

Glaisdale Primary School - Covid Recovery Plan

During the autumn term 2020, Glaisdale 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 (34 pupils x £80 = £2720)

Pastoral Care	Tailored Curriculum	Routines and Expectations
<p>A focus on the child's wellbeing and the emotional impact of the pandemic and period of absence.</p> 	<p>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.</p> 	<p>Planned 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.</p> 

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

Universal support 	Focused support 	Targeted support 
<p>Elements of provision that are applicable and appropriate to all children in school. 'Quality First Teaching' being the standard across school.</p>	<p>Additional measures for groups of children that can be delivered through class provision or additional family contact.</p>	<p>Specific support for individuals or families which may involve external agencies, e.g. Compass, Early Help, Education Inclusion Service, CAMHS, etc.</p>

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
<ul style="list-style-type: none"> • Assemblies, including Resilience Road, used to discuss emotional needs or other issues potentially arising from the pandemic. • Classroom environments to be covid safe and welcoming. • Trusted adults for all pupils identified in early autumn. • Trauma and attachment training provided for all teachers and teaching assistants to enable support for pupils, where required. • Wellbeing activities, including physical exercise, undertaken by all pupils at the start of each day. • Access to books linked to emotions and wellbeing in the school library and during assemblies and lessons. • All children have the opportunity to make their voice heard through the school council. • Weekly dance and/or PE lessons, supported by specialist teachers, used to enhance pupils' wellbeing. • National events (eg Mental Health Day, Children in Need, Anti-bullying Week, etc.) used as prompts to discuss and develop emotional resilience and pupil wellbeing. 	<ul style="list-style-type: none"> • Year 1 pupils to have access to EYFS provision, as appropriate, in order to reduce pressure on return to school. • Flexible breaktimes in Explorer class (EYFS/KS1) to allow for brain breaks when required. • Full time teaching assistant in Adventurer class (KS2) able to provide targeted support for wellbeing, where required, either on a planned or ad hoc basis. 	<ul style="list-style-type: none"> • Social stories for targeted pupils and their families provided prior to school reopening to support with the return to school and to introduce the new 1:1 teaching assistant. • Additional targeted conversations with families of pupils with additional needs. • Compass Buzz and other strategies used to provide social, emotional and mental health support for those children/families identified. • Additional resources (games, books, etc.) purchased to support wellbeing interventions. • Advanced teaching assistant employed for additional 5 hours per week to carry out targeted interventions, including those linked to SEMH. • Individual positive behaviour plans in place for identified children – whole staff to follow them. • Referrals to external agencies where concerns have been identified. Advice and recommendations received are shared with relevant staff and parents and put into action. • Provision of sensory resources to support individual pupil needs.

Tailored Curriculum

Universal support	Focused support	Targeted support
<ul style="list-style-type: none"> ● Raising attainment meetings held with teachers in early autumn to <ul style="list-style-type: none"> ○ analyse pupils' engagement during lockdown; ○ discuss prior attainment; ○ set end of year and end of key stage expectations; ○ identify support requirements. ● New curriculum to be introduced from the autumn term, with a focus on skills progression. ● All staff to maintain high expectations of all pupils, based on prior attainment and aiming for age-related expectations or above. Where children have significant special needs, expectations will be in line with each child's progression pathway. <p>English</p> <ul style="list-style-type: none"> ● Daily phonics sessions to be reestablished, following the Read, Write, Inc programme and with support from the phonics lead where required. Set the expectation that all pupils in Year 1 and Year 2 will pass the phonics screening check. ● Whole class reading to be embedded in Key Stage 2, using high quality texts to challenge and engage pupils. ● High quality texts, including those requested by pupils, to be available in the school library to promote a love of reading. All children encouraged to read regularly at home. ● Writing stamina to be developed through providing engaging and regular opportunities to write in all year groups, including within continuous provision areas in Explorer class. <p>Maths</p> <ul style="list-style-type: none"> ● Times Tables Rock Stars used in school and as homework to motivate pupils to practise multiplication and division facts. ● Targeted daily multiplication sessions to be undertaken with Key Stage 2. ● Set expectation that all pupils in Year 4 will pass the multiplication test and all pupils in Year 2 will be entirely fluent in the x2, x5 and x10 tables by the end of the year. ● Training delivered to all teachers following maths leader's involvement in Teacher Research Group, including discussing effective use of physical manipulatives and online pictorial representations. <p>Remote learning</p> <ul style="list-style-type: none"> ● Class Dojo set up on all iPads and used within school in order to familiarise pupils in advance of any remote learning. ● Online safety delivered through computing curriculum and within assemblies in order to keep pupils safe when working remotely. 	<ul style="list-style-type: none"> ● Timetable altered to enable quality response to feedback, with targeted support from teacher and teaching assistants. ● Pre-teaching used with targeted pupils/groups in order to familiarise pupils with concepts, vocabulary, etc. prior to the whole class session. ● Raising attainment plans written with teachers to ensure learners are focused on their individual targets and well-supported with any developing academic or pastoral needs. ● Intervention plans to be flexible, with pupils moving in and out of groups/sessions as required. ● Interventions to not be limited to named programmes but to mostly be responsive, based on teachers and teaching assistants knowing their pupils well. ● Decodable texts with age-appropriate content to be available for lower-attaining pupils in Key Stage 2. ● In EYFS, staff to receive 'In the Moment Planning – ITMP' training in order to provide immediate intervention to accelerate learning. ● Individual Education Plans reviewed for all pupils with SEND and shared with parents during first half of autumn term. ● Promote independent learning for those that have become reliant on adult support (through home-learning), using the 'learning gems' and Class Dojo reward systems to motivate and celebrate. ● Teachers to provide remote learning through Class Dojo or Tapestry (for EYFS) for children at home, in line with the remote learning policy. ● Early autumn assessments to support the identification of starting points and gap-analysis – use to identify target groups. 	<ul style="list-style-type: none"> ● Where children have additional needs, targeted plans will be put in place and agreed with parents for any periods of remote learning, in order to encourage engagement and limit the impact of extended absence. ● Manipulatives to be provided to targeted children to support remote learning, where appropriate and where they can be provided in a covid-secure way. ● Advanced teaching assistant employed for additional 5 hours per week to carry out targeted interventions and observations. ● Daily phonics intervention (in addition to the main Read, Write, Inc session) in place for targeted pupils. ● Additional 1:1 reading in place where required, for example where there is/has been limited reading at home. ● Referrals to be made to external agencies (eg Education Inclusion Service) where appropriate and suggested strategies and resources to aid access to the curriculum are taken on board.

- RWI spelling delivered daily to Y3/4 and Y5/6 groups, with targeted adult support where required.

Routines and Expectations

Universal support	Focused support	Targeted support
<ul style="list-style-type: none"> • Behaviour policy reviewed to include learning gems and links with Class Dojo reward points. All staff expected to work within the behaviour policy and to model appropriate behaviours at all times. • Whole school community to develop understanding of the rights of the child, using the Unicef Rights respecting Schools Award as a driver. • Assemblies, including Resilience Road, are planned in advance and used to revisit behaviours and expectations. • Celebration assemblies and certificates are shared in school and via Facebook and used to celebrate success. • All staff will have high expectations of all pupils. • Routines and systems relating to covid safety will be shared with pupils and their level of understanding and will be reinforced by all staff members both explicitly (eg ensuring all pupils sanitise their hands when entering the building) and implicitly (eg modelling social distancing when talking to other staff members). 	<ul style="list-style-type: none"> • School council to agree weekly reward for highest Dojo scorers across the school. • Sports leaders set up and trained to deliver activities in order to provide positive opportunities at lunchtimes. • School council members to also take on the role of pupil steering group and support the school community in becoming a 'Rights Respecting School'. • If any children are struggling to follow the covid safety procedures, provide regular and targeted reminders. • Regular reminders regarding covid safety procedures to be shared with staff via weekly diary dates and with parents via weekly newsletter and/or Facebook. • Procedures to chase non-attenders are reestablished and additional support is provided for families where issues emerge. 	<ul style="list-style-type: none"> • Individual behaviour plans are reviewed and shared with all staff. All staff are expected to comply with the plans in order to provide the safest environment for the pupil and the rest of the school community. • New individual behaviour plans are created in collaboration with key staff, parents and – if appropriate – the pupil, where the need arises. • Staff to 'notice' all pupils but particularly those who are identified as vulnerable, using the Trusted Adult system as required. • Agreed 'help script', detailed within the behaviour policy, to be used consistently to support pupils. • Specific needs of individual pupils to be understood and planned for. • All teachers and teaching assistants to receive training in trauma and attachment in the autumn term, in order to better understand individual pupils' needs and be equipped to utilise a range of support strategies. <p>At all stages, we must acknowledge that some children will need more time than others to adjust and 'return as normal'.</p>

Breakdown of Catch Up Funding (actual cost is far more than additional funding, but is taken from considerable carry forward from 2019/20)

Provision	Rationale	Intended impact	Cost
<p>Compass Buzz and other SEMH intervention provision to be extended, delivered by Advanced Teaching Assistants and, in individual cases, the class teacher.</p> <p>Resources purchased to support social, emotional and mental wellbeing.</p>	<p>An increasing number of pupils (approx. 35% of the school at present) have returned to school demonstrating the need for additional SEMH support.</p>	<p>Improved attendance, <i>evidenced through review of attendance data, including reduction in persistent absenteeism.</i></p> <p>Children feel safe and supported in school, <i>evidenced through pupil voice and informal staff observation and feedback.</i></p> <p>Children are able to engage fully with the curriculum, <i>evidenced through reduction in time out of class due to less need for ad hoc emotional support. Also evidenced through pupils' books and assessment data.</i></p>	<p>£1200</p>
<p>Purchase of iPads</p>	<p>The existing iPads in KS1 are old and the operating system is incompatible with the apps we need to use for successful remote or blended learning. This also means we cannot currently practise using the apps (eg Class Dojo) in class, in order to prepare pupils for remote learning. It also means that the iPads cannot be used consistently for learning whilst a class teacher is isolating. We had not intended to upgrade the KS1 iPads at present but will need to do so to fully support remote and blended learning.</p>	<p>Pupils in KS1 are able to effectively access learning via Class Dojo and other required apps during pupil isolation (individual or whole bubble) or teacher isolation (where children will be accessing teacher-set work in school via the iPads). <i>Evidenced through work completed on Class Dojo and RAG rating of engagement during any extended isolation/closure period.</i></p>	<p>£2500</p>
<p>Purchase of MDM iPad system</p>	<p>iPads can all be controlled centrally – apps can be added/removed, updates done, etc.</p>	<p>No interruption in learning should there be an issue when iPads are at home or when being used in school (as the technician would be available beyond the usual 0.5 day per fortnight). <i>Evidenced through work completed on Class Dojo and RAG rating of engagement during any extended isolation/closure period.</i></p>	<p>£50</p>

<p>Purchase of books to support lower attaining readers in KS2.</p>	<p>Some pupils require a confidence boost in relation to reading, compounded by the school closure. Current books are either content-rich but too challenging or are appropriately challenging but the content is not age-appropriate, which impacts on confidence and enjoyment.</p>	<p>Children read for pleasure, <i>evidenced through reading logs and pupil voice.</i></p> <p>Children achieve in line with their individual potential (if there are significant SEND) and/or age-related expectations in reading fluency and comprehension, <i>evidenced through assessment data and reading comprehension class work.</i></p>	<p>£150</p>
<p>Purchase of Read, Write Inc 'book bag' books.</p>	<p>Phonics assessments show that some children require additional opportunities to read appropriately-levelled decodable books. The RWI phonics 'book bag' books are engaging texts to support children with additional reading practice outside the classroom and link directly with the phonemes taught in class-based sessions.</p>	<p>Children read for pleasure, <i>evidenced through reading logs, pupil voice and parental feedback.</i></p> <p>Children achieve in line with age-related expectations for phonics, <i>evidenced through regular RWI phonics assessment data, in line with the RWI programme.</i></p> <p>All children in Year 1 and Year 2 pass the phonics screening test, <i>evidenced through PSC pass rates in the autumn (Y2) and summer (Y1) terms.</i></p>	<p>£200</p>
<p>Purchase of stimuli to engage pupils within all year groups, including visits/visitors (in line with covid requirements), high quality texts, mark-making resources for EYFS, etc.</p>	<p>Teachers have identified a decline in pupils' engagement with writing, writing stamina and independence when writing.</p>	<p>Children enjoy and are engaged with writing, <i>evidenced through pupil books and pupil voice.</i></p> <p>Children are able to write for extended periods of time, <i>evidenced through pupil books and informal adult observation.</i></p> <p>Children achieve in line with age-related expectations for writing, <i>evidenced through pupil books, writing assessment grids, moderation documents and feedback, data within 'Balance'.</i></p>	<p>£500</p>

Additional intervention sessions delivered to meet needs of targeted pupils.	Teachers have identified the need for timely intervention in order to close the gap for pupils. This includes the need for additional phonics sessions, 1:1 reading, pre-teaching and targeted support for feedback and response.	Children achieve in line with age-related expectations for reading, writing and maths, <i>evidenced through pupils' books, feedback from interventions, assessment data, moderation documents and feedback and data within 'Balance'.</i>	£1000
Equipment purchased to be used by sports leaders at lunchtimes.	Some children require structure and support to re-learn how to play with peers. Organised activities at lunchtime provide structure to both those delivering and those accessing the activities.	Reduction in low level incidents reported at lunchtimes, <i>evidenced through behaviour incident forms.</i>	£100
Weekly reward for highest scoring pupils on Class Dojo.	Some children require additional incentive and reminders to follow the behaviour expectations. As the reward was chosen through the school council, this also demonstrates to pupils that their voice leads to action.	Improvement in behaviour, <i>evidenced through behaviour incident forms, informal adult observation and pupil voice.</i>	£20

Total cost: £5,720