Recovery Planning & Contingency Planning

September 2021 – working document

While being in lockdown and away from school in 2019/20 and 2020/21, children will have experienced periods of significant change. This may include a loss of routine, structure, friendship, opportunity and freedom. This in turn may have impacted on their relationships, well-being, and learning. (Referrals to professionals through lockdown by parents have typically been for: tantrums, mood swings, bed wetting, sleep deprivation, separation anxiety).

Children will have experienced these to different levels in different ways dependent on their age, needs and experience during being away from school.

As a school team we responded by supporting children during their time away from school and on their return. Our school values underpin the way we work and our choices: 'Aiming high to be: ambitious, kind, cooperative, responsible, and resilient'. Many children will recover through being at school and enjoying the provision provided to all. We expect some children to need a longer time to recover and to need additional support academically, socially and emotionally.

Aims

Our curriculum will build on what we do well:

- Be ambitious to support pupils to cover/catch-up gaps in core areas of reading, writing & maths, not widening gaps in these key areas
- Be broad to support every child enjoying their learning, developing positive well-being
- Reflect the needs of learners – teachers respond flexibly to the needs of children in their class and seek support from SENCo, Maths, English Leader when needed.
- Support the child in relation to wellbeing - offering a strong, positive PSHE curriculum, assemblies focussed on school values, Sport & Well-Being Leaders trained to help other children, early help with TA check-ins/intervention, working with parents and other agencies if/when needed
- Return to full curriculum by the start of Summer Term 2021 at the latest

Actions to support Well-Being

Relationships, at all levels, are crucial in schools. Children are human beings – our job is about relationship as well as curriculum. Some children will continue to be anxious and unsettled – raised cortisol inhibits memory function – an anxious child will not be a learning child. In addition, some families and staff will have/be experiencing additional pressures outside school due to the present situation. The school value of kindness will be crucial at this time in how we support each other.

- Establish positive relationships with children quickly – in class, conversations at unstructured times etc
- Help children to establish friendships with peers though planned PSHE lessons
- Mindfulness breathing/calming techniques taught by staff to support individual children/groups/whole class. This will support children in helping themselves independently & with guidance to become calmer, decrease anxiety, increasing concentration and support children in taking time before responding to situations. (Mindfulness training undertaken by all staff in Autumn Term 2020.)
- Physical activity used regularly to support well-being. Develop 'Be Active' – to increase activity daily through the use of: Go Noodle dance/5 minute mini runs around the playground/5 mins aerobic exercise in class etc.
- SENCo to support staff when needed in relation to referrals for focused, additional support. ELSA trained TA to support children when needed through intervention.
- 5 ways of well-being (Be Active, Keep Learning, Take Notice, Connect & Give) explored onsite in 2020/2021 in Autumn+Summer Terms through PSHE lessons. Extra opportunity provided through additional wellbeing afternoons: C1 – Ms Levan Forest School, C2 – Mrs Curran through dance, C3 -Miss Colleen through Outdoor Learning/art, C4 - Miss Mills through street dance, C5 – Mr Meloscia through sport. Five ways of well being continue to be a focus as Y6 Well Being Leaders are trained to support other children.
- Staff well-being and workload is important too. All work will be marked and feed into planning/grouping/intervention etc as usual by teachers. From Autumn Term 2020 we will adjust our feedback marking expectations for response marking to be a minimum of once a week for maths and English rather than twice a week (staff may do more if they have capacity). We will review this.

Actions to support children in securing the curriculum

A strong focus will be placed on the core subjects of reading, writing & maths in addition to well-being. Evidence shows life chances (in terms of being a successful learner at secondary & beyond and well-being & health) are significantly enhanced by strong skills in these core areas and positive self-esteem. They also help children gain access to other curriculum subjects effectively. When children return from a period of remote learning teacher/after the Summer holidays staff will:

- After a period of remote learning/summer holiday, teachers will gradually increase cognitive load for children: teachers will formatively assess children through

observation/questioning/ quizzes and then plan for learning which reflects the class, year group & individual needs.

- Help children to gradually increase concentration - teachers may need to break lessons into smaller chunks, have mini breaks (memory quiz/mindfulness/physical activity etc)

- In maths, children will continue with the year group curriculum inline with their year group - missed maths objectives from the previous year group will be taught with new objectives – White Rose Planning will be used to support this and is planned in this way. When children move to the next year group they will move to the next year group objectives unless assessments are showing a significant concern – any such significant concerns will be discussed with SENCo/SLT in Narrow the Gap pupil meetings. The SENCo will support the assessment of pupils if needed and support teachers in meeting need. If it is agreed a child needs to work on a different year group of work (this might happen for children who have identified SEN needs/My Plans are in place) this will be shared with parents.

- In maths, a daily/near daily, short mental maths session in each class will be undertaken - these are key skills which support other maths areas. In KS2 the focus will be times tables. In Rec/KS1 the focus will be on number bonds and in 2021/22 it will be on number fluency as the school becomes joins a NCETM project. If we move to working in bubbles this additional mental maths session may not be possible due to staggered lunch/break.

- -In reading/writing, children will move to the curriculum in line with their year group. To support closing the gaps in objectives of the previous year, especially in word/sentence skills there were two sessions of Letters and Sounds daily/near daily in 2020/21. The focus was on word reading and spelling skills.
  -In 2021/22, one lesson of L&S will be taught and intervention will be put in place on the same day for children in Y1 who are at risk of not securing their learning in the main L&S session. If we move to working in bubbles this intervention session may not be possible due to staggered lunch/break.
  -Teachers will review/re-teach objectives from the previous year when identified in formative/summative assessments.

- The broadest curriculum possible will be taught while working within the RA guidance-all subjects will be taught. Over 2020/21, lessons were blocked (DT) and some units were swapped to later in the year when it is more likely that restrictions will ease (music/singing units). Skills and knowledge were taught in line with our new curriculum planning progressions for subjects.

- In 2020/21, teachers prioritised knowledge/skills in non-core subjects so what was taught was grasped well. During remote learning, teachers prioritised objectives that would engage children more when working at home/be important for the learning journey of the child in relation to grasping the curriculum for a specific subject. Due to restricted working on site, there was less time for pupils to practice, apply and review skills, knowledge & understanding.

- The curriculum for foundation subjects was developed and put in place for the start of 2020/21. Subject Leaders have not been able to review the implementation of the new curriculum in 2020/21 due to restricted working. This will be done as in 2021/22 as soon as possible.
- Summative assessments will be undertaken in line with current plans as much as possible (three times a year at the end of terms). These assessments will include: a reading assessment, unaided writing task/s, mental maths assessment. Planning learning will be adapted in light of these assessments. The outcome of assessments will also feed into identifying children for 'Catch-up funding' and 'Tutoring' support.
- SENCo will support staff in relation to changed pupil needs – outside support will be sought when needed. My Plans will be updated in light of assessments undertaken by teachers and discussed with parents at the first parent evening in October 2021.
- Catch-up funding in 2020/21 was used judiciously to support in areas where School Lockdown 1 negatively affected pupil skills and knowledge. Assessment information and teacher discussions was undertaken to support the identification of pupils.
- Tutoring in 2021/22 will be used judiciously to support in areas where School Lockdown 2 negatively affected pupil skills and knowledge. Assessment information and teacher discussions was undertaken to support the identification of pupils.

Actions to support Assessment

- Formative assessment will begin as soon as children return to school through teacher observation, questioning, marking. When children are settled teachers will administer more summative assessments in line with the schools typical assessment pattern. For example, assessing Y1-Y3 children phonic skills, reading age test, mental maths assessment, undertaking cold write tasks etc. near the end of term.
- Assessment information will support teachers to plan for the class/group and individual effectively and support new My Plans being created which reflect current need.
- Assessment information will also support us in identifying children who would most benefit from support from Catch-Up/Tutoring in core areas.
- Buy and administer NGRT reading age assessment & add data collection template onto INSIGHT
- The curriculum for foundation subjects was developed and put in place for the start of 2020/21. Assessment on INSIGHT has been updated to facilitate tracking pupil progress.
- As a school we opted to be an early adopter of the new ELG in 20/21. The Reception Leader worked with the Assessment Leader to update INSIGHT in line with the new Development Matters/ELG when they were available.

Actions to support effective use of Catch-up funding

We are delighted to receive catch-up funding to support the children in our school. This was £80 per pupil, £46.67 this financial year, and £33.33 during next. The total will be £11, 280 and received by the school in three payments.

We will use this judiciously, with reference to Education Endowment Trust (EET). We will keep some of this fund to enable us to access the tutoring fund too.

Formative assessment in reading, spelling, writing, maths will be used, alongside discussions with teachers and data, to identify pupils who have fallen behind significantly due to lockdowns and will most benefit from support. After School Lockdown 1, initial findings of teachers were that some pupils in KS1 had not progressed as well as they could in relation to the crucial area of phonic skills and in KS2 mental maths/table recall is not as strong as it could be.

As a result of the above our initial response is to focus the catch-up fund on the areas below. More details can be found in our Catch Up Funding document.

Reading:

We recognise reading as an essential skill which supports children in accessing other subject areas, improving future life/well-being, as well as giving much pleasure when mastered. Pupils in KS1 will be assessed using Phonic Tracker to assess their starting point if teacher identify a need/concern. Specific SMART intervention will be put in place in school with TA support. In the first instance we will target the phonic reading skills of children in Y2, then Y1 and Y3 if needed. Parents will be informed so they can support too wherever possible. Working together is key. Pupils will be reassessed using Phonic Tracker/Y1 Phonic Screening to monitor impact.

Mental Maths:

We recognise recall of times tables as a tool which supports many areas of maths: computation, fractions etc. We will target the times table recall of children in Y3/Y4. Pupils will be assessed to identify their starting point. Specific SMART intervention will be put in place in school with class/TA and technology support. Parents will be informed so they can support too wherever possible. Pupils will be reassessed to monitor improvement.

Technology:

We recognise the power of online programs to support all children, and those with specific needs. At present we use: Nessy, Phonics Play, Mathletics, Times table rock stars etc. We will invest in 15 ipads which will be used to support children who have specific gaps in spelling, phonics and mental maths. Having reliable technology will also be important in case of lockdown and vulnerable/critical worker learning on site. We will try to access funding for ipads from other sources but may use catch-up funding if needed.

Actions to support effective use of Tutoring Program

We secured a tutoring partner quickly in 2020/21. We wanted face to face tutoring with a qualified teacher as we felt the impact would be most impactful. (EEF states small group intervention leads to accelerated progress.) In 2020/21 children most affected by Lockdown 1 were identified for tutoring. See Catch-up document for more details.

In 2021/22 children who were impacted by Lockdown 2 will be offered this targeted support. All children who are in receipt of pupil premium funding will also be included (studies have shown PP children have been affected significantly by lockdown and even children who are achieve well can under perform over time.) See Catch-up document for more details.

Planning for Remote Learning

We will continue to make plans to support children's learning at home and school. Asking ourselves: 'How can we best engage our children when at home? How can we help them learn most effectively at home?'

We have Google Classroom in place as our learning platform. All staff have been trained in how to use it effective. Please see the Remote Learning Policy for full details of our provision. The provision we put in place will inevitably change as we adapt our practise.

There are different situations and scenarios related to Covid-19 which will require different remote responses but the ability to provide learning at home is crucial.

Some of the scenarios will lead to some disruption to children in other classes as TAs are pulled to lead/support other classes. We are fortunate that our wonderful TA team have agreed to be incredibly flexible in terms of their working hours and practise to support children. We cannot plan for every scenario but have planned for likely situations before they happen:

If our locality is advised to lock down fully: children will stay at home and teachers will provide daily work via Google Classroom. In this scenario, if a teacher is unable to lead remote learning, provision on Oak Academy will be utilised. If key workers are onsite then teachers and TAs will work as class teams on site to provide remote learning for those at home - children at school will access the same learning. (See remote learning document for detailed plans.)

If a teacher is advised to self-isolate due to test and trace but shows no symptoms/is well: we could cover the class with a supply teacher – this is dependent on how frequently it happens/the age of children/budget/whether a supply teacher was available; the teacher could teach via zoom /send work to school from home, TA's in the school could be redeployed to support the children still being able to work in school. SP could cover Mond – see timetable below as an eg. (No table can be created as it will depend on the Class being closed/how many classes being closed/staffing at that time.) In this situation we might ask TAs if they are free to work some additional hours if possible to reduce disruption to other

classes dependant on budget. This method of cover would increase the risk of cross transmission from TAs working in their class and other classes – guidance does allow this.

Class cover	Mon	Tues	Wed	Thurs	Fri
am	SP/BM	JY/BM	JY/BM	JY/BM	JY/CB
pm	SP/BM	SP/CB	JY/CB	JY/CB	JY /CB

Remote Learning Expectations:

From Guidance:

'Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations.' and *'Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos.'*- School curriculum taught for core and FS wherever possible (PE and music might be more difficult), use of Oak Academy, White Rose Hub Maths, zoom lessons

'Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject.' – School objectives from our planning taught so the overarching progression will continue for the learning journey of a child. As children come back after a period of self-isolation their learning journey face to face should continue with ease.

'Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.' – see eg timetable below, at least one zoom a day accessible to each pupil in class.

'Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.' - White Rose Hub activities used for maths, teachers to set work for other areas daily, parent survey to support identification of areas.

'Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.' – Parent survey to confirm use of materials from other year groups, move to Google Classroom asap will support grouping children with more ease, SENCo to support parents/teacher of children with EHCP

All children will be able to access at least one zoom a day to engage/make contact with teacher+peers. Each teacher undertakes 1-3 zooms a day, 20mins. Teachers consider how best to focus these – maybe on writing as harder to teach via other online resources or key skills for the class/pupil group. PM zoom can be set up by staff to support SEN/children who need support with learning. AM/PM Zoom lessons will be timetabled to prevent clashes to support families with multiple children. Only first names of children used during Zoom. Zoom safety leaflet has been shared with parents.

Register of engagement to be taken daily – of a child who engages in a zoom/sends in work etc - attendance at zoom lessons alone will not be the measure of engagement.

Daily timetable with links/zoom/ instruction for day before 6pm to parents/children Google Classroom. Files with activities loaded to Google Classroom by 6pm the day before too.

Activities will be specific to needs of children/grouping. If a child is in a specific group/undertaking work for a different year group, parents will be e-mailed by teachers so this information is not public.

EG TIMETABLE

SPAG/L&S KS1: zoom ½ class 20 mins + activity = 40 mins

SPAG/L&S KS2: zoom ½ class 20mins+activity/SpellingFrame = 40 mins

Writing: Class Zoom 20 mins Eng journey with a focus on sentence/paragraph = 50mins

Maths: white rose hub video/worksheet + extra linked worksheet + mental maths worksheet/game + times table rock stars/Target maths/Mathletics 50mins

Reading: Y2-Y6 comp activity based on reading groups// Rec-Y1 Reading/L&S activity 30mins

Reading for pleasure: 20mins

PE: daily link to …. 30mins

1-2 x Foundation subject: signpost to Oak Academy/BBC for video + activity 1 ½ hr

Feedback/Marking

Google Classroom used for feedback/marking - using GC will enable teachers to give feedback/comments with greater ease.

Answer sheets will be shared for pupils to self-mark too.

Actions to support remote learning

- Remote Learning Policy updated. Parent survey of remote learning provision was very positive with an average of 4.5/5 overall. There will be some changes in our remote leaning offer if we are asked to lockdown again as we will offer more capacity for vulnerable/critical worker children to work on site.
- Previous critical worker status letter ready for adaptation in case of further National/local lockdown.
- Letters for teachers prepared for children who are awaiting test results/ self-isolating at home.
- New/returning staff trained on GC by Computing Leader.

- New Rec parents set up GC – class teacher to use for homework to support this.
- Review of Oak Academy resources/WRH Maths other resources to support positive remote learning.
- Teachers prepare 2 weeks work ready in case of illness/self-isolation situation: Give to Dept HT for checking: store in LBs office.
- 6 devices prepared & ready for parents to use at home.

Actions to support Safeguarding during Covid-19 Lockdown

- RA updated in line with updated advice – reviewed with all staff and shared with parents.
- First Aider always onsite in lockdown.
- DSL (CP) and/or deputy DSLs (ZA, JC and SP) available onsite during school lockdown.
- Risk assessments created for children identified as open to social care /vulnerable/at risk of harm by DSL, SENCo and social workers.
- Covid-19 Annex to Safeguarding Child Protection policy written and posted on school website.
- For children who were identified as needing early help, weekly phone calls made by DSL or class teacher and early help was sought via parents after school sign posted them to agencies that could provide support, particularly online support.
- DSL liaised with member of the MASH team about referrals that had been made from external agency and followed up with the MASH team to find out what action was being taken/how we could support.
- DSL joined several webinars hosted by Gloucestershire's Safeguarding Children's Executive and completed training/update on making a referral and how to write a good MARF.
- Computing lead/deputy DSL sent parents and children information about keeping safe online and the children were invited to undertake a computing challenge – to design a poster displaying E-safety tips.

Actions to support Safeguarding

- Safeguarding Child Protection Policy and Safer Working Practices Policy reviewed and updated with regard to KCSIE 2021. Child Protection Policy reflects importance of children's mental health. Early Help guide updated to ensure correct phone numbers. More information sources for parents added to website too.
- Policy updates shared with all staff and all staff given Part One and Part 5 to read.
- Staff share any relevant information about vulnerable children. All staff are aware that children and parents will have had very different experiences during the pandemic and to be mindful of how we can support them.

- New member of staff given safeguard induction with DSL.
- RA updated in line with updated advice – review with all staff and share with all parents.
- First Aider always onsite. Book 1st aid training for all staff to reduce this year potential staffing challenges.
- All classes studying aspects of online safety in computing lessons in the Autumn Term 2021.

APPENDIX 1

Critical Workers Tiered List

Tier 1 (in no particular order)	Tier 2 (in no particular order)	Tier 3 (in no particular order)	Tier 4 (in no particular order)
- Doctors - Nurses - Midwives - Paramedics - Social Workers - Care workers - Machine workers producing medicines / medical personal protective equipment - Support and specialist staff as part of medical administrative support who *categorically cannot* work from home - Nursery staff* - Teaching staff* - School staff and school catering staff who must remain active during the COVID-19 to deliver this approach* - Social workers - Food distributors - Food processors - Food delivery drivers - Police and support staff - Ministry of Defence civilians - Contractor and armed forces personnel who are critical to the delivery of key defence and national security outputs and essential to the response to the COVID-19 pandemic - Fire and rescue service employees (including support staff) - Workers responsible for the management of the deceased	- Health & social care supply chain workers - Support and specialist staff as part of medical administrative support who *could* work from home - Food sale - Those involved in the production, distribution, sale and delivery of hygienic or veterinary medicines - Oil, gas, electricity and water (including sewerage) workers - Waste disposal sector workers - National Crime Agency staff - Border security - Prison and probation staff - Other national security roles including those oversees	- Those running the justice system - Air, water and road workers - Freight transport workers operating through COVID-19 responses - Telecommunications including call centre staff for 999 and 111 critical services) - Specialist education - Civil nuclear and chemical workers - Network operation and field engineering workers - Payment providers - Charity workers providing support and relief in relation to COVID-19	- Religious staff - Journalists providing public service broadcasting - Broadcasters providing public service broadcasting - Local and national government administrators delivering essential public services such as the payment of benefits including in government agencies and arms-length bodies. - Rail passenger workers - Essential financial services provision (including but not limited to banks, building societies, financial market infrastructure) - Information technology and data infrastructure sector and primary industry supplies to continue during the COVID-19 response - Postal services and delivery workers