

# Recovery plan

## September 2020



## Introduction

On the children's return to school following the COVID-19 lockdown in March, we will be ensuring that we provide an enriched curriculum that will not only support children's academic learning, but will rebuild social and emotional connections, developing resilience, growth and a healthy recovery.

We will:

- Put emotional wellbeing first – for everyone
- Reaffirm our school's strengths and core values
- Place relationships front and centre
- Reaffirm safety and routines
- Acknowledge loss, change and bereavement

We understand that *not all* children will be feeling concerned about returning to school, and for some children attempts to help them 'recover' may not be relevant or appropriate for them. For some children, the return to school and re-connection with relationships and routines, will be key protective factors facilitating resilience.

*Some* children may expect to return to school as they knew it, but school may be very different from what they remember initially, and this may unsettle them. These children will need careful preparation, including the use of visual, as well as verbal means of communication.

## Support

We will take the **Graduated Response** to Recovery which identifies 3 levels of support:

1. **Universal** support for ALL children, staff and parents returning to school;
2. **Targeted** support for children, staff and parents in specific contexts or with specific needs, e.g. group support for children and young people with SEND;
3. **Individual** support for children, staff and parents in contexts, or with specific needs, where they require an individual response to meeting their needs e.g. children and young people with SEND.

**Universal support** will ensure that well-being is a key focus for both children and all adults, which will lay the foundations for successful re-engagement with learning. We will embed and secure social and emotional connections through a Recovery Curriculum.

Within term 1, all children will have many opportunities to offload, share, discuss and work with others through:

- Emotional Check-ins (15 minutes, daily) – Will be an opportunity for children to show an emotion visual card and share how they are feeling and why. This will also promote speaking and listening skills. We will make time for talking, and extend this session if needed. Emotion check-outs will be used as and when necessary.

- Games (30 minutes, daily) – Games sessions will teach the children how to communicate effectively with other children again, waiting their turn, sharing and responding appropriately.
- Noticing/ Mindfulness (30 minutes, daily)
- Circle Time (30 minutes, once a week)
- Garden Time (one afternoon a week) –
- Classes will also have a Gratitude Jar (class writes on a post-it, put in a jar and teacher reads aloud) and will take part in Random Acts of Kindness – generosity can be a boost to a child's wellbeing and positive sense of self.
- Each class will share 'The Colour Monster' so that the whole school can refer to the same colours for particular emotions.

As the year progresses, we will assess whether we will include these activities within the class timetables for some or all children. This will be dependent on the progress made, and the emotional needs of the children. Emotional Check-ins will remain a constant for everyone.

We will re-teach children how to learn and how to maintain focus on an activity. We ultimately want the children to become independent learners again, and able to draw knowledge from prior learning.

In the Autumn term, we will plan and deliver lessons that motivate the children, drawing on their individual interests and areas of strength, through the use of a different picture book each week. This will help them to develop the motivation to re-engage with learning. Lessons will last no longer than 30 minutes initially, to ensure the children can maintain their attention for a short period of time and learn how to learn around other children. From the Spring term, we hope to deliver the topics on our medium term plans, for longer periods of time, progressing from 45 minutes to 1 hour (For Maths and English). Phonics will be taught for 15-20 minutes from Term 1 to address any gaps in learning, and to move learning forward quickly.

**Targeted support** will be planned and delivered to small groups of children with similar needs that cannot be met through the whole class delivery. Sometimes, children will need a little extra support whether it is emotionally, socially or academically. We will quickly identify these needs through the use of observations and data, and put in place effective intervention. We know that many children will struggle with the transition to a new year group, new classroom and teacher as well as the expectation to 'catch up' on loss of learning. This may present itself in school or work refusal, or negative behaviours. We will be able to offer additional interventions such as Lego Therapy, Nurturing Lunchtimes and Emotional Regulation. We will also offer academic intervention for Reading, Writing and Maths, such as Precision Teaching or Pre-teaching. These interventions are often referred to as Provision Mapping.

Key members of staff such as the Headteacher and Assistant Headteacher will ensure that additional time will be given to attend to any matters that require their input. This may involve re-prioritising/delegating tasks.

Social stories, visual timetables and other visuals will be available to children that require additional support.

Children that may require targeted support will include children that have been immediately impacted by the Coronavirus, i.e. bereaved and keyworker children, children with Special Educational Needs and Disabilities, vulnerable groups, and those starting school for the first time. We are aware that this is not an extensive list, and that any child within our school may benefit from targeted support.

We will use our 'catch up' funding provided by the government to provide targeted support for groups of children across the school. We will employ two teachers (Mrs Poole and Mrs Shah) two mornings a week to provide effective intervention in Phonics, Writing and Maths. Mrs Shah will provide support for Reception children with Active Listening, Phonics, Maths and Sensory Circuits. We will use data to identify appropriate children for each intervention. The SENCO will co-ordinate this provision to ensure consistency and accuracy.

**Individual Support** may be required for children in response to meeting their needs (in addition to universal and Targeted support). We will create individual PLP's (Personalised Plans) for children that require this support to ensure a consistent approach. Each intervention within their plans will be delivered by a consistent adult so that the children can develop a positive and trusting relationship.

Some children may experience separation anxiety from parents/carers – individual support may be needed to offer reassurance (e.g. meet and greet, transitional objects). Some children may have experienced loss and bereavement and may need some additional adult support in time. Some children may require a risk assessment and behaviour plan, to ensure consistency and to build a confident approach when dealing with any risky behaviours.

### **Assessment**

On return to school, all children within KS1 will be assessed in Reading, Writing and Maths to determine accurate starting points in which can be used to move learning forward for all children. Lessons will then be differentiated and the appropriate support put in for those that have fallen behind. Similarly, new Reception entrants will be assessed used a baseline assessment to establish starting points.

Children will be assessed every term to ensure that data and interventions are up to date and relevant to each child. It will also ensure that we are carefully monitoring the progress made not only in the interventions, but in classroom learning too. Phonics tracker will be used in each class to assess phonic knowledge and high frequency word reading.

As per government guidance, Year 2 children will be expected to complete the Year 1 Phonic Screening Check in the Autumn Term, 2020.

### **Attendance**

All children within KS1 are expected to be in school full time from September 2020. Reception children will begin their phased entry to full time from Monday 7<sup>th</sup> September 2020, but we will take into consideration cases where some children may struggle. The absence of Nursery for some children may have had a significant impact on their ability to be school ready in terms of behavioural expectations and therefore we bear in mind that some children may not be able to cope with full- time education. We will consider part-time timetables and will put in appropriate strategies and support that will help them become full time within the appropriate time.

The start of the school day will be between 8:50 and 9:05, and the end of the day will be 3:00 for all children so this should not inconvenience parents, nor will it shorten the school day or week.