



South Gosforth First School

'Roots to grow and wings to fly'

South Gosforth First School – COVID-19 Recovery Strategy **Academic Year 2020-2021**

Background & Key Approaches

As our children return to school, we felt it was important for you to be aware of the approach that we are taking to our curriculum. We will ensure that we continue to provide access to a broad and balanced curriculum for our pupils.

Our aim for our curriculum remains the same: to provide the highest quality primary education that will equip our pupils with a life-long love of learning and builds upon their 'character', 'culture', 'creativity' and level of 'challenge'.

With that in mind, we have provided a summary below of both our approach and the thinking behind it. We hope that you feel this will support your child's well-being as they begin their re-engagement with learning at school.

A Recovery Curriculum: Loss and Life for our Children and School Post Pandemic

At South Gosforth First School, our children's wellbeing lies at the heart of everything that we do. We acknowledge that the children will have had different experiences during this time. However, the common thread running through all of this is the loss of routine, structure, friendship, opportunity and freedom. These losses can trigger anxiety in any child. Some of our parents and community may have experienced this with your own children.

We know that an anxious child is not in a place to learn effectively. So with this in mind, we have thought about the most effective way to support your child's ability to learn. This approach will also underpin and support academic expectations for your child.

What is the Recovery Curriculum?

Professor Barry Carpenter (Professor of Mental Health in Education at Oxford Brookes University) has developed the 'Recovery Curriculum', as a response to the losses described above. This is a way for schools to help children come back into school life, whilst also acknowledging and being mindful of the experiences that they may have had. We want children to be happy, feel safe and loved and to be able to fully engage in their learning. We have decided that a way to achieve this for the children is to acknowledge the importance of helping them settle back into school life using the following '5 Levers':

THE 5 LEVERS OF RECOVERY

LEVER 1: RELATIONSHIPS

We will not necessarily expect our children to return joyfully. Many of the relationships that were thriving, such as with friends, teachers, supporting adults may need to be invested in and restored. We will plan for this to happen, not assume that it will.

LEVER 2: COMMUNITY

We will recognise that your child's curriculum will have been based at home for a long time. We will listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

LEVER 3: TRANSPARENT CURRICULUM

Our children may well feel they have lost time with their learning at school and we want to show them that we understand this and that we will help them to become confident learners at school.

LEVER 4: METACOGNITION


In different environments, children will have been learning in different ways and may have developed different styles of learning. It is vital that we acknowledge this.

LEVER 5: SPACE - TO BE, TO REDISCOVER SELF, AND TO FIND THEIR VOICE ON LEARNING IN THIS ISSUE

It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.



How Do We Intend To Address These '5 Levers'?

Lever	Activities to Facilitate Lever to Recovery
<p><u>Lever 1</u></p> <p><u>Re-establishing Relationships</u></p> <p><u>'Rejoin and Reconnect'</u></p> <p>"We can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored." - Barry Carpenter</p> 	<ul style="list-style-type: none"> ★ Continue to connect with families and pupils not attending: welfare calls, social media, seesaw, parent emails, texts. ★ Plan activities for Year 4 pupils so they can experience a 'happy ending' and have the opportunity to celebrate as a group and individuals. (end of year socially distanced leavers assembly outside – one bubble group of 15 at a time) ★ Transition arrangements: teacher to write letter to pupils, pupils write to teacher to share experiences. (Acknowledge loss) ★ Parent and pupil questionnaires to share experiences of lockdown and plan for return and inform transition. ★ Opportunity for parent/teacher reciprocal consultation sessions over the phone where required. ★ Transition material shared for new parents and pupils (Reception videos, telephone contact, parent online presentation) ★ Updates with pupils regarding September opening and routines etc shared beforehand. ★ 'Week of Wonder' first week back in September with a focus on mental health and wellbeing. ★ Year group assemblies delivered by RA focussing on togetherness, school family and managing reintegration

Lever 2

Community

'Reigniting and Re-engaging'

'We need to listen to what has happened, and understand the needs of our community and engage them in the transitioning of learning back into school.'" – Barry Carpenter



- ★ Celebrate school community - reflect on shared collective experience, celebrate positive contributions. Pupils share work from lockdown, collective display for pupils to celebrate.
- ★ Focus on school vision and values, what makes our community special? How were our values reflected in our time away from each other? – Together Time and P4C.
- ★ Celebrate our school journey: proud to belong..... What does it mean to belong to SGFS and be a part of our school family? What does it mean to have 'roots to grow and wings to fly?'
- ★ Welcome for new members to our community – 'Stay and Play' sessions, sharing curriculum practice through video etc. Welcoming questions. Correspondence sent out to new parents and carers.
- ★ Reception New Starters Welcome Meetings – 'Zoom'. Time for parents to meet new staff, discuss concerns and ask questions.
- ★ New PLAC family visit arranged with children and family.
- ★ Additional SENCO / SLT time to meet with vulnerable/ worried / anxious parents / families.
- ★ SLT outside at every morning and afternoon to welcome families.
- ★ Change to timetable structure / small chunks / school day to allow for daily social interaction.
- ★ Welfare checks built in to daily lesson structures
- ★ Shared school project: Book of Hopes – themed work/collaborative art pieces from each class based on individual stories and for main hall displays (Autumn 2)
- ★ Rainbow of Hope for the main hall – MW Project with KS2 children.

Lever 3

Transparent Curriculum 'Observation and Healing'

"All will feel like they have lost time in learning and we must show them that we are addressing these gaps... to heal the sense of loss." – Barry Carpenter



- ★ Open and honest discussion and approach to the way losses have affected us – In regular 'Together Time' / P4C slot and assemblies (based on 'No Outsiders' curriculum)
- ★ Discuss the pandemic and what children already know and help them to understand what happened. Discuss lockdown experiences (positive too) e.g. children write playscripts / stories / drama / poetry / treasure box of memories
- ★ Activities built into the day to explore feelings and emotions. Time to talk with individuals is given if the children require this.
- ★ Opportunities to build emotional resilience through 'Together Time' slots.
- ★ 1: 1 support for individuals within school ('Drawing and Talking' therapy, 'Thrive', Psychotherapist student counselling)
- ★ Training for staff relating to emotional needs and amendments to behaviour policy - creating a safe space, anxiety, attachment, 'mental wealth'.
- ★ 'Rainbow Room' staff training given – 'Thrive' Approaches
- ★ Individual pupil profiles and intervention pathway support for pupils requiring targeted and specialist support.

Lever 4


Metacognition 'Re-learning to be Learners'

"It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners." – Barry Carpenter



- ★ Pupils identify their own learning strengths and areas to develop. 1:1 coaching learning conversations to take place with pupil in second half term;
- ★ Growth Mindset and Shared Efficacy training delivered in Autumn 2 (John Hattie)
- ★ Core subject leaders to support staff and review structure of curriculum in order to adapt for pupils: Staff training delivered on the training day around new curriculum and new approach to recovery in their subject.

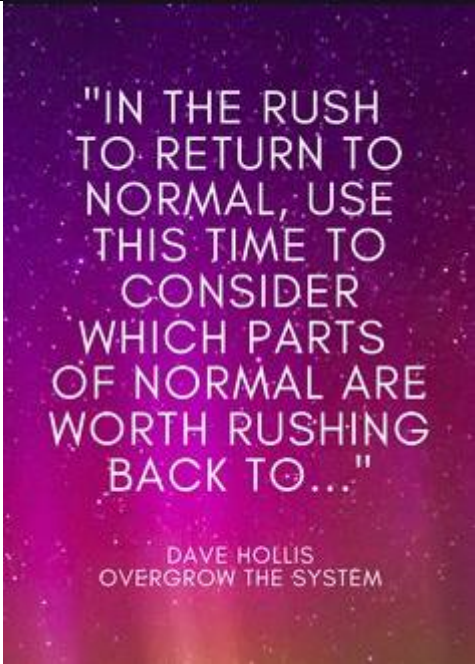
'We must acknowledge that these have been strange times but believe that pupils can have academic success and should not block any routes to that success by prolonging the delivery of an academic curriculum. We acknowledge that concentration may have been affected but this can and will be re-developed.'

	<ul style="list-style-type: none">★ Do revisit, practice and refresh curriculum areas, rather than simply re-teaching everything again★ Do start the curriculum where the pupils should be (linked to diagnostic assessment data, pupil voice and parent feedback)★ Pupil leadership opportunities, wider curriculum , enrichment activities		
<p><u>Lever 5</u></p> <p><u>Space</u></p> <p><u>‘Time and space to rediscover self and find their voice’</u></p> <p>“It is only natural that we all work at an incredible pace to make sure that this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.” – Barry Carpenter</p> 	<ul style="list-style-type: none">★ Give time and space to recover and re-engage★ Outdoor and sensory activities prioritised in curriculum★ Share time together as a class – Class ‘Autumn Walk’ (Autumn 2)★ 60 sensory minutes - Nurture UK★ Mindfulness activities / yoga / black spot thinking★ Wellbeing journals		
<u>Whole School Recovery Strategy – Mental Health & Wellbeing</u>			
Pupils			
Action	Rationale	Intended Impact	Review
2 psychotherapist placements from the National Guild of Psychotherapists are beginning placements in school weekly for the duration of the year to work alongside specific children who need counselling support and therapeutic approaches.	To provide some of our pupils with specialist therapeutic support which they may require linked to having heightened anxiety or any other issues around COVID-19	Our pupils’ emotional needs are well supported by school staff.	

Regular 'Together Time' and 'Philosophy for Children' sessions carried out in classes across school based upon the needs of the children.	To give our pupils appropriate opportunities to discuss their feelings and express how they are feeling so that appropriate support can be put in place.	Our pupils are emotionally literate and are well supported to transition back in to school life.	
Regular 'welfare check-ins' are incorporated in to daily lesson structures.	To ensure that teaching staff explore additional opportunities as part of their every-day teaching to check in on pupils' wellbeing.	Our pupils are emotionally literate and are well supported to transition back in to school life.	
Lesson routines and structures are now back in place. Reducing pupils' 'cognitive load' by restructuring lessons (and in some case shortening them) as well as allocating children extra break times in the afternoons if needed to reinvigorate their brains and hopefully build learning stamina gradually.	To build pupils' stamina for learning gradually and ensure that they can digest their learning properly and deeply rather than overloading them with 'too much too fast.'	Our pupils are able to access and understand their learning.	
'The Rainbow Room' (sensory space) to be completed: appropriate resources and timetables to be put in place to support specific children.	To help pupils with specific learning needs and who require a 'sensory diet' in order to feel calm and ready to learn are catered for and accessing appropriate sensory provision which they need in order to access the rest of the curriculum.	Our pupils' needs for a sensory diet in order to access their learning are met.	
Teaching assistant support is reorganised across school and additional supply teaching assistants are appointed to ensure that each individual class has TA support.	This ensures that each class has additional adults deployed to help support pupils both with their learning and wellbeing needs.	Our pupils are adequately supported to access their learning by support and teaching staff.	

Provision for new Y1 pupils adapted to reflect EYFS timetables and set up with extended 'Busy Play' and opportunities for pupils to catch up to meet ELGs and recover some lost learning time before progressing on to the more formalised Y1 curriculum, which our pupils are currently not able to access.	To prepare our children for a Year 1, more formalised curriculum.	Our current Year 1 pupils are accessing provision which meets their learning needs.	
'Homework Activity Timetables' introduced. These have been adapted and refined to meet the needs of pupils to include short, focussed activities which consolidate learning from school and slowly builds 'cognitive load'	Research from John Hattie who collated research over ten years around educational initiatives in schools, states that pupils completing short tasks each night (10-15 minutes) which consolidate learning from school has equal impact to one or two hours of homework.	Pupils' learning is enhanced through accessing homework activity timetables.	
The SGFS 'Enrichment Offer' and pupil entitlement are extended and enhanced to meet the needs of pupils since returning to school	This is to ensure that the experiences which pupils are accessing in school are tailored to meet their specific needs.	Pupils' learning experiences are enhanced by enrichment activities which further engage them in their learning.	
Focus on sharing story books which are linked to anxiety and emotional literacy - 'Agents of Hope' texts ('No Outsiders'). These are discussed and analysed with the children to encourage them to identify their own emotions about the recent changes.	To discuss these issues with our children and give them strategies and tools to overcome their anxieties.	Our pupils will know strategies to help them overcome their anxieties.	
School Lunches – Hot lunches re-introduced and Christine Rowan linked up with head chef from Brunton First School	To provide our children with hot, nutritional lunches which should sustain them throughout the school	Our pupils will access healthy, nutritious, hot meals at school which will help them with their learning.	

to enquire about coming out of the council SLA for lunches.	day and ensure that they are in the best place to learn.		
'Week of Wonder' delivered in the first week back in September based upon the text, 'We are all Wonders', focussing on esteem, difference and belonging to ease children back into school life before going straight in to formal lessons and to address emotional needs first.	To support pupils with their emotional wellbeing and settle them back in to school life before beginning the process of academic recovery and to ensure that our pupils are emotionally ready before we start delivering focussed teaching.	Our pupils are well settled back in to school life.	
Weekly Celebration assemblies for the whole school over the 'Zoom' application.	This is to build pupils' self esteem and celebrate their achievements, whilst also continuing a routine which the children are used to before lockdown.	Our pupils celebrate their successes and recognise their strengths and talents.	
Weekly year group assemblies are organised for regular check ins with members of SLT.	To enable members of SLT to check in with all pupils from across school (at a social distance) at some point in the teaching week.	Our pupils are given the opportunity to share their emotions and staff can put appropriate support in place where needed.	
Online home learning strategy and 'blended learning policy' is in place which includes clear video teaching content from teaching staff to support our pupils from home if they should need to access this.	To deliver home learning to our pupils if they need to isolate at home for issues relating to COVID-19.	School's home learning offer is in place to enable pupils to learn through an online learning platform	
Communal and classroom learning environments streamlined, tidied and reorganised.	To reduce 'cognitive load' in pupils and ensure that classrooms are pleasant, organised, uncluttered spaces for all of our children.	Pupils' 'cognitive load' is catered for and classroom environments support pupils' learning	
Special story time re-introduced at the end of the teaching day.	To ensure that pupils across school have an enjoyable, relaxing and consistent end to each school day.	Pupils enjoy special story time together at the end of each day	

Staff			
Action	Rationale	Intended Impact	Review
 <p>Complete 'Avoid, Adjust, Adopt' activity with staff to establish how we can modify our practices for the better in the future in order to improve staff wellbeing and work / life balance.</p>	<p>To learn from current practices in school to improve work / life balance of staff in the future and prioritise what is important.</p>	<p>Routines and procedures in school will be streamlined to support staff work / life balance.</p>	
<p>'Performance Management' process of teachers and teaching assistants are redesigned and restructured in to 'Support and CPD' meetings to establish how staff are, what are their strengths and how can</p>	<p>To focus on staff support and investment as opposed to setting targets which are unhelpful and lead to staff feeling unnecessary pressure.</p>	<p>Staff feel listened to and well supported by SLT.</p>	

<p>we support and invest in them this academic year. Data targets removed.</p> <p>Every member of staff will be met with by a member of SLT and a frank one to one conversation will take place where staff are able to discuss their feelings and concerns.</p>			
<p>Staff meetings only to be held when they are absolutely essential and minimised as much as possible during the pandemic.</p>	<p>To ensure that staff have as much time as possible after school to prepare for their lessons the next day and to provide any marking or feedback as necessary.</p>	<p>Staff will have more time after school to carry out assessment and planning tasks which will directly benefit pupils.</p>	
<p>Friday staff briefings are to be cancelled until further notice. RA to send electronic copy of the staff calendar and give each member of staff a printed version as well. For weeks when specific events are happening, RA will send out an electronic 'Week ahead' document via email.</p> <p>Staff memos and emails are to be used to deliver key messages to all members of the staff team.</p>	<p>To avoid staff congregating together in the same space and to give staff as much time as possible to prepare for their lessons and the day ahead.</p>	<p>Staff will have more time before school to carry out assessment and planning tasks which will directly benefit pupils.</p>	
<p>Home Learning – Teaching staff are to be given time in the school day to allocate home learning activities and record teaching videos for any pupils who aren't in school due to self-isolation.</p>	<p>This will enable home learning provision for our pupils at home to continue, whilst ensuring that teaching staff don't have to allocate additional time after school to allocate these tasks to our families.</p>	<p>Staff will have more time before and after school to focus on assessment and planning tasks.</p>	

Additional teaching assistant support is arranged to ensure that each class across school has support	To ensure that bubbles remain as classes, minimising staff who have to work across 2 sets of children and to allocate as much support as possible for children in each class.	Each class teacher will have a member of support staff to assist with learning needs of pupils and deliver catch up / interventions.	
Marking and Feedback – Teachers no longer mark at home, but focus on simplified ‘verbal feedback’, in the moment marking, conferencing and peer assessment in lessons which informs subsequent teaching and learning.	To reduce the risk of cross contamination between home and school and to improve teacher work / life balance.	Staff will have better work / life balance and risk of cross contamination is minimised.	
Risk assessment RAG rating checklist is assessed once per fortnight. Staff are asked about their wellbeing and senior leaders act upon this feedback in order to improve procedures in school.	To improve procedures and protocols and to improve staff wellbeing.	Staff are supported and have the opportunity to raise their concerns. The risk assessment is a dynamic document which is adapted and refined to meet the changing needs of school.	
Coffee van is organised to come to school once per week and staff can purchase food and drinks.	To raise staff morale.	Staff morale is raised.	
<p>Different spaces in school are allocated as a staff room space in order for staff to chat to colleagues whilst socially distancing.</p> <p>Parents’ Room – 4 people Entrance lobby – 4 people Mrs Whitehouse’s Office – 3 people</p> <p>If these spaces in school are at capacity, staff must spend their breaks in their</p>	To enable the staff to converse with their colleagues which will raise staff morale.	Staff wellbeing is prioritised to enable staff to chat to colleagues (socially distanced)	

classrooms. The staff room must not be used as a congregation point, as this is already used for staff to use the photocopier, go to the toilet and make a drink (maximum 5 people at once)			
After October half term break, teaching staff will be allowed to take their PPA time at home if they so choose.	To support the teaching staff to take some time in the week away from the intensity of school life.	Staff wellbeing and work life balance is positively impacted.	
Christmas shopping afternoon allocated. Due to all of the additional time which staff are spending in school, each member of staff (both teaching, TA and admin support) will be allocated this time out of school as a gesture of thanks.	To acknowledge the hard work of staff over the last few months and allocate everyone some special time away from school to lift staff morale.	Staff wellbeing and work life balance is positively impacted.	
Staff resources (like guillotines and other integral resources) to be given to each year group to assist with preparation time.	To assist with staff lesson preparation time.	Staff will not have to spend more time than necessary waiting to use resources.	
Staff have been given a brand new set of extremely comprehensive curriculum documents from subject leaders for all subjects which will assist with planning and establishing clear expectations.	Teaching staff have clear, comprehensive planning guidance to work from to assist with the delivery, progression and expectations of their own lessons, which will save them time when planning with their year group partner.	Staff are able to plan and deliver high quality, progressive and cohesive curriculum content.	
Staff will be trained by senior leaders (in November staff meeting) on how to use assessment information to inform their planning and areas of focus for pupils.	Staff have clear and consistent understanding of how to use assessment information to inform their planning.	Staff will use assessment information diagnostically to inform planning.	

Families			
Action	Rationale	Intended Impact	Review
Member of SLT to be outside of school each morning and afternoon to welcome families to school, to speak to parents, carers and children and to answer any questions and for ease of communication.	To ensure that parents and carers have the opportunity to speak to members of the leadership team either before or after the school day	Families are welcomed each morning and the staggered start is closely monitored.	
Mr Adams to send out very regular correspondences to families 2 or three times a week to keep the community updated on the latest information from school.	To ensure that families are kept up to date with all of the latest information from school regularly.	Families are well informed about recent initiatives or changes to practice in school.	
Reciprocal family phone consultation evenings organised.	To ensure that families are kept up to date with the progress of their children and for teaching staff to have a conversation around the best ways that school can support children and parents with pupil wellbeing and catch up.	Families have the opportunity to ask questions about their child's progress since coming back to school in September.	
Online learning offer has been enhanced to include video teaching to take the pressure from parents and carers who are working from home whilst looking after their children.	To ensure that pupils are given clear exemplification and guidance for what to do in their online learning which takes some pressure away from parents and carers.	Home learning will include video teaching / lesson inputs to enable pupils to access this clearly from home without intense parent input.	
Attendance and punctuality officer employed to support families.	To support families to improve their child's attendance and punctuality.	Specific families are supported to improve the attendance and punctuality of their children.	

Welfare check phone calls carried out by senior leaders to specific families.	To check in with specific families over the phone to ensure welfare needs are being met.	Families have the opportunity to talk to school about their welfare needs and school can put appropriate support in place.	
Parent & Carer meetings to take place over 'Zoom' or 'Microsoft Teams' – Including curriculum events, Reception transition meetings, Reception provision meeting, Phonics screening check meeting, Y2 SATs meeting, Y4 times table meeting, etc).	To keep parents and carers updated with the latest initiatives and areas of focus in school.	School family are informed and up to date with the latest in school initiatives.	
<p>COVID-19 Support Plan – For families who have to self-isolate, particularly families who have a confirmed positive case of COVID-19, a support plan will be in place, including:</p> <ul style="list-style-type: none"> • Telephone contact and welfare checks • Digital technology check • Pupil premium (FSM) check • Resources check (Art and drawing supplies etc) • Single parent check • SEND check • Pupil premium plus check 	To ensure that families have the appropriate support and resources in place if isolating at home.	Families have appropriate resources to deliver home learning as well as welfare support.	
<p>COVID-19 Return to School Strategy – For families who have just come back from self-isolation.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Emotional wellbeing check 	Families will feel that their children have a clear route back in to school life and will be well supported to reintegrate.	Families are well supported to reintegrate back in to school life after self-isolation.	

<ul style="list-style-type: none"> • Strategy and agreement in place for how the positive case family will be treated after returning to school • Strategy for how changes in routines etc will be shared with returning pupils and families • Self-isolating families celebrated in 'Thank You Assembly' 			
Ideas for activities will be already uploaded on to the website, alongside a key message from the Head Teacher addressing all of the children at home	This will ensure that bubble groups who are self-isolating all have something to access on the first day of isolation and receive a calming message to 'dilute the sense of chaos.'	Families can immediately access appropriate resources for home learning and feelings of isolation are minimised.	
Messages regularly shared and celebrated through the school's social media channels	Families are kept up to date with the latest information from school.	Families are kept up to date with the latest information from school.	
The Parent Teacher Association are to organise a 'Zoom Quiz' for parents, carers and families.	To provide an event for the school community in the absence of the Christmas Fayre and other events.	Sense of school community is reintroduced and opportunity to families to talk to other members of the school community.	

Curriculum Deficit Strategy			
Reading			
Action	Rationale	Intended Impact	Review
Salford Reading Test carried out with all children to establish clear reading and comprehension age baseline from children from Year 2 to Year 4 (some pupils may have regressed since before lockdown.)	To establish a clear reading baseline for Year 2, 3 and 4 children in order to allocate appropriate reading books and to identify where to pitch teaching of whole class reading.	Clear reading age baseline is established.	

'Reading Rockets' assessments carried out to establish which high frequency / common exception words pupils can read (some pupils may have regressed since before lockdown.) 'Reading Rockets' trackers updated each time pupils are heard read one to one.	To establish which high frequency / common exception words pupils can read and to identify which 'Reading Rockets' pupils need to be put on to next in order to demonstrate progress.	Clear sense of which high frequency / common exception words pupils are up to established.	
Consistent 'Headstart' reading comprehension activities to be carried out for pupils from Year 2 to Year 4.	To identify common misconceptions in reading comprehension and understanding and use these to inform teaching focus in reading.	Comprehension activities establish key areas of focus.	
Staff to read one to one with all pupils and identify key areas of reading focus which will be used to inform subsequent teaching of reading.	To identify clear areas of focus for reading provision in each class and use this to inform the teaching of reading.	Staff will gain a sense of where pupils are with their reading and where to focus their teaching.	
Appropriate phonics home reading and scheme home reading books allocated to pupils (some pupils may have regressed since before lockdown.)	To ensure that pupils are given appropriate reading books which will help them to learn and make progress.	Appropriate reading books are accessed by pupils.	
Daily extended whole class (Y2 to Y4) and guided reading (Rec and Y1) sessions delivered every day in school – Pupil feedback to inform questioning and activities.	Pupils are taught specific reading skills which focuses on areas of need.	Reading teaching is focussed upon specific areas of pupil need.	
Daily end of day reading sessions with class novel delivered and enhanced through the use of displays, special candles and pupil participation.	Reading is made high priority across school – 'Reading School'	Pupils enjoy reading and see it as a special time of the day – High profile.	

Assessment information used to inform reading catch up interventions – To be in place from week beginning 05.10.20	Catch up interventions are based upon diagnostic assessment information.	Assessment information is used to inform teaching provision.	
Phonics			
Action	Rationale	Intended Impact	Review
One to one phonics assessments carried out with individual children and up to date baselines established (some pupils may have regressed since before lockdown.)	To establish clear phonics baselines which will inform phonics teaching.	Pupils will make accelerated progress in phonics.	
Phonics trackers updated for each child – Phonics reading books and phonics teaching sessions (2 x per day) will be informed by these phonics trackers.	To establish clear phonics baselines which will inform phonics teaching.	Pupils will make accelerated progress in phonics.	
Additional phonics teaching sessions will be in place for pupils in Year 1 and Year 2 (2 x phonics teaching sessions per day).	To allocate more teaching time to phonics in order to help pupils catch up for lost learning time.	Pupils will make accelerated progress in phonics.	
Phonics teaching structure augmented to include application activity or game to enhance pupil engagement.	To enhance pupil engagement in phonics.	Pupils will make accelerated progress in phonics.	
Pupils who have not passed phonics screening check in Year 2 and Year 3 will continue to access a phonics home reading book which is matched to their phonics ability.	To consolidate pupils' phonics understanding and enable them to apply their learning.	Pupils will make accelerated progress in phonics.	
Phonics catch up interventions to be in place (pre or post consolidation teach) from week beginning 05.10.20	To support pupils who need further consolidation in phonics	Pupils will make accelerated progress in phonics.	

Bottom 20% of pupils in Year 2 will receive 2 additional phonics guided reading sessions per week from a teaching assistant linked to a phonics reading book for additional consolidation.	To support pupils who need further consolidation in phonics	To support pupils who need further consolidation in phonics	
Writing			
Action	Rationale	Intended Impact	Review
Baseline assessment 'cold write' task carried out based on 'Magical object' in order to establish key areas of teaching focus	To establish clear baselines for where pupils are in their writing and which areas need to be focussed upon.	To enable pupils to catch up in writing and plug learning gaps.	
Initial focus on key skills in teaching of writing: <ul style="list-style-type: none"> • Focus on basic 'short burst' sentence work to build stamina and reduce 'cognitive load': • Phonics • Letter formation • Punctuation • Spelling of tricky words/common exception words • Focus on quality not quantity • Provide lots of opportunities for modelling of writing • Use of 'Talk for Writing' strategies 	To enable pupils to focus on basic skills which they may have regressed in during lockdown	To address any learning gaps in writing and accelerate pupil progress.	
'Talk for Writing' training carried out in staff meeting on 23rd and 30th September – Systematic, structured approach to the teaching of writing where pupils learn key	To enable pupils to access a structured learning approach to the teaching of writing which will help reduce 'cognitive load' and focus on the 'nuts	Pupils' writing progress will be accelerated.	

text structures and manipulate them to create their own pieces	and bolts' of writing (presentation, basic punctuation etc)		
Daily extended handwriting and letter formation practice every morning	Pupils are given the opportunity to develop their handwriting skills.	Presentation and quality of work is improved.	
New writing curriculum shared with staff and implemented. This has been carefully planned out and adapted to meet the needs of all pupils – Each unit is carefully tied in to SpaG elements and cross curricular links established. This makes writing more meaningful for pupils.	New writing curriculum enhances learning experiences of pupils and brings in learning elements from many different areas.	Pupils' learning experiences in writing lessons are enhanced and writing curriculum offer is improved in quality.	
Key 'Hooks' in to writing established to make the experience of writing more purposeful and engaging for pupils.	Purpose for writing is made clear for all pupils.	Pupils' writing quality improves.	
Staff training delivered on new writing curriculum and expectations. SGFS writing portfolio collated by Literacy leader – this is to be shared with staff and used to monitor and assess writing.	Clear expectations established in writing across school.	Pupils' writing quality improves.	
Maths			
Action	Rationale	Intended Impact	Review
Initial focus on key basic skills (4 operations, place value) during assessment process for the first 3 weeks.	Pupils will need a focus on basic key skills whilst specific learning needs are established	Pupils are reminded of basic key skills in maths.	
Teachers to deliver full set of White Rose assessments ('Teach, do') within the first 2 weeks to be used diagnostically to establish key areas of focus in maths teaching – Full year's coverage needed so all 3 term's assessments needed.	To establish clear baseline in maths across school.	Pupils are given access to provision which is directly tailored to their learning needs.	

Staff training on approach to maths recovery delivered by Amanda Logan (maths lead) on staff training day.	Staff have a clear and consistent understanding of how to approach maths recovery planning.	Pupils are given access to provision which is directly tailored to their learning needs.	
Pupils to do pre unit activities before starting maths unit – If pupils perform well, the teacher will deliver lesson content from the chronological year group. If pupils struggle with pre unit activities, teacher will deliver lesson content using KPIs / key objectives from previous year groups before each unit in order to plug any key learning gaps.	This approach clearly establishes the correct pitch for teachers to use as a starting point.	Pupils are given access to provision which is directly tailored to their learning needs.	
'Key Performance Indicators' (KPIs) introduced as well as tasks and activities to address these areas at the end of each teaching unit.	Clear assessment points and criteria identified.	Pupils are given access to provision which is directly tailored to their learning needs.	
Robust maths tracking system introduced which includes KPIs and key objectives.	Clear assessment points and criteria identified.	Pupils are given access to provision which is directly tailored to their learning needs.	
New, high quality curriculum documents introduced (based on White Rose) which takes in to account COVID-19 and addressing gaps in understanding	Cohesive, highly pitched and progressive curriculum expectations introduced in Maths	Pupils will access high quality planning and teaching delivery in maths.	
Maths teaching units over each term are organised to give staff flexibility to spend longer on specific units where the children need additional support.	Teachers can allocate additional time to meet specific learning needs of their children.	Learning gaps will be identified and addressed clearly.	
Focus on pupils using the CPA model in order to solidify understanding of key concepts	This will enable pupils to understand mathematical concepts at a much deeper level through the use of	Pupils will gain a deeper understanding of mathematical concepts.	

	different mathematical representations.		
Other Subjects (Science, History & Geography)			
Action	Rationale	Intended Impact	Review
Science - Science unit KPI grid assessments used to inform teaching – Pupils plotted on to grid 2 weeks before the end of a unit and subsequent weeks used to plug learning gaps.	Clear baselines established before the end of a teaching unit in Science. There will then be enough time before the end of the unit (2 weeks) to address learning gaps.	Pupils' learning gaps in Science are addressed.	
Science, History & Geography – Staff to look at units and objectives missed and create pre-teaching units to be delivered before the next appropriate Science / History / Geography unit.	To enable teachers to identify missed learning in foundation subjects and deliver some missing key content in pre-teaching units.	Pupils' learning gaps in foundation subjects are addressed.	

Assessment Strategy (including Baselines)			
Reading			
Action	Rationale	Intended Impact	Review
<ul style="list-style-type: none"> Termly - Salford reading tests carried out with children from Year 2 to Year 4 in early Autumn term and again termly to judge progress and inform focus within reading teaching. Ongoing - 'Reading Rockets' assessments carried out to establish which high frequency / common exception words pupils can read (some pupils may have regressed since before 	To establish clear baselines in pupils' reading skills at specific points in the year which are used diagnostically to inform teaching provision.	Pupils progress in reading will be accelerated.	

<p>lockdown.) 'Reading Rockets' trackers updated each time pupils are heard read one to one.</p> <ul style="list-style-type: none"> • Ongoing – Guided and Whole Class Reading assessed against new curriculum criteria each week. These sessions will also establish whether children need to move to the next reading stage. • Ongoing – One to one and home reading information with pupils collated and used to inform reading judgements. • Ongoing - Reading comprehension activities used as part of guided / whole class reading sessions will be carried out regularly in Year 2 to Year 4 and used to judge progress. One reading comprehension at the end of each term will be cross referenced against reading criteria grid. 			
Phonics			
Action	Rationale	Intended Impact	Review
<ul style="list-style-type: none"> • Half Termly – Phonics assessments carried out with pupils one to one – these will be updated on the phonics tracker for each child. Pupils will be given reading books in accordance with the phonics stage they are up to. 	To establish clear baselines in pupils' phonics skills at specific points in the year which are used diagnostically to inform teaching provision.	Pupils progress in phonics will be accelerated.	

<ul style="list-style-type: none"> Weekly – Bottom 20% of pupils in each class will receive additional phonics guided reading input in Year 1 and Year 2. 			
Writing			
Action	Rationale	Intended Impact	Review
<ul style="list-style-type: none"> Termly - Initial 'Cold Write' piece carried out for all pupils from Year 1 to Year 4 around a 'Mysterious Object' in second week of term. These pieces are to be cross referenced on to a reading criteria grid and 'gaps' identified and used to inform teaching. Termly – Whole school writing portfolios created to demonstrate clear expectations and standards each term to assess progress against. 	To establish clear baselines in pupils' phonics skills at specific points in the year which are used diagnostically to inform teaching provision.	Pupils progress in phonics will be accelerated.	
Maths			
Action	Rationale	Intended Impact	Review
<ul style="list-style-type: none"> In September - Teachers to deliver full set of White Rose assessments ('Teach, do') within the first 2 weeks to be used diagnostically to establish key areas of focus in maths teaching – Full year's coverage needed so all 3 term's assessments needed. In September - Pupils to do pre unit activities before starting maths unit – If pupils perform well, the teacher will 	To establish clear baselines in pupils' mathematical skills at specific points in the year which are used diagnostically to inform teaching provision.	Pupils progress in mathematics will be accelerated.	

<p>deliver lesson content from the chronological year group. If pupils struggle with pre unit activities, teacher will deliver lesson content using KPIs / key objectives from previous year groups before each unit in order to plug any key learning gaps.</p> <ul style="list-style-type: none"> • At the end of each teaching unit - 'Key Performance Indicators' (KPIs) introduced as well as tasks and activities to address these areas at the end of each teaching unit. • Termly – White Rose Maths assessments to be done by the children and used diagnostically to inform teaching. 			
Other Subjects (Science, History & Geography)			
Action	Rationale	Intended Impact	Review
<ul style="list-style-type: none"> • Each Teaching Unit - Science unit KPI grids assessment used to inform teaching – Pupils plotted on to grid 2 weeks before the end of a unit and subsequent weeks used to plug learning gaps. • For each main topic area – 'Mantle of the Expert' activities carried out at the end of a teaching unit to see how much the children have remembered and how much they have been able to apply their learning in to a new context. This 	<p>To establish clear baselines in pupils' science / history / geography skills at specific points in the year which are used diagnostically to inform teaching provision.</p> <p>To encourage to apply their skills and knowledge in to real-life learning contexts.</p>	<p>Pupils progress in science / history / geography will be accelerated.</p>	

will be recorded on 'Seesaw' where possible.			
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Year Group Recovery Strategy			
Reception			
Area	Challenges	Strategies	Review
Mental Health & Emotional Wellbeing	<ul style="list-style-type: none"> - Anxiety linked to Coronavirus - Separation anxiety due to a number of weeks with parents/ carers - Possible trauma and loss linked to Coronavirus - Anxiety linked to differences at school (different classroom, staff, timetable, routines) 	<ul style="list-style-type: none"> - Social story sent to children before they return outlining what school will be like. What will be the same? What will be different? How will we keep them safe? - Video from staff in school showing them what the classrooms will look like so that they can discuss this with parents/ carers at home. - Smaller groups, where possible with a staff member who is familiar to them. - Time to explore what they did at home with their families together through Tapestry. - Regular check-ins with children. - Circle Times and Together Times exploring worries. - Continued dialogue with parents/ carers to be aware of issues at home and resources shared by school to support. 	

Routines, The School Day & Stamina for Learning	<ul style="list-style-type: none"> - Changes to routines and timetables - Limited choice of activities - In own 'bubble' so not mixing with peers and siblings - Attention span may be reduced - Differences to classroom environment to support social distancing - Soft furnishings to be removed as well as toys with loose parts 	<ul style="list-style-type: none"> - Staggered drop offs and pick-ups, lunches and breaks with clear communication to parents/ carers about this. - Parents/ carers aware of new protocols in school. - Introduce new visual timetable to children. - Explain new way of working to children and how the school will operate differently. - 20 minute activity block to begin with, increasing time gradually. - Regular breaks. 	
Transition Strategies	<ul style="list-style-type: none"> - Children have missed Summer Term of learning - Usual transition processes are not able to take place 	<ul style="list-style-type: none"> - Extend EYFS curriculum into Autumn Term of Year 1 to support children to 'catch-up' and revise basic skills. - Handover meeting between EYFS Staff and Year 1 to communicate expectations and curriculum coverage so far. - Year 1 visit teachers to visit EYFS children to introduce themselves and read a story. - Year 1 staff to implement 'Play Projects' in to Year 1 curriculum time. - Communication from Year 1 staff over the Summer holidays. 	
Personal & Social	<ul style="list-style-type: none"> - Re-establishing relationships - Re-setting boundaries 	<ul style="list-style-type: none"> - Thrive activities for the whole class. 	

	<ul style="list-style-type: none"> - May have become less independent 	<ul style="list-style-type: none"> - Use of stories to explore PSHE themes. - Explain to children any changes to expectations and reinforce expected behaviours. - Introduce to children any new safety features in school and the reasons for these. - Teach games with limited interaction. - Encourage parents/ carers to promote independence at home in preparation for returning to school. - Advise parents to dress children in clothes which can be easily removed and put back on by the children themselves and promote Velcro shoes unless the child can do their shoe laces on their own. 	
Health & Self Care	<ul style="list-style-type: none"> - Priority of good hygiene, including 'catch it, bin it, kill it' - Regular handwashing and/or hand sanitising - Limited toilets and sinks - Children requiring intimate care due to toileting accidents - Dealing with First Aid incidents - Children or staff may exhibit symptoms of Coronavirus 	<ul style="list-style-type: none"> - Play songs and watch videos which promote the slogan 'catch it, bin it, kill it'. - Play songs and watch videos to encourage correct handwashing. - Supervise visits to toilets and sinks with regular cleaning of these facilities. - Children encouraged to change themselves. 	

		<ul style="list-style-type: none"> - Staff to wear PPE to deal with First Aid incidents. - Parents/ carers contacted if staff feel child's welfare is compromised due to situation. - Clear plan in place should a child or member of staff exhibit symptoms and the protocol that will be followed as a result, including the use of PPE, isolation of child or staff member, testing and subsequent isolation of 'bubble'. 	
Communication & Language (inc Listening & Attention)	<ul style="list-style-type: none"> - Children will have been in their family unit where the demands for listening and attention may not have been a priority 	<ul style="list-style-type: none"> - Daily opportunities for speaking and listening and Together Time. 	
'Busy Play'	<ul style="list-style-type: none"> - Social distancing in restricted areas - Limited access to resources 	<ul style="list-style-type: none"> - 'Busy Play' sessions will entail using specific resources each day. 	
Phonics	<ul style="list-style-type: none"> - Sounds may have been forgotten or incorrectly learned 	<ul style="list-style-type: none"> - Revise all sounds from Phase 2 and Phase 3. - Lots of opportunities to segment and blend. - Revisit tricky words. - Individual whiteboard and pens in own individual resource pack. 	
Reading	<ul style="list-style-type: none"> - Books cannot go between houses - Some children may not have continued to read 	<ul style="list-style-type: none"> - Children will receive one book per week. This will then be collected in and 'quarantined' for a further week before being 	

		<p>sent out. The children will receive a different book so that works are on a two-week cycle.</p> <ul style="list-style-type: none"> - Whole class reading, discussing strategies to decode the text and spot tricky words. - Discussion of class texts. 	
Handwriting	<ul style="list-style-type: none"> - Children may have forgotten letter formation or been incorrectly taught 	<ul style="list-style-type: none"> - Individual whiteboard and pens - Revision of formation of all letters. 	
Writing & Messaging	<ul style="list-style-type: none"> - Children may not have written or 'messed' while not in school 	<ul style="list-style-type: none"> - Talk 4 Writing to be used to support children. - Teacher to model messaging. - Opportunities throughout day to write short pieces for a purpose. 	
Number	<ul style="list-style-type: none"> - Children may have forgotten number formation or been incorrectly taught 	<ul style="list-style-type: none"> - Revise correct number formation using number rhymes. - Revisit number concepts using Number Blocks and teacher resources. 	
Shape, Space & Measure	<ul style="list-style-type: none"> - Missed learning in shape, space and measure 	<ul style="list-style-type: none"> - Revise 3D shapes. - Teach weight and money. 	
Physical	<ul style="list-style-type: none"> - Some children may not have had regular physical exercise - Unable to do P.E. sessions in the Hall 	<ul style="list-style-type: none"> - Increased break times where children are encouraged to be active. - Opportunities for outdoor physical exercise and planned activities which can be completed while socially distancing and without a need for lots of shared resources. 	

Understanding the World	<ul style="list-style-type: none"> - Limited experiences outside of the home 	<ul style="list-style-type: none"> - Use of technology to explore different places while travel options are limited. 	
Expressive Arts & Design	<ul style="list-style-type: none"> - Limited space and staffing 	<ul style="list-style-type: none"> - Activities will have to use the resources available or be done in a way which ensures continued social distancing. 	
Assessment	<ul style="list-style-type: none"> - Children will have had different learning experiences and levels of support at home 	<ul style="list-style-type: none"> - Once children are settled complete baseline assessments of where the children are in phonics, number, reading and writing. 	
Year 1			
Area	Challenges	Strategies	Review
Mental Health & Emotional Wellbeing	<ul style="list-style-type: none"> - Anxiety linked to Coronavirus - Separation anxiety due to a number of weeks with parents/ carers - Possible trauma and loss linked to Coronavirus - Anxiety linked to differences at school (different classroom, staff, timetable, routines) 	<ul style="list-style-type: none"> - Social story sent to children before they return outlining what school will be like. What will be the same? What will be different? How will we keep them safe? - Video from staff in school showing them what the classrooms will look like so that they can discuss this with parents/ carers at home. - Smaller groups, where possible with a staff member who is familiar to them. - Time to explore what they did at home with their families together through Tapestry. - Regular check-ins with children. 	

		<ul style="list-style-type: none"> - Circle Times and Together Times exploring worries. - Continued dialogue with parents/ carers to be aware of issues at home and resources shared by school to support. 	
Routines, The School day & Stamina for Learning	<ul style="list-style-type: none"> - Changes to routines and timetables - In own 'bubble' so not mixing with peers and siblings - Attention span may be reduced - Differences to classroom environment to support social distancing 	<ul style="list-style-type: none"> - Staggered drop offs and pick-ups, lunches and breaks with clear communication to parents/ carers about this. - Parents/ carers aware of new protocols in school. - Introduce new visual timetable to children. - Explain new way of working to children and how the school will operate differently. - 20 minute activity block to begin with, increasing time gradually. - Regular breaks when needed. 	
Pupil Readiness for Year 1 Curriculum	<ul style="list-style-type: none"> - Pupils have missed so much time in Reception that they are not ready to access a more formalised Year 1 curriculum structure at the moment. 	<ul style="list-style-type: none"> - The Year 1 classroom spaces have been set up similarly to a Reception classroom as much as possible. There is an area outside of the 2 classrooms which enable the children to access learning and play opportunities during 'Busy Play' times and a 'Designer Den' in the wet area has been cleaned 	

		<p>and is used for creative play and learning opportunities.</p> <ul style="list-style-type: none"> - The timetable in Year 1 replicates that of Reception and will continue to do so until the children are ready to access a more formal curriculum. This includes one session of 'Busy Play' per day where the children are encouraged to apply the learning which they have accessed in their taught sessions in a more play-based context. - The environment has been changed to facilitate an adapted timetable and COOL Time. The next steps are to consider enhancements for each area to support 'Play Projects' now that the children have become more familiar with the areas. 	
Lost Learning & Regression	<ul style="list-style-type: none"> - Lesson timetables do not enable pupils to catch up on basic core skills at a rapid enough rate 	<ul style="list-style-type: none"> - The timetable is similar to EYFS allowing for linked provision (small group activities) and COOL Time (Choosing Our Own Learning). At the present time this means that specific Topic teaching is limited, but where possible some elements are 	

		<p>being integrated e.g. Autumn theme.</p> <ul style="list-style-type: none"> - Each day the timetable in Year 1 includes: 2 phonics sessions, 2 Maths linked provision sessions, letter and number formation practice, Short writing session linked to 'Talk for Writing', Guided Reading, 'Busy Play'. This will be in place until the children have acquired the basic skills to access the rest of the curriculum adequately. 	
Curriculum Areas	<ul style="list-style-type: none"> - Specific curriculum areas of learning are further behind after the return to school than others 	<ul style="list-style-type: none"> - For many children there has been a significant dip in Reading Rockets and Phonics sounds, although Maths has been retained slightly better. - The main area of focus is writing, with lots of work on phonics and encouraging the children to be 'brave' writers again. In the baseline assessment some children were unable to write any recognisable words and therefore small group teaching is essential at this present time to support sounding out of words. The children are also 	

		receiving lots of additional support with letter formation.	
Year 2			
Action	Challenges	Strategies	Review
Mental Health & Emotional Wellbeing	<ul style="list-style-type: none"> - Anxiety linked to Coronavirus - Separation anxiety due to a number of weeks with parents/ carers - Possible trauma and loss linked to Coronavirus - Anxiety linked to differences at school (different classroom, staff, timetable, routines) 	<ul style="list-style-type: none"> - Regular 'Together Time' and 'Philosophy for Children' sessions carried out in classes across school based upon the needs of the children. - Regular 'welfare check-ins' are incorporated in to daily lesson structures. - Lesson routines and structures are now back in place. - Reducing pupils' 'cognitive load' by restructuring lessons (and in some case shortening them) as well as allocating children extra break times in the afternoons if needed to reinvigorate their brains and hopefully build learning stamina gradually. - Focus on sharing story books which are linked to anxiety and emotional literacy - 'Agents of Hope' texts ('No Outsiders'). These are discussed and analysed with the children to encourage them to identify 	

		their own emotions about the recent changes.	
Routines, The School day & Stamina for Learning	<ul style="list-style-type: none"> - Changes to routines and timetables - In own 'bubble' so not mixing with peers and siblings - Attention span may be reduced - Differences to classroom environment to support social distancing 	<ul style="list-style-type: none"> - Staggered drop offs and pick-ups, lunches and breaks with clear communication to parents/ carers about this. - Parents/ carers aware of new protocols in school. - Explain new way of working to children and how the school will operate differently. - Short activity block to begin with, increasing time gradually. - Breaks when needed. 	
Lost Learning & Regression	<ul style="list-style-type: none"> - Lesson timetables do not enable pupils to catch up on basic core skills at a rapid enough rate 	<ul style="list-style-type: none"> - Timetables involve Year 2 accessing 2 phonics / SpaG sessions per day, an extended whole class reading session, 7 maths sessions per week, focussed 'short burst' writing sessions, topic and wider curriculum sessions. 	
Curriculum Areas	<ul style="list-style-type: none"> - Specific curriculum areas of learning are further behind after the return to school than others 	<ul style="list-style-type: none"> - The main area of focus is basic skills in writing. The children have required and continue to require lots of input on letter formation, capital letters and full stops. The classes are doing 'short burst writing' at present as the children are struggling to maintain stamina for writing. 	

		<p>When they have written at length it has not been of 'quality'. There is also a focus on Phonics and applying these skills. The Phonic Check will now happen at the end of November.</p> <ul style="list-style-type: none">- The children appeared to have maintained good addition and subtraction skills but have found number formation and blank number line work tricky. The largest area of weakness for Maths though is the problem solving aspects so this has been focussed upon.- In Reading there seems to be a large split between the low and high readers with very few in the middle. The bottom 20% are significantly behind, with many of these not having done any reading and now struggling to blend. This is impacting on all lessons for these children as they cannot read the questions. However, overall Year 2 felt Reading was stronger than Maths and Writing currently. Extended opportunities for	
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		guided and whole class reading have been explored.	
Year 3			
Action	Challenges	Strategies	Review
Mental Health & Emotional Wellbeing	<ul style="list-style-type: none"> - Anxiety linked to Coronavirus - Separation anxiety due to a number of weeks with parents/ carers - Possible trauma and loss linked to Coronavirus - Anxiety linked to differences at school (different classroom, staff, timetable, routines) 	<ul style="list-style-type: none"> - Regular 'Together Time' and 'Philosophy for Children' sessions carried out in classes across school based upon the needs of the children. - Regular 'welfare check-ins' are incorporated in to daily lesson structures. - Lesson routines and structures are now back in place. - Reducing pupils' 'cognitive load' by restructuring lessons (and in some case shortening them) as well as allocating children extra break times in the afternoons if needed to reinvigorate their brains and hopefully build learning stamina gradually. - Focus on sharing story books which are linked to anxiety and emotional literacy - 'Agents of Hope' texts ('No Outsiders'). These are discussed and analysed with the children to encourage them to identify 	

		their own emotions about the recent changes.	
Routines, The School day & Stamina for Learning	<ul style="list-style-type: none"> - Changes to routines and timetables - In own 'bubble' so not mixing with peers and siblings - Attention span may be reduced - Differences to classroom environment to support social distancing 	<ul style="list-style-type: none"> - Staggered drop offs and pick-ups, lunches and breaks with clear communication to parents/ carers about this. - Parents/ carers aware of new protocols in school. - Explain new way of working to children and how the school will operate differently. - Short activity block to begin with, increasing time gradually. - Breaks when needed. 	
Lost Learning & Regression	<ul style="list-style-type: none"> - Lesson timetables do not enable pupils to catch up on basic core skills at a rapid enough rate 	<ul style="list-style-type: none"> - Timetables involve Year 3 accessing 2 SpaG sessions per day (phonics for those who need it), an extended whole class reading session, 7 maths sessions per week, focussed 'short burst' writing sessions, topic and wider curriculum sessions. 	
Curriculum Areas	<ul style="list-style-type: none"> - Specific curriculum areas of learning are further behind after the return to school than others 	<ul style="list-style-type: none"> - General place value with 2 and 3 digit numbers, number before / after and revision of general skills is needed. - SPaG with year 2 spellings are being reviewed, together with conjunctions, nouns 	

		<p>phrases and adverbs to be revised.</p> <ul style="list-style-type: none"> - Focus is definitely on writing - sentence structure, CL&FS, conjunctions and handwriting. This is being explored through 'Talk for Writing' approaches. 	
Year 4			
Action	Challenges	Strategies	Review
Mental Health & Emotional Wellbeing	<ul style="list-style-type: none"> - Anxiety linked to Coronavirus - Separation anxiety due to a number of weeks with parents/ carers - Possible trauma and loss linked to Coronavirus - Anxiety linked to differences at school (different classroom, staff, timetable, routines) 	<ul style="list-style-type: none"> - Regular 'Together Time' and 'Philosophy for Children' sessions carried out in classes across school based upon the needs of the children. - Regular 'welfare check-ins' are incorporated in to daily lesson structures. - Lesson routines and structures are now back in place. - Reducing pupils' 'cognitive load' by restructuring lessons (and in some case shortening them) as well as allocating children extra break times in the afternoons if needed to reinvigorate their brains and hopefully build learning stamina gradually. - Focus on sharing story books which are linked to anxiety and 	

		emotional literacy - 'Agents of Hope' texts ('No Outsiders'). These are discussed and analysed with the children to encourage them to identify their own emotions about the recent changes.	
Routines, The School day & Stamina for Learning	<ul style="list-style-type: none"> - Changes to routines and timetables - In own 'bubble' so not mixing with peers and siblings - Attention span may be reduced - Differences to classroom environment to support social distancing 	<ul style="list-style-type: none"> - Staggered drop offs and pick-ups, lunches and breaks with clear communication to parents/ carers about this. - Parents/ carers aware of new protocols in school. - Explain new way of working to children and how the school will operate differently. - Short activity block to begin with, increasing time gradually. - Breaks when needed. 	
Lost Learning & Regression	<ul style="list-style-type: none"> - Lesson timetables do not enable pupils to catch up on basic core skills at a rapid enough rate 	<ul style="list-style-type: none"> - Timetables involve Year 3 accessing 2 SpaG sessions per day (phonics for those who need it), an extended whole class reading session, 7 maths sessions per week, focussed 'short burst' writing sessions, topic and wider curriculum sessions. 	
Curriculum Areas	<ul style="list-style-type: none"> - Specific curriculum areas of learning are further behind 	<ul style="list-style-type: none"> - One class felt writing was their largest area of focus, particularly basic skills such as 	

	after the return to school than others	<p>capital letters and full stops. The other class felt reading was more of a focus.</p> <ul style="list-style-type: none"> - Although most children had retained information well, the bottom 20% are finding it difficult to access all curriculum areas as they cannot read the questions. In particular, though the teachers felt that it was the comprehension of questions which the children were struggling with. This is being addressed through the use of whole class reading sessions with a focus on VIPERS. - In both classes in Maths there was a large discrepancy between the scores in assessments, with children at both the low and high end with very few in between – this is being addressed through targeted interventions. 	
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<u>Individual Pupil Strategy</u>			

Action	Rationale	Intended Impact	Review

Action	Rationale	Intended Impact	Review

Action	Rationale	Intended Impact	Review

Action	Rationale	Intended Impact	Review

Action	Rationale	Intended Impact	Review

Catch Up Funding Strategy			
Focus 1 – To Support and Enhance Quality First Teaching Across School			
Action	Rationale	Costings	Review
<p>'Talk for Writing' training provided for staff in early Autumn term by Eve Morton (North Tyneside Authority).</p> <p>Additional support provided by Eve Morton throughout the year for monitoring and additional training.</p>	<p>To give teachers and pupils a structured, systematic approach to the teaching of writing which minimises pupils' 'cognitive load' and enables them to focus on key writing skills</p>	<p>Approx £400 (£80 per hour for training, plus feedback and support time)</p>	

<p>Support and training provided for Maths in Autumn term and throughout the academic year from:</p> <ul style="list-style-type: none"> - Darren Kidger – LA Maths Specialist - Lindsey Hassan – Maths Hub Lead Teacher (2 staff training twilight sessions and 2 in school support sessions) - Lisa Hetherington – Maths Hub TRG Leader (Ongoing support throughout the year to Maths lead and staff across school through TRGs and in school visits) 	<p>To develop our approach to maths mastery and improve the quality of teaching and learning in maths for our pupils.</p>	<p>£800 for Lindsey Hassan support (2 half days in school and 2 inset training sessions - £200 each)</p> <p>£800 cost for supply cover whilst Amanda Logan is monitoring and delivering support in Maths</p>	
<p>'Learning by Questions' program and 41 x associated tablets for pupils and teachers</p>	<p>To enable pupils from Year 1 to Year 4 to complete a range of assessment tasks throughout a teaching unit (from across the current curriculum) and for this assessment information to be used diagnostically to inform subsequent teaching provision and catch up programmes.</p>	<p>£2060</p> <p>31 pupil tablets x £60 each = £1860</p> <p>'Learning by Questions' Program = £200</p>	
Focus 2 – To Support Specific Pupils with Catch Up & Intervention			
Action	Rationale	Costings	Review

To appoint an additional full time teaching assistant in Year 1 to support quality first teaching and deliver catch up intervention in 1F class.	To enable both Year 1 classes to be fully supported by teaching assistants and catch up interventions to be delivered	<p>£9000</p> <p>£4500 for full time supply TA for Autumn term (Miss Jess Walmsley)</p> <p>£4500 (approx) for Spring term</p>	
To increase hours of Mrs Zoe Shaw to work afternoons in Class 2M for afternoons until Easter	To enable both Year 2 classes to be fully supported by teaching assistants and catch up interventions to be delivered	<p>£3000 (approx)</p> <p>Additional £150 per week (approx)</p>	
To allocate social and emotional support for specific pupils through The National Guild of Psychotherapists	To help to equip our pupils with strategies to manage their feelings and emotions and to ensure that they feel happy and well supported in school so that they are best placed to learn.	<p>£400 per annum</p> <p>£200 contribution per psychotherapist</p>	
To purchase resources to support the delivery of catch up programmes (including 'Agents of Hope' texts)	To use appropriate concrete resources and learning aids to facilitate effective catch up programmes.	<p>£600</p> <p>'Agents of Hope' tests = £90.29</p>	

Focus 3 – Home & Blended Learning			
Action	Rationale	Costings	Review
Provide all teaching staff with a tablet to use at home and school	To enable staff to deliver high quality home learning provision where they can record and upload videos of teaching on to 'Seesaw' or 'Tapestry'.	£600 10 x £60 each for tablets	
Resources provided for staff (whiteboard wedges and tripods for holding tablets etc) for if staff need to create clear videos of teaching at home to upload on to 'Seesaw' during bubble isolation.	To enable staff to deliver clear teaching videos to children learning from home.	£225 £30 x 5 (Whiteboard Wedges) £15 x 5 (Tripods)	
Provide families with adequate resources to access blended / remote learning from home	To ensure that all families across school are given access to appropriate resources to access our blended / remote learning offer	£100	

National Tuition Program Strategy – Disadvantaged Pupils			
Action	Rationale	Costings	Review
<p>Evidence and implementation guide for 1-1: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p> <p>Evidence and implementation guide for small group tuition:</p>	Targeted focussed support to accelerate progress for specific pupils with additional learning needs.	<p>£350</p> <p>£175 per block – 2 x blocks</p> <p>1 x child being paid for to take part out of catch up funding. The rest of the pupils being paid for</p>	

https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ National tuition programme to be implemented for 15 – 20 children. Mixture of one to one tuition and small group work. Consultation with PP+ parents and carers to work on initiatives which will support these children.		out of 'Pupil Premium' and 'Pupil Premium Plus' funding. 75% government subsidy – Tuition of 4 pupils would cost the same as one pupil Focus on 15-20 pupils (one to one and small group work – before school clubs and during the school day preferred)	
Total Costings of 'Catch Up' Spending (Approximately Two Thirds of Spending Until March) = £17,535			

SEND Strategy (Not 'Catch Up' Funding)			
Action	Rationale	Costings	Review
SEND pupils supported by additional teaching assistants in each class.	Additional staff members appointed to provide tailored catch up intervention and to support quality first teaching.	Additional £6420 (£4500 Y1 TA support and £1920 Y2 TA support)	
SENCO to attend all pupil progress meetings to establish clear support for these pupils going forward – Cover needed	Clear advice and guidance given to staff for how to best support pupils with additional learning needs.	2 days supply cover - £300 (or cover supervisor)	

Additional SENCO time allocated for JF to support staff 'on the ground' with strategies and ideas for provision to meet pupil needs – Cover needed	Clear advice and guidance given to staff for how to best support pupils with additional learning needs.	2 days supply cover - £300 (or cover supervisor)	
Additional SENCO time allocated for JF to work alongside SEN professionals – Cover needed	SEN professionals to advise SENCO on routes forward to support some special needs pupils.	2 days supply cover - £300 (or cover supervisor)	
SEND resources and programs purchased (eg, 'magical spelling' etc)	Intervention programmes in place to support pupils with specific needs.	£300	
The 'Rainbow Room' (sensory room) is completed and individual resource bags purchased for specific children)	Specific pupils will access sensory room provision to help meet their learning needs and access the rest of the curriculum.	£500	

Safeguarding Strategy (Not 'Catch Up' Funding)			
Action	Rationale	Costings	Review
Schools to provide training and monitor that staff are recognising signs of any potential safeguarding concerns. Annual safeguarding training in October in line with KCSIE 2020.	To ensure that staff are reminded of safeguarding practices and understand that there may be additional signs to look for after the children have been away from school for so long.	N/A	

Ensure regular audit of CPOMS and reflection on any patterns which are developing post school shut down/partial closure – SLT to monitor	To ensure that safeguarding recording is robust and that we are monitoring patterns of behaviour / incidents.	N/A	
Specific intervention timetable to support children with their wellbeing, safety procedures, confidence, anxieties etc – Nurture groups and 'Thrive' set up for specific children.	To ensure that we are meeting the pastoral needs of our pupils who need this support.	N/A	
'Grass Roots' sports and games club provided for 5 weeks over the summer holiday. Specific children targeted and subsidised by school to support children who may struggle with transition back to school.	To ease transition back to school for vulnerable pupils who have been away from school for a long time.	N/A	
Attendance and Punctuality officer to work alongside families every fortnight (Claire Gardner from Clennell)	To improve attendance and punctuality for pupils in specific families.	£1500 per annum.	

Sarah Clennell to run CPOMS training in Autumn 2 to ensure that staff are recording consistently and following up with actions.	To improve safeguarding practices.	N/A	
<p>Pastoral and family support work provided for specific families via the Early Help team (2 families).</p> <p>Where appropriate liaise with children's services/make appropriate referrals.</p> <p>https://www.scie.org.uk/care-providers/coronavirus-covid-19/safeguarding/children</p>	To ensure that families who need additional support / pupils who need access to therapeutic approaches have this support in place.	N/A	
Regular safeguarding updates carried out in briefings and staff meetings as per the annual safeguarding plan 2020-2021 – Bitesize training delivered and handouts shared. Particular focus given to	To ensure that safeguarding remains high priority in school and that staff remain aware of signs to look out for.	N/A	