p>2. Some children are receiving additional support as they have had more significant difficulties during Lockdown- they too are being praised for their learning catch up programmes</p>	<p>1. Look for the good in the school and the good in others and talk to your child about it</p> <p>2. Be proud of little achievements and celebrate them with us.</p> <p>3. Help us to challenge what is not acceptable, to avoid it becoming a bigger problem in the future- be proud of your child if they are helping others with their attitudes to learn and to play, also.</p>

We really hope that this helps us to work as a team. We need to rebuild our children's understanding of what they need to do, to be the best person they can be. We need to build team players, and children with a responsibility to help others, in line with our Catholic Mission statement (see header).

Finally, in many cases, your children are very nearly perfect, and just need our wisdom, our guidance and our reminders to get there.

Many thanks in anticipation. We will be asking for your feedback, towards Christmas, to see if together we can see an impact.