**Lealholm Primary School - Covid Recovery Plan**

During the autumn term 2020 Lealholm Primary School will be committing time to ensure that;

* Routines, expectations, standards, relationships and values are quickly re-established
* Well-being is central to all teaching and learning
* The focus on getting children ‘back-on-track’ both academically and emotionally is prioritised

The plan is split into three strands and covid catch up funding is referenced throughout ( £2320)

|  |  |  |
| --- | --- | --- |
| **Pastoral Care** | **Tailored Curriculum** | **Routines and Expectations** |
| Fareham Methodist Church | Pastoral Care PolicyA focus on the child’s wellbeing and the emotional impact of the pandemic and period of absence.  | Active Learning: The Jigsaw Method – Topic: The Author, Jenny ...Amending the curriculum so that any negative impact on attainment and progress can be negated as soon as possible whilst ensuring that children are able to re-engage with learning in the classroom in a way that is supportive and non-threatening. | Cartoon Clock Images, Stock Photos & Vectors | ShutterstockPlanned opportunities to explicitly re-teach the routines and procedures in school that are there to keep them safe alongside explicit modelling and reinforcing of expectations. |

The levels of support for each strand will be implemented in a tiered approach;

|  |  |  |
| --- | --- | --- |
| Thumb Image - Community Clipart Png, Transparent Png , Transparent ...**Universal support**  | Cartoon Painted Glasses PNG, Clipart, Ca #812742 - PNG Images - PNGio**Focused support**  | Download Arrow Clip Art - Target Clipart Png, Transparent Png ...**Targeted support**  |
| Elements of provision that are applicable and appropriate to all children in school. `Quality First Teaching’ being the standard across school. | Additional measures for groups of children that can be delivered through class provision or additional family contact. | Specific support for individuals or families which may involve external agencies, e.g. Compass, Early Help, Speech and Language Therapy. |

The following information outlines the actions that will be taken by staff at the 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** |
| * RAG ratings of children during lockdown analysed and every child discussed with appropriate support identified
* Communication will be maintained with parents through app messages (Dojo), emails, phone calls and social media.
* Classroom environments to be covid safe and welcoming
* Environments will be low stimulus to support reintegration for SEND (in particular).
* Trusted adult system to be re-established
* PHSE lessons will allow a focus on feelings and emotions within the contact of change and anxiety
 | * Social media and newsletters used to reach out to families and ensure clear lines of communication
* SLT to maintain/establish contact with families who have experienced trauma/change as a result of the pandemic, looking at what help they may need
* Where teachers feel it is appropriate for whole class ‘down-time’ then provide children with appropriate calming/release activities.
 | * Behaviour plans in place for identified children – all staff to follow them
* Referrals to external agencies where concerns have been identified
* Regular updates on CP/CN/Vulnerable children shared with SENCO.
 |
| **Tailored Curriculum** |
| **Universal support** | **Focused support** | **Targeted support** |
| * All staff to have highest expectations of all learners and work to ensure everyone is achieving age related expectations or above.
* Teaching staff to be mindful that any perceived ‘drops’ in standards re not deliberate but that an upturn in standards requires deliberate practice.
* A focus on excellent presentation and handwriting to re-establish high standards
* Phonics to be delivered regularly and rigorously, keeping to the RWI plan
* Regular reading sessions and lessons that foster the love of reading and book enjoyment and also focus on discussion to promote speaking and listening.
* Writing to be regular and across the curriculum; lots of short burst to promote writing stamina as well as revision of sentence structure.
* Maths - additional focus on number work. TT rock stars, Numbots etc used to develop automaticity of recall of times tables.
* Early Maths to develop fluency and confidence.
* Computing curriculum to be focused on online safety.
 | * RAP sheets written with teachers to ensure learners are focused on their individual targets and well-supported with any developing academic or pastoral needs.
* Promote independent learning for those that have become reliant on adult support (through home-learning).
* Ensure that appropriate groups receive curricular support but that scaffolding is withdrawn quickly so that emphasis is placed on children being independent learners.
* Gaps in non-core curriculum to be addressed at the start of new topics i.e. where children have missed out on learning about the Romans, they will receive a brief catch up to put new learning into context
* Remote learning plan in place, this was shared with parents. All children have access to an ipad in school and we have asked which parents would need to use these at home if they were to be self-isolating or there was a local lockdown,
* Class dojo is to be used to support remote learning plus the use of Purple Mash, TTR and Tapestry for EYFS ( see remote learning policy)
* Early autumn assessments to support the identification of starting points and gap-analysis – use to identify target groups.
* Reestablish 1:1 coaching sessions to Y6 pupil to ensure they are focused on their individual targets and well-supported with any developing academic or pastoral needs.
 | * Children who have not engaged with home-learning to receive specific focus/interventions
* Phonics catch up daily for all identified children - review every 6-8 weeks
* Additional teaching assistant hours to support individual children with gaps
* Interventions to take place using expertise from within the staff team
 |

|  |
| --- |
| **Routines and Expectations** |
| **Universal support** | **Focused support** | **Targeted support** |
| * Staff to model expectations of children – social distancing, hand sanitizing etc
* All staff to have highest expectations of all learners and to be responsible for exemplifying, promoting and highlighting our core values through interactions, behaviours and teaching content.
* ensure all learners understand the behaviour policy and that they value and respect each other and therefore keep safe at all times.
* Daily class assemblies supporting and revisiting values and ethos.
* All staff to be responsible for the behaviour and attitudes of all children, whilst also acknowledging an adjustment period.
* • Use ZOOM to communicate across school – ensuring this is accessible during the school day as required.
 | * Develop the use of rewards through class dojo and also Learning gems to foster good learning behaviour and attitudes towards one another.
* Regular reminder for those struggling to distance and follow hygiene procedures. This is everyone’s responsibility, if children are not seen to be adhering then we are all to address it.
* Specific group conversations or assemblies as required if there are children who are not following expectations.
* Quickly identify children who are not attending as regularly as expected.
 | * Provide additional support materials and additional sessions for those who require it.
* Behaviour plans to be implemented and followed by all staff consistently
* Specific praise needs to be given to those children who have adapted well (in their own context), i.e. celebrate achievements, however small.

**At all stages, we must acknowledge that some children will need more time than others to adjust and ‘return as normal’.** |

Breakdown of Catch Up Funding

Catch Up Premium Plan- Lealholm

Based on the EEF Guide for Schools Funding= £2320

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Action | Intended outcome and success criteria | How will you make sure it’s implemented well? | Staff involved | Cost | When will you review this? |
| Supporting great teaching Pupil assessment and feedback | Enrol NQT’s onto the Early Career Framework to provide additional mentoring and support | High quality mentoring and support Teaching and learning is at least goodCoG to meet termly with NQT’s to discuss programmeWeekly mentor meeting feedbackObservations, learning walks and book looksSelf-reflection by NQT’sNQT to successfully complete each termly assessment  | AS/DC/HW | £1000- cover costs for NQT’s to complete the training effectively and have time to work with mentor | Fortnightly at mentor/ NQT meeting |
| Introduction of the Balance Curriculum and Assessment tool to support teachers in identifying areas where pupils may have misunderstood or forgotten concepts. | SLT monitoringRegular meetings with staff to review BalanceBook looksDiscussion with pupils | All staff | £1300  | Through SLT monitoring each half term |
| Targeted approaches − One to one and small group tuition − Intervention programmes | Where gaps are identified- staff will identify individuals or small groups who require additional support. Interventions will be reviewed **at least** every half termBooster class so that Y6 pupils are Secondary ReadyCoaching Conversations- with Y6 pupils and Y5 later in the year in order to develop children’s independence and resilience. Encourage children to take responsibility for their own learning and progress | Regular and relevant interventions.Assessment show that children are making progressAll children attend All children meet their expected target at the end of the yearPupils will have a clear understanding of where they are with their learning, where they want to get to and the steps they will take to achieve their goals.   | Teachers and teaching assistantsASZW | £1000- additional hours for support staff | Half termly monitoringTermly data dropsData analysis each term |
| Supporting parent and carers − Access to technology | All children to have their own ipad that can be used in the classroom and to support blended learning if pupils are required to self-isolate.  | Remote learning plan in place that can be accessed by all the pupilsAll children will have access to class learning whether at home or school | HWAll staff | £3500 |  |
| Wider strategies − − Summer support | Purchase 5 a day fitness to be used daily in both classes | Increased motivation and readiness to learn thorough increased daily activity | Class teacher | £560 for the yearly subscription |  |