



Bringing faith and  
education together

## St George's Church of England Primary School Recovery Plan 2020

St George's CE Primary School is going to commit time during September to ensure that routines, expectations, standards, relationships and values are quickly re-established. This will help us begin to implement our Recovery Plan but full implementation of the whole Recovery Plan will take longer. 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 three strands:

**Pastoral Care:** A focus in the child's well-being and the emotional impact of the pandemic and period of absence.

**Tailored Curriculum:** Amending the curriculum offer so that any negative impact on attainment and progress can be negated as soon as possible.

**Routines and Expectations:** 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.

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.

## Pastoral Care

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

[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"><li>➤ Promotion of Class Dojo to promote positive interaction within school and for teachers with parents.</li><li>➤ 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.</li><li>➤ Children will need to be taught socially distanced games to play at break and lunchtime.</li><li>➤ SLT to meet and greet children at the gates every morning as they enter the school.</li><li>➤ 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</li><li>➤ Week 2 (first whole week) theme to be all about the school's 50<sup>th</sup> anniversary. Links to learning through the decades, a visitor to school linked strongly to St George's over the years for good role models (with a strong male presence for supporting numbers of boys in school)</li><li>➤ Term 1 school value is KINDNESS which will be championed through class day, worships and behaviour rewards.</li></ul>		
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<p>➤ 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. This will be done through the introduction of Daily Class Ambassador for the children. Parent voice through communication channel such as survey monkey for end of term feedback</p>		
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## Tailored Curriculum

Universal Support	Focused Support	Targeted Support
<p><b>All Teaching</b></p> <ul style="list-style-type: none"> <li>➤ Teaching staff to be mindful that any perceived ‘drops’ in standards are not deliberate but an upturn in standards requires deliberate practice.</li> <li>➤ Streamlined curriculum in all subjects to be identified in September Inset. This will provide more time on essential areas of reading, writing and maths (vocabulary included in all of these) and PSHE.</li> <li>➤ 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.</li> <li>➤ Cross curriculum learning can be useful where there are links to be made e.g. integrating aspects of reading/writing/maths in to history/geography/science or vice-versa. We need to be mindful of tenuous links or compromising the integrity of a subject. For example, a history lesson should focus on the historical skill and knowledge, not be a lesson on writing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ SENCO to contact specific families to discuss provision this year and share plans so they know what support their child will be receiving.</li> <li>➤ Promote and support independent learning for those that have become particularly reliant on an adult (through home-learning).</li> <li>➤ 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.</li> <li>➤ 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. This could include interventions before and after school.</li> <li>➤ New interventions to be researched and purchased in order to improve impact.</li> <li>➤ Post-September assessments to support identification of starting points</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children who have not engaged in any home-learning to receive specific focus/intervention to support them in quickly returning back to pre-COVID level.</li> <li>➤ 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.</li> </ul>

<ul style="list-style-type: none"><li>➤ The application of Rosenshine's Principles of Instruction (as developed last year) needs to be the teacher default position.</li><li>➤ Starting points of any unit to be begin with conceptual pre-requisite teaching from prior year group &gt; into ready to progress &gt; future application This will allow gaps from previous programme of study to be addressed.</li><li>➤ No 'baseline' tests until children are settle into new routines, spent time developing relationships with new class teachers is complete</li><li>➤ 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.</li><li>➤ 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 town practice</li></ul>	<p>and gap analysis – use to identify target groups.</p>	
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- 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
- More continuous provision for year 1 in the afternoons to support transition from EYFS to year 1.
- EYFS (new entrants) to prioritise the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development.

**Subject Specific**

- A focus on handwriting to quickly re-establish high standards, everywhere. Displays in classrooms to model standards
- Phonics to be delivered regularly and with rigour, revising sounds that children may have forgotten. Children in year 1 are likely to need 2 phonics sessions per day to begin with.
- Year 2 will complete both daily phonics (to complete their phonics programme) and daily whole class reading sessions.
- 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.
- Writing is to be regular and across the curriculum. Lots of short-burst writing to promote writing stamina but also revision of sentence structures.
- Maths is to focus on number work at the start of the term. Purple Mash, Top Marks 'Hit The Button' and Times Tables Rockstars to be accessed regularly to support automaticity of recall.
- Spelling scheme and resources to be used to teach spellings throughout the week and set home learning tasks.
- Daily maths retrieval will be in place for years 1-6.
- Computing curriculum to include a focus on online safety.
- PE curriculum to focus on fitness – children are to actively increase their activity levels, beyond 'games'
- Music provision will continue in the school, based on two strands. The first

strand will be to listen and appraise music. The second will be to work on pulse and rhythm as children will be able to use their hands and other body parts to develop their knowledge and skills in this area. Home learning tasks will be designed so that children have the chance to perform the song that the class have been studying.

## Routines and Expectations

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"> <li>➤ All staff to be responsible for the behaviour and attitudes of all children, whilst also acknowledging an adjustment period.</li> <li>➤ Posters refer to Covid-19 with 'Catch It, Bin It, Kill It'</li> <li>➤ 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.</li> <li>➤ Any new 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 across the school, including any changes made. Where appropriate, individual needs will be taken account of.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ Quickly identify groups of children that are not attending as regularly as expected and support families at the earliest opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Provide additional support materials and offer sessions beyond the school day for those requiring it.</li> <li>➤ 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).</li> <li>➤ Any significant concerns to be raised with SENCo</li> <li>➤ 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.</li> <li>➤ Specific praise needs to be given to those children that have adapted well (in their own context).</li> <li>➤ This praise can be awarded in class, through virtual worships or through messages to parents via telephone call or class dojo.</li> </ul>

<ul style="list-style-type: none"><li>➤ Establish the use of house points as Dojo points to foster good learning behaviours and attitudes to one another.</li><li>➤ Relate these to the school values and new protective measures.</li><li>➤ Routines to be re-established using visual timetable in all classes.</li><li>➤ Staff training on Safeguarding and Online Safety provided during September Inset.</li><li>➤ All children and parents sent updated Acceptable Use Policy and updated Child Protection Policy (including Online Safety) in September.</li><li>➤ Online safety advice shared with parents which is age appropriate</li><li>➤ Staff training on behaviour and relationships provided in September using Barry Carpenter link.</li></ul>		
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