

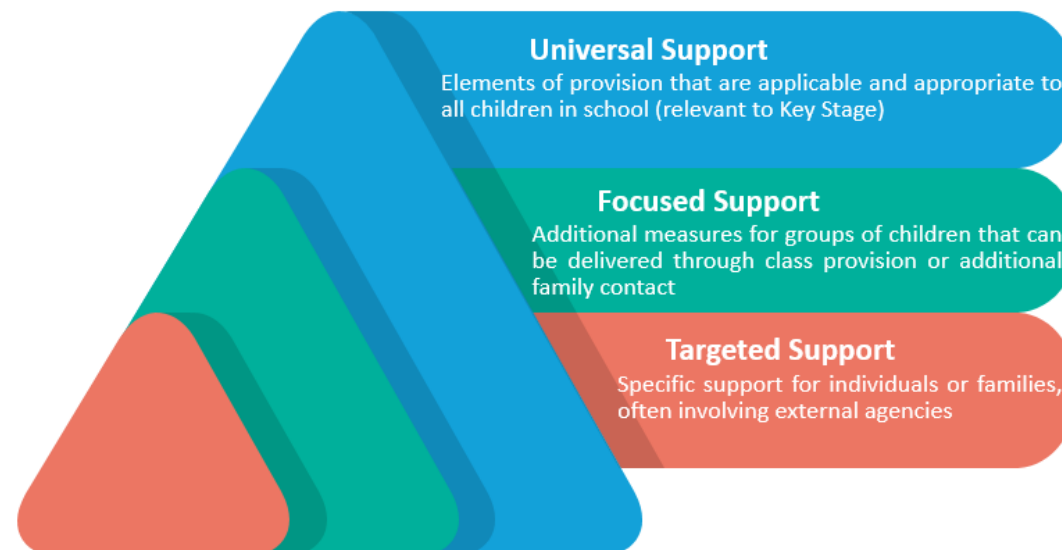
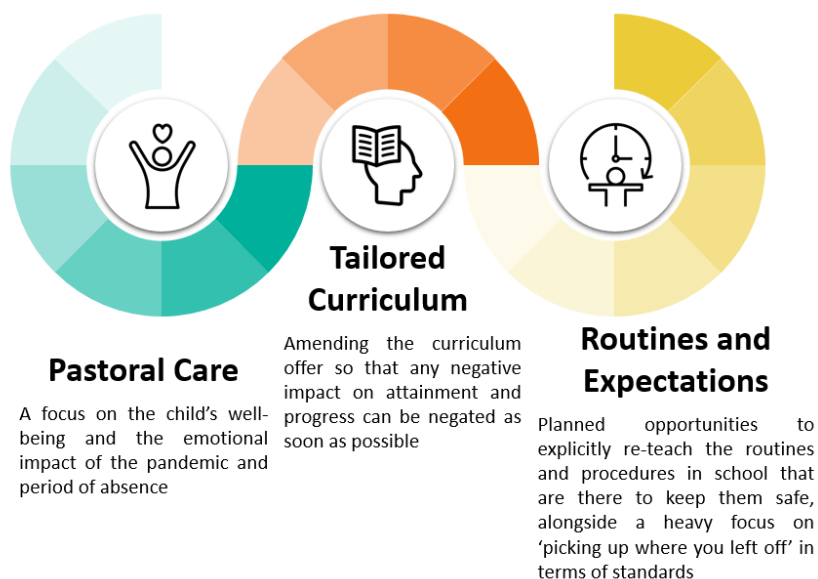
CLIFTONVILLE PRIMARY & PRE-SCHOOL

Recovery plan September 2020

We are going to commit time during September to ensuring 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.

We are focusing on three strands:

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



The following information outlines the actions that will be taken by 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.

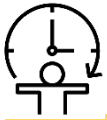


Universal Support	Focused Support	Targeted Support
➤ All staff trained in resilience; trauma and returning to school following closure ➤ High number of staff presence at key times ➤ Each year group has a trained Wellbeing Champion who is there to support children should they need it. ➤ Each room has a quiet space for children to go to if they are feeling over whelmed. ➤ Children who demonstrate changes in behaviour are to be referred to the year groups well-being champion in the first instance; then through the existing channels Well-being lead and SLT to coordinate further support with the parent support advisors. ➤ Teachers may also go directly to PSA for those with existing relationships ➤ Extreme concerns and those or the PSA to be sent to the DSL or PSA through existing safeguarding forms and then through CPOMS ➤ Maintain close connection with parents via weekly team 365-sharing highlights. ➤ Each day will start with a fun wellbeing activity such as circle time, yoga and PSHE activities to support and reduce anxieties and get them settled quickly. ➤ Zones of regulation (see link for further details: https://www.cliftonvilleprimary.co.uk/zones-of-regulation/) will be used for children to show and manage their feelings. ➤ Environments to be low stimulus to support re-integration for SEND (and all others) No hanging displays to begin with ➤ Regular remote assemblies to maintain a 'togetherness' and weekly Zoom/pre-recorded/class visit YGL/ SLT assemblies celebrating the successes of the week ➤ Check up-to-date contact details (especially emails & emergency numbers) from parents ➤ Park it box to support focus on the learning activity.	➤ Inclusion Team (safeguarding, parents support advisors, attendance officers) to follow up with families who have experienced trauma/change in circumstances – what further help do they need? ➤ Acknowledge children who need respite from 'work' and need extra space i.e. time out to read, move or relax ➤ Where teachers feel it is appropriate for whole-class 'down-time' then provide children with mindfulness activities (see plans on system) ➤ The part time for the first three days to work with smaller groups of children, as needed.	➤ Bereavement support for those children/families identified and supported remotely during lockdown ➤ Referrals to external agencies where concerns have been identified ➤ Stocktake all CP/CiN/EarlyHelp work during lockdown and provide/receive a summer holiday update through contact with social worker and other external bodies through weekly safeguarding meetings- see minutes ➤ School nursing referrals for children returning with additional/alterd medical concerns (not neglecting mental health) ➤ Trained counsellor, play therapists and Parent Support Advisors working in school to support children and parents.

What this could look like • Planned & informal observation of children, noticing any difference • Active listening – conscious effort to allow talk • Clear but flexible expectations - children find comfort in consistency and routine, however some children may need a more flexible approach to managing their wellbeing needs. • Starting the day with a short mindful activity – so they are calm, alert and ready to learn ○ Children’s yoga ○ Mindful colouring ○ Sensory circuits ○ Deep breathing exercise ○ Physical exercise • Movement breaks • Having an explicit mechanism for children to be able to express and share how they are feeling, including identifying preferred person. • Feelings check in chart for YR/Y1 (today I feel happy, sad, cross etc.) to start conversations • A slightly slower pace generally. If not given time to process their feelings, children may go into fight mode/meltdown. It can take up to an hour for them to calm down before they can have any rational thoughts. • Clear and consistent approach to behaviour- being sensitive to the impact of this pandemic if necessary- SLT link high visibility in the YG bubble • Staggered play and lunchtimes- year group only- no mixing	What this could look like • Emotional literacy support (ELSA) • Time spent with the school dog • SEMH concerns raised at team meetings and passed to inclusion team • Extra support at lunch time • Phone call/meeting with parents • Individual support within class • Scheduled movement breaks • Distraction jobs – registers to office, resources moved etc • Zones of regulation • Social stories for SEN children	What this could look like • External agency support in or out of school, family or individual basis, run by school staff under guidance or by external staff remotely or in person • Trained counsellor, play therapists and Parent Support Advisors working in school to support children and parents.
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Universal Support	Focused Support	Targeted Support
➤ Teaching staff to be mindful that children have not had full control of their learning during lock down, so drops are not deliberate. Recovering lost ground requires deliberate practice. ➤ AHT literacy, maths and wider curriculum to have remodelled curriculum with 'lost objectives' and worked with their YG to plan an appropriate timetable ➤ Secure 'lost objectives' through explicit teaching, interventions and assess through low level stakes questioning and testing ➤ Phonics to be delivered regularly and with rigour, revising sounds that children may have forgotten. ➤ Daily reading lessons that foster the love of reading and book enjoyment, but that focus on fluency, comprehension, vocabulary development and promote speaking and listening. (see plans) ➤ A focus on handwriting to quickly re-establish high standards – not necessarily explicit sessions, but a heavily promoted class culture ➤ Writing to be regular (daily) and across the curriculum. Lots of short-burst writing to promote writing stamina outside English lessons, but also revision of sentence structures. ➤ Maths to focus on number work with a daily arithmetic session. TT Rockstars and.....to be accessed regularly and promoted to support automaticity of recall – retrieval practice heavily used. ➤ PE curriculum to focus on fitness – children are to increase their activity levels within each session. ➤ Baseline tests when curriculum is re-established (tests beforehand would result in false negatives) ➤ Use of 365 TEAMS for weekly activities such as homeworks and Spellings and to engage parents in the childrens learning.	➤ Usual SEN processes. SEND team to contact families to discuss provision this year and share provision mapping so they know what support their child will be receiving. Include pupils requiring catch-up ➤ Child voice to be acknowledged and consideration given to the wishes of the child in terms of pace of learning (SEND) to ensure positive progress of SEN pupils in school during lockdown is maintained. ➤ Promote independent learning via tight scaffolding for those that have become particularly reliant on an adult (through home-learning) ➤ Ensure that appropriate groups receive curricular support but that scaffolding is reduced quickly so that emphasis is placed on children being independent learners ➤ Gaps in non-core curriculum to be addressed if needed at the commencement of new topics i.e. where children have missed out on learning about the Romans, they will receive a few lessons on this prior to learning about the Anglo-Saxons ➤ End of September baseline assessments to support identification of gaps – use to identify groups for focused support by class TA ➤ Daily 1:1 reading for those who have not read during lockdown ➤ Teachers to identify lessons on Oak National Academy that could be used to share with parents as pre-learning for non-core. ➤ Consider COVID catch up premium interventions- for whom and when; awaiting confirmation of when money will come	➤ Risk assessments completed for high needs children including those with EHCP ➤ 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. Possible tutoring. ➤ SEND team along with LA Specialist teacher & Ed Psych to develop provision for specific children. This is to be reflected in the provision plan, and inform the intervention activities and booster support. ➤ 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. Be aware of overload if intervention are happening during times when the rest of the class are undertaking respite activities. ➤ Consider 1:1 national tutoring programmes- cost 25% by the school



Routines and Expectations

Universal Support	Focused Support	Targeted Support
➤ Our approach to routines and expectations should acknowledge that children thrive in predictable, stable environments with clear boundaries. ➤ All staff to be responsible for the behaviour and attitudes of all children, whilst also acknowledging an adjustment period may be needed for some. ➤ Year Group expectations to be shared with all families again at the start of September. ➤ Pre-recorded assemblies from YGL/ SLT to re-establish each school's values and behavioural expectations to be used in week one/ two. ➤ All staff to re-visit the school values and 'over-communicate' this in all correspondence with families and conversations with children. ➤ Children to complete transition work on 3rd, 4th Sept and come to an agreement about what the school values will look like in their classrooms (pictures, writing, drawing etc.) ➤ Quick response to staff absence ➤ YGL to provide cover when needed ➤ Timetables available for other staff to cover when possible ➤ No training offsite (likely all virtual) ➤ Reduce need for cover internally and be flexible if there is a need to cancel ➤ Developing remote learning capability ➤ Pre-recorded 'public service announcement' style input from Headteacher for classes to watch at any time. This will explicitly refer to the hygiene procedures, social distancing from adults, going to the toilet, eating in classrooms and bubble integrity.	➤ Target the use of class dojo points to foster good learning behaviours and attitudes to one another. Relate these to the school values and new protective measures. ➤ Provide regular reminders for those struggling to distance from staff and follow hygiene procedures. Again, this is everyone's responsibility. If children are not seen adhering, we are all to address it. ➤ Hold specific group conversations or assemblies (distanced) as required if there are pockets of children who are not following expectations. ➤ Quickly identify groups of children who are not attending as regularly as expected. ➤ Have conversations with families not adhering to new routines.	➤ Provide additional support materials and offer sessions beyond the school day for those requiring it. ➤ Parent Support Workers and Attendance officers to conduct phone calls and home-visits (socially distanced) for those children with a particularly poor start in terms of attendance. ➤ YGL/ SLT and Parents Support workers to contact families if individuals stand out as being unable to quickly return to the 'expected behaviour'. ➤ Specific praise to be given to those children that have adapted well (in their own context). ➤ This praise can be awarded in class, through virtual assemblies or through messages to parents At all stages, we must acknowledge that some children will need more time than others to adjust and 'return to normal'.

Catch up funding

There is understandably huge concern about the learning that many pupils will have missed whilst unable to attend schools face-to-face due to the COVID-19 outbreak – both due to learning time they may have missed, and due to a possible extended ‘summer learning loss’ effect where learning prior to the lockdown may have been forgotten. There is also, rightly, concern about the impact of pupils from a socio-emotional perspective.

The government has announced that the package will consist of the following:

£650 million will be given directly to schools

- It'll be up to your head teacher to decide how the money is spent, although the government has said it expects it to be spent on small group tuition for whoever needs it.
- Likely to work out at £80 per child
- There's a support guide to help you spend it effectively, created by the Education Endowment Foundation (EEF), which also suggests some other strategies alongside small group tuition.

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology

See Cliftonville Primary School's plan for using this 'catch up funding' .

£350 million will be used to set up the National Tutoring Programme (NTP)

- Allow you to access heavily subsidised tutoring (up to 75% in the first year) from an approved list of tuition partners – you can use the funding above to cover the rest of the costs
- Provide schools in the most disadvantaged areas with full-time trained graduates (called 'coaches') to provide intensive catch-up support to their pupils, allowing teachers to focus on their classrooms
- The NTP will be targeted to reach disadvantaged pupils eligible for the pupil premium, but you can decide if tutoring is the right support for each pupil.

We are also very clear that each of our 860+ pupils will have had a very different experience during the pandemic. We are aware of some children who have experienced trauma and loss. Some will have accessed daily the home learning activities whilst others will have not. A survey completed with parents during the pandemic highlighted that 82% accessed the home learning; 87% have access to the internet using a wide range of different devices.

We will identify the pupils likely to have the biggest gaps in knowledge

- Have missed a lot of work, or haven't been engaging with or accessing remote learning
- Don't have access to the technology needed, or whose home lives make home learning difficult
- Are vulnerable or have EHC plans, so learning from home may have been challenging
- Have experienced difficult family circumstances, such as a bereavement, that may have got in the way of their learning

Use low-stakes assessment in lessons to see if your predictions were right

When pupils return and ensuring that they are emotionally settled and feel secure, we will find out where the gaps are in the key concepts and knowledge that we have decided to reteach for all pupils (find out how to decide on your key knowledge here).

- Pupils who have more gaps in their knowledge and skills than others
- Pupils who are unlikely to catch up with the consolidation lessons you've planned for all pupils

We will do this through some low-stakes quizzing and low-threat knowledge checks during lessons to find out what pupils can remember and where they have gaps.

Curriculum remodelling and great teaching

As a school that prides itself on being able to take children from very low starting points to national expectations over the course of their time with us at Cliftonville Primary School we feel that the 'recovery curriculum' that we have planned for is focused on high quality teaching and learning through a remodelled curriculum that considers both the academic and pastoral needs of pupils in a balanced way.

Alongside this we will be looking at our marking and feedback policy to make it more effective for our children; use low stakes tests to ascertain where the gaps are and fill those gaps either through the curriculum or small group interventions.

Each of the curriculum leaders – Maths, Literacy (Reading and writing) and the wider curriculum have looked in depth at those objectives or coverage that has been missed because of the pandemic.

They have then remodelled the curriculum for this year by;

- They have also looked at key objectives/ knowledge that absolutely need to be secure and ensured that the progression documents continue to build on prior knowledge
- Condensing some sections/ areas of the curriculum
- Changed the length of time of some areas

- Creating more time by look at the assessment policy and using more low stakes tests in class rather than more formal time laden tests.

We know that 'catch up' for our children takes time and is not an instant solution. We are confident, however, that this approach will enable the impact of the pandemic on children's academic progress will be successful although it may take more than a year for this to be realised because for them it is not just about the academic journey.

We know that coming back in September may be difficult for some. We are having ½ days for the first three days to support that transition into school and their new classes for the year. This will enable the children to come into school in a less busy environment with less people; they will be able to get used to the new one way systems and rules of the school and their class teachers will be doing some bespoke work with them around transition,, wellbeing, and expectations. This will hopefully lessen any anxieties that they may have. From the Monday of the 2nd week they will be in all day. We know that our children just need consistency.

In order to support teachers in delivering a smooth transition back in September where there will be a need for support the children social and emotional well-being as well as their academic, staff have completed a number of training activities;

- Resilience toolkit training through school health
- Covid 19 and trauma webinar through Virtual School Kent
- Interactive training session on reintegrating pupils into school from Use the Key
- Schools 'in house' play therapist- bespoke webinar in September about use of language to support children who may have experience trauma.

To support the children's wellbeing when they return we shall also be putting in place a regular daily diet of wellbeing activities. The day will always start in this way; we will have our wellbeing champions on hand to support the children; staff have completed a wide range training to support the children on their return; We will be using the zones of regulation in all classes.

We will continue to support parents through our Parents Support Advisors and rebranding the house as the 'wellbeing hub'. We will be relooking at the rooms and capacity of the house to support further interventions so that it is being used as much of the time as possible.

Technology- using the information from the survey we did with parents and additional questions asked we know that there is some technology deprivation across the school. We are looking at ways to support this by using a charity called socialbiz and other companies who will wipe and reload old machines and gives to disadvantaged families. We have also engaged with a pilot programme with the DfE to provide re internet via a password to a nearby hot spot to allow internet access to those families with no fixed broadband. We have surveyed parents to ask them the type of technology they have at home and this has enabled us to develop our remote learning programme using Microsoft TEAMS into September 2020. This will be rolled out to parents and used daily initially for spellings, homework etc. and gradually increase its useage over time so that if we had to lockdown again, interactive learning would continue for the children.