



Whitwell Primary School Recovery Plan – September 2020



The school has established a detailed recovery plan to support the welcoming back of children in September, ensuring the safety of our school community at all times. Our number one priority in September when the school reopens, is to support the children's' emotional wellbeing as they return to school. We recognise for many of our children who have been based at home for so long, this will be a big step, particularly as they will be working in new classes and with new adults.

This plan is split into different key areas:

Priority 1: Welfare and Safety

To ensure the safety of staff and children on return to school following Covid-19 protocols to ensure school is safe. (see Risk Assessment and Letters to Parents).

To build connections with children back in the school environment, supporting their emotional wellbeing.

To ensure communication with vulnerable families is paramount – link to safeguarding and work with other agencies.

To consider mental health support for staff and children (where appropriate); including bereavement support and counselling.

Priority 2: Recovery Curriculum

To re-establish routines and expectations regarding work, especially stamina for completing work, and behaviour.

To ensure children are secure in the key aspects of the previous years' curriculum for reading, writing, phonics and maths while ensuring that the curriculum is balanced.

To teach to the current year's curriculum, building in time to pre-teach to ensure children have the knowledge and skills to do this successfully.

To reduce the variation in the attainment gap within classes and across the school.

Priority 3: Curriculum Catch-up

To undertake a range of assessments to baseline and identify key gaps in learning.

To plan for activities and interventions to close gaps in learning for individuals, groups and whole classes.

Priority 4: Management and Contingency

To establish a management strategy to combat the loss of personnel (teaching and non-teaching) due to 'shielding' or increase in staff absences related to Covid-19.

To ensure financial management is secure: increased expenditure due to ensuring school is Covid-secure e.g. increase cleaning regime, day to day management of Covid-19 in relation to children and staff.

To establish contingency plans around closing 'bubbles' or school with reference to home-school learning, engaging disengaged families and children; educating/caring for vulnerable and disadvantaged children.

Priority Objective	Actions	Outcomes
Priority 1: Welfare and Safety		
To ensure the safety of staff and children on return to school following Covid-19 protocols to ensure school is safe.	See Risk Assessment, Letters to Parents and Home School Agreement Addendum.	
To build connections with children back in the school environment, supporting their emotional wellbeing.	<p>Firstly, wherever we can, try to keep school as 'normal' as possible.</p> <p>In class assemblies focusing on wellbeing and mental health and PHSE sessions to discuss worries and concerns related to lockdown or coronavirus where needed.</p> <p>Consideration of the atmosphere in the teaching space (seating arrangements, relevant posters etc).</p> <p>Teachers and TAs to begin building strong positive relationships with each child in their class. Support children to renew and develop friendships and peer groups.</p> <p>Encourage playing games socially at playtimes within their bubbles. Build a set of class rules based on their prior experiences of positivity in school, to be displayed.</p> <p>Ensure children know that they can talk to their class teacher or other trusted adults within school.</p> <p>Transition from previous teacher to new teacher to take place detailing how to support each child.</p>	<p>All staff will know about their children's experiences during lockdown and therefore will have planned successfully for individual needs and circumstances.</p> <p>Children re-discover their 'normal routines' and respond to these positively.</p> <p>Children are happy and able to re-engage in order to progress and access new learning.</p> <p>Children feel confident and safe with their new and existing friendships, enjoying all aspects of school life.</p> <p>Children will be encouraged to talk about how they are feeling and understand how others are feeling, as well as being able to communicate and manage feelings.</p>
To ensure communication with vulnerable families is paramount – link to safeguarding and work with other agencies.	<p>Staff to maintain and build on the good communication with vulnerable families that was made during the school closure. Regular contact will continue to be made with families seeking Early Help or who are supported by social care.</p> <p>SENCo to continue to communicate with parents of SEND children and to liaise with appropriate agencies to ensure best provision. Pupil voice to be acknowledged and consideration given to the wishes of the child in terms of pace of learning to ensure that they fully engaged.</p>	<p>Positive relationships are sustained with vulnerable families and/or those that ask for support from school.</p> <p>SEN support and emotional support has enabled SEND children to transition back to full time education successfully.</p>

Priority Objective	Actions	Outcomes
	<p>Safeguarding Team to meet regularly as they expect to have a bigger caseload post lockdown and to look at how to support identified families further.</p> <p>Safeguarding policy updated in line with KCSiE and addendum to the policy shared with staff and available on school website. Whole school staff training undertaken via online portal.</p>	<p>Staff are confident about how to support children where needed and to raise safeguarding concerns where necessary.</p>
<p>To consider mental health support for staff and children (where appropriate); including bereavement support and counselling.</p>	<p>Remind staff about how to seek support within our school team. Also, share how to access available resources outside the school environment e.g. Teacher Support Network or Talking Mental Health Derbyshire.</p> <p>Children will be identified who need individual support through positive play/nurture and individual programmes; these will be implemented swiftly.</p> <p>Additional staff training where available, to enable staff to provide more focussed support to these children. Referral to outside agencies, e.g. Time to Talk or CAMHS if necessary.</p>	<p>Staff will know of people or programmes to support children in school.</p> <p>Staff will know where to turn for support for themselves.</p>
Priority 2: Recovery Curriculum		
<p>To re-establish routines and expectations regarding work, especially stamina for completing work, and behaviour.</p>	<p>See Behaviour Plan addendum.</p> <p>All children are supported to regain the stamina and work ethic prior to lockdown to sustain learning throughout the full school day, use of Power Maths growth mind-set characters to support this.</p> <p>Promote independent learning for those that have become reliant on adult support (through home-learning). Ensure that appropriate groups receive curricular support but that scaffolding is withdrawn as soon as sensible so that emphasis is placed on children being independent learners.</p> <p>Re-introduce fortnightly WOW assemblies in each class and successes to be shared on class pages of the website.</p>	<p>Children re-discover their 'normal routines' and respond to these positively.</p> <p>Children are happy and able to re-engage in order to progress and access new learning with growing independence.</p> <p>Children are keen to celebrate successes with their peers and families.</p>

Priority Objective	Actions	Outcomes
<p>To ensure children are secure in the key aspects of the previous years' curriculum for reading, writing, phonics and maths while ensuring that the curriculum is balanced.</p>	<p>In all lessons taught the staff will ensure all children have sufficient opportunity to access regular basic skills revision and instruction, including access to high quality spoken English. Also staff will ensure that the children are responding and including these more automatically in their work, particularly in writing at KS2.</p> <p>In maths the children follow the mastery curriculum which builds on prior learning, giving staff the opportunity to go over what has been taught previously.</p> <p>From February half-term 2021 we recognise that gaps will be more obvious in maths learning from last year due to lockdown and learning missed at this time. At this stage more sessions may be included.</p> <p>Adapt planning to allow for missed learning to be covered. One foundation subject from each medium term plan of the curriculum to be removed to give additional teaching time for maths and English, with a return to the full curriculum by July 2021.</p>	<p>The school has a clear understanding of which objectives have been lost and what aspects of learning needs to be recovered and how it will be done, in all areas of learning across the curriculum.</p> <p>The majority of children will regain their skills to return to their previous assessment points by December 2020 in Reading, Writing and Maths.</p>
<p>To teach to the current year's curriculum, building in time to pre-teach to ensure children have the knowledge and skills to do this successfully.</p>	<p>Staff will follow the second year of the curriculum cycle as planned. Each class will have different needs and the teachers have flexibility to teach to the needs of those children using AFL continually to support these decisions. Basic skills in English will continued to be taught through all curriculum subjects as appropriate. Opportunities to use number in science and IT will be maximised.</p> <p>Teaching Assistants will take groups of children to give some input before a lesson is taught so that children can all access the lesson where possible depending upon time available.</p> <p>Gaps in foundation curriculum to be addressed at the start of new topics i.e. where children have missed out on learning about the Romans, they will receive a few lessons on this prior to learning about the Anglo-Saxons – this is likely to happen later in the year and continue into the next academic year. (Link to prior learning on Knowledge Organisers).</p>	<p>Children will have gained new skills and understanding in the broadest sense from the curriculum in all subjects to enrich them in life-long learning.</p>

Priority Objective	Actions	Outcomes
To reduce the variation in the attainment gap within classes and across the school.	<p>Target children will be identified for Catch-up.</p> <p>See Catch-up Plan.</p>	By July 2021 all the children will have new assessment data and progress can be tracked from Easter 2020.
Priority 3: Curriculum Catch-up		
To undertake a range of assessments to baseline and identify key gaps in learning.	<p>Staff to make initial assessment judgements in Autumn Term 1 using SSRT Reading, SSWT Spelling, STAR reading, RWI Phonic assessments and by the end of the term KS1 and KS2 SATs as well as Power Maths end of unit assessments.</p> <p>Formal Phonic Teaching in KS1 and EYFS to begin as early as possible plus phonic intervention for any Y3's who still need it. Guided Reading to be re-established quickly in KS2.</p> <p>Handwriting and presentation to be an important focus at the start of term to get children back to having a pride in their work.</p>	<p>The outcomes from all the assessments will be used to set groups, interventions and catch up and to judge progress throughout the year.</p> <p>Some assessment judgements may inform personalised teaching in some cases.</p> <p>Analysis of number and calculation assessments will lead to focus group and personalise teaching to accelerate progress and address gaps in learning.</p>
To plan for activities and interventions to close gaps in learning for individuals, groups and whole classes.	<p>See School Improvement Plan and School Catch-up Plan.</p> <p>Initially Phonics to be taught in classes moving to Phonics to be taught in groups across KS1 from the end of September. Power Maths to be taught from the start of September in KS1. Power Maths to be re-introduced into KS2 in Bubbles after consideration, at the end of September if this is safe to do. Inference to be started in Y5/6 from the start of October, 2 sessions a week per group. Y1 to follow a blended EYFS curriculum and Continuous Provision for the Autumn Term as necessary.</p> <p>Interventions planned with Pupil Premium children included whenever appropriate.</p>	<p>Children in all phases will receive targeted intervention for weaknesses in their skills or knowledge.</p> <p>Reading assessments will support personalised 'catch-up' needs and programmes for individuals will be in place.</p>

Priority Objective	Actions	Outcomes
Priority 4: Management and Contingency		
<p>To establish a management strategy to combat the loss of personnel (teaching and non-teaching) due to 'shielding' or increase in staff absences related to Covid-19.</p>	<p>HLTA support will be used to cover teacher illness or isolation. TAs will be relocated to cover in the short term in order to create an equal use of time across phases.</p> <p>TAs to lead in Phonics, Guided Reading and Maths as directed. Pastoral TAs to work with EHCP and other vulnerable children to ensure they are supported.</p> <p>All staff will follow the Remote Learning Plan to ensure all children can access work, either individually or as isolating bubbles or full lockdown. See Remote Learning Plans.</p> <p>School Organisation to allow staff to continue to work in teams to plan and collaborate with their work.</p>	<p>Staff will support each other and work collaboratively to minimise the need for class/school closure.</p>
<p>To ensure financial management is secure: increased expenditure due to ensuring school is Covid-secure e.g. increase cleaning regime, day to day management of Covid-19 in relation to children and staff.</p>	<p>School Business Manager to monitor additional spending carefully, liaising regularly with the Headteacher and Deputy Headteacher and report this to the Resource Management Governing Board Meetings. School Business Manager to apply for all additional funding whenever available. Additional, unplanned cleaning approved until Spring 2021.</p>	<p>WPS will be as financially secure as possible and any shortfalls in the budget known, with plans in place to overcome this.</p>
<p>To establish contingency plans around closing 'bubbles' or school with reference to home-school learning, engaging disengaged families and children; educating/caring for vulnerable and disadvantaged children.</p>	<p>See Remote Learning Plans.</p> <p>Teaching staff to receive training on MS Teams so they are prepared, in case of Bubble Closure or a future lockdown situation, in order to continue remote education swiftly and to provide a vehicle to improve communication with children and parents.</p> <p>Books for Maths and English have been purchased for the children to use under the direction of class teachers. Every child in school will have a pack with a whiteboard, a pen, pencil, ruler, rubber for use at home.</p> <p>Survey of parents to find out who doesn't have the technology for their child to access remote learning. Some vulnerable families have already been provided with Chromebooks from the Government in Summer Term 2020.</p>	<p>Children continue to have access to high quality education whilst undertaking home-learning, enabling them to continue to catch-up and make good progress.</p>