



Recovery Plan – Sept' 2020

Building the ethos

- Be kind and encourage compassion and understanding within and between the whole community.
- Reach out and greet children and parents daily. Make ourselves available.
- Continue to find opportunities to work with the community in establishing our core Christian Values
- Make effective use of 'Big Start Assemblies' to help deliver a strong Collective Worship programme.
- CH to plan Beach school opportunities
- Continue to celebrate achievements in the absence of Celebration Assemblies.

Well-being

Children

- Support the children before school starts by informing the parents about the early morning and pick-up routines so they can discuss with children.
- Post 'Returning to School' leaflet on website and social story for parents to share with children.
- Support the children in understanding the new routines – involve the children, give them responsibility and encourage cooperation and mutual support.
- Ensure children have access to movement and play.
- Balance encouraging the children to be COVID-secure with importance of being close to and interacting with others. Extend bubbles occasionally to allow for meaningful interactions and learning.
- Each class to facilitate an easy way for children to express how they are feeling - Feelings emojis in each classroom – staff to address any negative signs. Support / encourage the children. Listen to and act on their concerns / anxieties / worries.
- Visual timetables will make children feel secure about the day ahead, alleviating anxiety, feelings of apprehension.
- Teachers to be positive around the children.
- Deliver learning in shorter bursts – don't overload children but build resilience steadily.
- Deliver team building and OAA, spending time outside together as a class.
- Hold an immersion week to ensure the children are excited about being back in school.
- Personalise well-being support (Pastoral worker), working with children and parents.
- Allow children to rediscover self-image, concept, esteem and confidence through our PSHE programme and OAA.

Parents

- Share risk assessments with parents
- Listen to what the parents are saying and look at what they are experiencing now.
- Have plans in place to meet the needs of the community should self-isolation or another lockdown be enforced.
- Keep parents informed through newsletter, twitter, facebook etc.
- KJ / CH available daily to address concerns, answer queries.

- Personalise well-being support (Pastoral worker), working with children and parents.

Staff

- Share risk assessments with staff.
- Make sure that the staff are able to meet securely to maintain communication channels and build a sense of 'team.'
- Explore continuing professional development opportunities despite COVID restrictions e.g use of webinars, training via 'Teams.'
- Ensure staff maintain a good work-life balance.
- Keep checking that everyone is OK – have it as an item on staff meeting agendas.
- Purchase resources to allow staff to fulfil their role effectively
- Explore improved marking and assessment practices to reduce workload.

Governors

- Maintain strong links with Governors
- Governors' meetings to continue
- Local Authority programme of support to continue.

Curriculum

- Plan a curriculum and experience that balances strong learning opportunities alongside purposeful PSHE and well-being to include:
 - Belonging and feeling safe at school
 - reconnecting with friends
 - being positive and looking forward to learning
 - managing worries and fears,
- Look closely at the Relationships and Sex Education curriculum, the Rights Respecting Schools programme and well-being programme.
- Continue to plan for and deliver the new curriculum, enabling strong 'immersion' opportunities, making links between all learning. Subject leaders to seek CPD, monitor their subject.
- Timetable each day carefully, with a good balance of activities.
- Year 1 staff to be mindful of Early years provision not accessed by children
- Teachers to use Norfolk 's 'Adapting maths' and 'adapting English ' curriculum documents to support filling the gaps.
- Explicitly scaffold teaching to grow confidence as a learner.
- Provide rich and open – ended tasks
- Develop use of questioning for both assessment purposes and to develop thinking.
- Plan a comprehensive programme of intervention. Consider skills of staff in delivering these programmes. Explore intervention programmes to ensure teaching and learning builds on prior knowledge / skills and isn't 'ad hoc'.
- SENDCo to keep SEND parents fully informed and create IEPs. Assess, Plan, Do, review.
- Teachers to be prepared for home-learning. Explore New Oak Academy and match to current in-class learning where possible.
- Fully inform parents of the process of accessing the Oak Academy and the lessons the children should complete.
- Show children Oak academy in school so they are familiar with it.
- Survey parents so we have a full understanding of their capacity to access online-learning.

- Offer parents full support in helping the children reach expected levels – end-of-year expectations leaflets, maths passports, accessible and achievable homework tasks.
- Post topic information on website
- Continue with the Teaching for Mastery programme and Wise Words phonics programme.
- Resource each topic with high-quality texts.

Spelling & Phonics	Reading	Writing	Maths
<ul style="list-style-type: none"> • Daily phonics in KS 1 and lower KS 2 • Introduce mastery folders for high frequency words • Discreet spelling lessons weekly • Key spelling resources available within classroom environment. • Spellings sent home. • Practise high frequency / common exception words from literacy work daily. • Timetable interventions to close gaps 	<ul style="list-style-type: none"> • Plan using progression of skills documents • Guided reading timetabled daily • Class reader timetabled daily • 1:1 reading where possible • Independent reading opportunities daily • Home-reading expectations made clear - parents signposted to Oxford Owls • Timetable interventions to close gaps: 	<ul style="list-style-type: none"> • Plan using progression of skills documents • Build muscle strength / resilience through daily exercises • Emphasis on vocabulary development / improvement • Timetable interventions to close gaps 	<ul style="list-style-type: none"> • Plan using progression of skills documents. • Twice-daily fluency lessons – times tables, counting, number bonds etc • Maths passports sent home as weekly homework tasks • Timetable interventions to close gaps

Assessment

- Teachers to analyse tracking systems to identify key areas that were planned for the summer term but have not been delivered adequately.
- Collate and analyse initial assessments, both academic and social, emotional, behavioural.
- Continue to measure the above to monitor progress in returning to pre-lockdown standards, expectations and aspirations.
- Children to be assessed in reading using the Salford assessment. Repeat every 6 weeks to monitor progress.
- Complete phonics assessments and plan a programme to fill gaps and continue learning.
- Invest in the Sandwell maths assessment to identify gaps in maths.
- Look at assessment policy. Explore further the curriculour scheme of marking.
- Structured tracking systems will be kept-to-date and guide planning.