



St George's Church of England Primary School Recovery Plan Term 4 from March 8th 2021

Bringing **faith** and
education together

St George's CE Primary School is going to commit time during the remainder of Term 4 to ensure that routines, expectations, standards, relationships and values are quickly re-established. At the heart of these plans, getting children 'back-on-track' in both an academic and emotional sense is the absolute priority. With this plan, the aim is to **reconnect** our community, **re-ignite** children's interest and build our children's emotional **resilience**.

Our recovery plan is split into four strands:

Values, vision, culture & strategy: A focus on re-establishing core values and school vision to support children's resilience, wellbeing and emotions

Engagement & performance of pupils: Planned opportunities to explicitly re-teach the routines and procedures in school that are there to keep them safe, alongside a heavy focus on 'picking up where you left off' in terms of standards.

Teaching provision, curriculum & support: Amending the curriculum offer so that any negative impact on attainment and progress can be negated as soon as possible.

Collaboration with partnerships & wider communities: The support of wider support to provide additional support

Levels of support for each strand will be implemented in a tiered approach:

Universal Support: Elements of provision that are applicable and appropriate to all children in school (relevant to Key Stage).

Focused Support: Additional measures for groups of children that can be delivered through class provisions or additional family contact.

Targeted Support: Specific support for individuals or families, often involving external agencies.

The following information outlines the actions that will be taken by St George’s CE Primary School staff at various levels. Actions will be organised by strand and then by level of support so that there is a clear priority, purpose and direction of support.

Values, vision, culture & strategy

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"> ➤ Daily PSHE sessions. Early focus should be on reconnecting children with each other and establishing routines and expectations. This may work best in the afternoon. ➤ Explicit teaching in social and emotional strategies learning should form part of the daily PSHE offer. More information about this can be found by visiting: https://educationendowmentfoundation.org.uk/tools/guidance-reports ➤ Links to resources to support the teaching of social and emotional learning. There is a folder on the teacher area drive (teacher area > PSHE) This contains many resources that have been downloaded and are ready to use from September. This can be added to by staff. ➤ Other resources that may be useful include: https://www.pshe-association.org.uk/curriculum-and- 	<ul style="list-style-type: none"> ➤ SLT to speak to families who have experienced trauma/change in circumstances – identify what help they may need ➤ Acknowledge children who need respite from ‘work’ and need extra space i.e. time out to read and relax. ➤ Some children may require additional ‘time to talk’. Resources listed in the universal support section could help with this. ➤ Some classes may require a calming space within the class to help support children. 	<ul style="list-style-type: none"> ➤ Referrals to external agencies where concerns have been identified. ➤ School nursing referrals for children returning with additional/altered medical concerns (not neglecting mental health). ➤ Children with a higher level of additional need could be offered slightly shorter days to help re-integrate back into school. ➤ Some children will need to know and be able to identify a trusted adult with whom they can talk. (This may be a different person than the new class teacher due to existing relationships with other staff).

[resources/mental-health-and-emotional-wellbeing-lesson-plans](https://www.mentallyhealthyschools.org.uk/resources/mental-health-and-emotional-wellbeing-lesson-plans)
<https://www.mentallyhealthyschools.org.uk/>

- We also need to remember that children may not have been able to share difficult experiences during lockdown. Staff will respond appropriately (using TED and open questions).
- Children who demonstrate changes in behaviour are to be referred to DSL.
- Continue communications through Class pages on website and Class Dojo.
- Ring-fenced whole-class read aloud sessions – focussed conversations on vocabulary and emotional literacy using books about perseverance, resilience and mindfulness.
- Environments to be low visual stimulus to support re-integrations for SEND (and all others). Displays use hand written headings, not overloaded, up to date and relevant to current teaching. Make sure there is not too much visual strain on children by having lots displayed on the IWB
- Daily worship using Zoom, weekly vicar, HT and two class based using RDBE

<p>resources and linked to school values and celebrations worship.</p> <ul style="list-style-type: none">➤ Promotion of Class Dojo to promote positive interaction within school and for teachers with parents.➤ An increased amount of opportunities for social interaction will need to be provided, both inside and outside the classroom. This will need to be supported by adults.➤ Children will need to be taught socially distanced games to play at break and lunchtime.➤ SLT to meet and greet children at the gates every morning as they enter the school.➤ Children may be fatigued or hungry by the afternoon. An additional snack time can be used during the day dependent on break and lunchtimes to support➤ Term 4 school value is FORGIVENESS which will be championed through class day, worships and behaviour rewards.➤ Whole school project base work project using 'The Journey' for two weeks➤ Pupil voice and parent voice will need to be captured to identify children's thoughts on their early experiences of school. It will also be used to capture any worries or concerns they may have.		
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<p>This will be done through the introduction of Daily Class Ambassador for the children.</p> <p>Parent voice through communication channel such as survey monkey for end of term feedback</p>		
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Engagement & performance of pupils

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"> ➤ All staff to be responsible for the behaviour and attitudes of all children, whilst also acknowledging an adjustment period. ➤ Expectations of behaviour will be revisited and the school's values drive our behaviour values through the school will be widely discussed so that the ethos of the school does not change. The climate and culture needs to remain one of high expectations and respect for one another. ➤ School rules (as highlighted in our Behaviour Policy appendix) will need to be shared with all staff, children and parents. This will help reinforce the clear, reasonable and proportionate expectations of pupils' behaviour. Rewards and sanctions will need to be communicated and applied consistently 	<ul style="list-style-type: none"> ➤ Regular reminder for those struggling to distance and follow hygiene procedures. Again, this is everyone's responsibility. If children are not seen adhering to this, we are all to address it. ➤ Specific group conversations or (distanced larger group discussions outside or via online) as required if there are pockets of children that are not following expectations. ➤ Quickly identify groups of children that are not attending as regularly as expected and support families at the earliest opportunity. ➤ Monitor engagement in class, report observations of children struggling to engage with SLT ➤ Additional support / differentiated group work to be provided if 	<ul style="list-style-type: none"> ➤ Provide additional support materials and offer sessions beyond the school day for those requiring it. ➤ If individuals stand out as being unable to quickly return to the 'St George's way', contact with parents is to be made and an individual family plan drawn up). ➤ Any significant concerns to be raised with SENCo ➤ Individual reward systems may need to be used for specific children. This will need to be done in partnership with the teacher, SENCo and parents. ➤ Specific praise needs to be given to those children that have adapted well (in their own context). ➤ This praise can be awarded in class, through virtual worships or through

<p>across the school, including any changes made. Where appropriate, individual needs will be taken account of.</p> <ul style="list-style-type: none"> ➤ Establish the use of house points as Dojo points to foster good learning behaviours and attitudes to one another. ➤ Relate these to the school values and new protective measures. ➤ Routines to be re-established using visual timetable in all classes. ➤ Staff training on Safeguarding and Online Safety provided through virtual staff training and meetings ➤ Staff training on mid-year assessment completed with staff through virtual staff meetings ➤ Teaching Assistants completed updated training on interventions (speech and language, movement breaks) ➤ There will need to be greater modelling IWB to provide high level explanation for children and effective choice of manipulatives to also be modelled so children can adopt to own practice ➤ Greater use of formative assessment to find out where children are, in terms of their knowledge, skills and understanding – bearing in mind that children will have had very different 	<p>appropriate (this will also cater for challenge for higher ability pupils).</p>	<p>messages to parents via telephone call or class dojo.</p>
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<p>and varied experiences during this lockdown. i.e. checking for understanding in every lesson, use of quizzes, daily recap to see what learning has stuck, weekly assessment to check for retention of knowledge/skills.</p>		
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Teaching provision, curriculum & support

Universal Support	Focused Support	Targeted Support
<p>All Teaching</p> <ul style="list-style-type: none"> ➤ Teaching staff to be mindful that any perceived ‘drops’ in standards are not deliberate but an upturn in standards requires deliberate practice. ➤ Streamlined curriculum in all subjects to be identified prior to children’s return on 8th March. This will provide more time on essential areas of reading, writing and maths (vocabulary included in all of these) and PSHE. ➤ When teaching reading, writing and maths, we will focus on the elements that we deem vital at each stage to ensure knowledge is secure in these key areas. ➤ Cross curriculum learning through collaborative whole school based project ‘The Journey’ and establish where links to be made to aspects of reading/writing/maths. ➤ We need to be mindful of ensuring children are challenged if showing greater depth knowledge of learning to ensure engagement of learning ability. Developing vocabulary is key with reading and talk for learning at the heart of the collaborative project. 	<ul style="list-style-type: none"> ➤ SENCO to contact specific families to discuss provision this year and share plans so they know what support their child will be receiving. ➤ Promote and support independent learning for those that have become particularly reliant on an adult (through home-learning). ➤ Ensure that appropriate groups receive curricular support in class but that additional scaffolding is withdrawn at the right time so that emphasis is placed on children being independent learners. ➤ Appropriate adults to work safely with children, by way of intervention – this is not to occur during core subject time but through agreement with the class teacher about the child’s priority learning. ➤ New interventions to be researched and purchased in order to improve impact. ➤ End of term assessments to support identification of starting points and gap analysis – use to identify target groups for term 5 and 6 	<ul style="list-style-type: none"> ➤ Children who have not actively and fully engaged in quality remote-learning to receive specific focus/intervention to support them in quickly returning back to pre-COVID level. ➤ SLTs to continue to support to identify and focus on specific children. This is to be reflected in the child’s learning plan and results of which are evident in intervention activities and booster support.

<ul style="list-style-type: none">➤ The application of Rosenshine’s Principles of Instruction (as developed last year) needs to be the teacher default position.➤ ‘Baseline’ tests to be administered in Year 1-6 at the end of term 4 where children are settled into new routines, spent time developing relationships with new class teachers is complete➤ Greater use of formative assessment to find out where children are, in terms of their knowledge, skills and understanding – bearing in mind that children will have had very different and varied experiences during this time. i.e. checking for understanding in every lesson, use of quizzes, daily recap to see what learning has stuck, weekly assessment to check for retention of knowledge/skills.➤ Timetables can be flexible in order to provide further time on key areas.➤ Lessons will be broken into chunks to allow for focused learning the rest/brain break with activities such as brain gym, mindfulness, breathing/yoga➤ EYFS (new entrants) to prioritise the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development.		
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Subject Specific

- A focus on **daily handwriting** to quickly re-establish high standards, everywhere. Displays in classrooms to model standards
- **Daily phonics** to be delivered regularly and with rigour, revising sounds that children may have forgotten. Children in KS1 are likely to need 2 phonics sessions per day to begin with.
- **Daily reading** lessons used that foster the love of reading and book enjoyment but focus on improving comprehension and word reading skills. A key part of these lessons will be to provide speaking and listening opportunities.
- **Hear children read out loud** in order to ascertain reading level and skills, both in decoding and comprehension. This will help us ascertain gaps in the read-aloud experiences, in order to then modify lessons or provide additional support.
- **Daily writing** is to be regular and across the curriculum. Lots of short-burst writing to promote writing stamina but also revision of sentence structures.
- **Spelling** scheme and resources to be used to teach spellings throughout the week and set home learning tasks.

<ul style="list-style-type: none">➤ Daily maths retrieval will be in place for years 1-6 with a focus on number work (counting forwards and backwards, in steps / number bonds / times tables). Mathletics, Purple Mash, Top Marks 'Hit The Button' and Times Tables Rockstars to be accessed regularly to support automaticity of recall.➤ Daily physical activity to focus on fitness – children are to actively increase their activity levels, beyond 'games'➤ Daily act of worship to unite the school and focus on school values➤ Home learning focus on reading, handwriting development, spelling, maths recall as a supportive strategy for identified pupils		
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Collaboration with partnerships & wider communities

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"> ➤ Virtual staff meetings to continue weekly ➤ Governors remotely hold meetings to challenge the school recovery plan ➤ CPD opportunities for all staff through Education people and The National College Programme ➤ SIA communication ➤ Education people packages to drive school collaborative projects eg The Journey ➤ School Partnership Project (SPP) providing additional training support for a recovery curriculum and supporting the disadvantaged learner ➤ KAH Network Meetings ➤ 	<ul style="list-style-type: none"> ➤ Core Subject Leaders support – updates and best practice shared through virtual staff meetings ➤ Pilgrim’s Way Partnership Review to be re-established virtually through SPP ➤ St George’s Church offering financial support to vulnerable families through community fund and collaborative community projects ➤ CCCU student teachers to provide additional support in school 	<ul style="list-style-type: none"> ➤ Bereavement Services ➤ Trinity Youth Language sessions Y1-2 ➤ Nuffield Early Learning Intervention (NELI) YrR