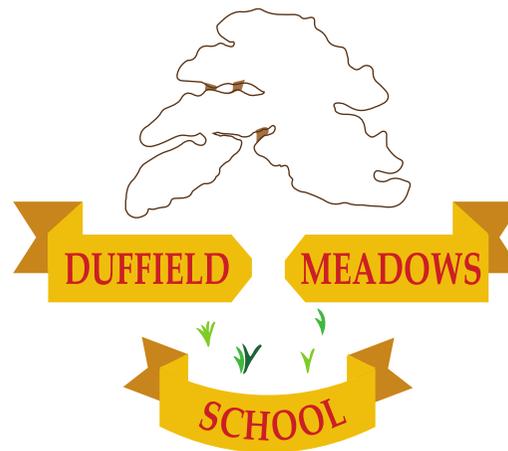


Duffield Meadows Primary School



Action Plan

COVID-19: Return to School - Recovery Curriculum

We believe that the following 5 Levers are the foundations of our Recovery Curriculum. This is as a systematic, relationships-based approach to supporting learning for each of our pupils.

Lever 1

Relationships

We can't expect all of our pupils to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored.

We will plan for this to happen, not assume that it will.

We will reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Lever 2

Community

We recognise that the curriculum will have been based in the community for a long period of time.

We will listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

Lever 3

Transparent Curriculum

All of our pupils will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our pupils to heal this sense of loss.

Lever 4

Metacognition

In different environments, pupils will have been learning in different ways.

It is vital that we make the skills for learning in a school environment explicit to our pupils to reskill and rebuild their confidence as learners.

Lever 5

Space

To be, to rediscover self, and to find their voice on learning in this issue.

It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations

Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes Uni, UK
Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire, UK

COVID-19: Return to School - Recovery Curriculum

Section	Issues
Safeguarding	Different types of abuse Bereavement or serious illness
Issues related to staff wellbeing	Partial closure of schools Staff motivation Support for individual staff
Issues related to re-establishing routines and expectations	Re-establishing routines Re-establishing expectation Dealing with pupils who are worried about returning Separation anxieties School uniform Relationships
Pupil's different experiences during lockdown	Home learning Access to learning at home
Special Educational Needs	Helping pupils with special needs settle back into school life
Curricula Issues	Missed elements of the curriculum Reading
Transition	Starting school and helping pupils move on to the next stage of their education
Local Lockdown Procedure	School's response to local lockdown

COVID-19: Return to School - Recovery Curriculum

Safeguarding - a) Response to different types of abuse

Issue	Actions Needed	Success Criteria
<p>Domestic Abuse</p> <ul style="list-style-type: none"> A small minority of pupils will have experienced domestic abuse during the lockdown (we know there has been a significant rise in DA) We are alert to pupils who may not have been on the radar before and be aware that some may have suffered significant harm during this time <p>Online Abuse</p> <ul style="list-style-type: none"> Some pupils may have experienced threats and possible abuse online. Exposure to harmful images may well have increased <p>Online Bullying</p> <ul style="list-style-type: none"> As pupils have moved more of their social lives online, we need to be aware of increased risk of online peer to peer abuse 	<ul style="list-style-type: none"> It is important that during the first half term back at school that staff provide more opportunities for pupils to talk about their experiences There is a crucial focus from all staff on creating a 'safe environment' Create 'safe spaces' for pupils to talk about their experiences Ensure that all pupils have access to 'trusted' adults who are trained to listen and are able to respond effectively All staff, on their return to school, should receive a safeguarding briefing on how to respond to disclosures Staff are up to date on any regular, statutory safeguarding training Signposts for support are shared with parents via the school's website Be aware that it may take some pupils a long time to disclose or reveal any abuse Staff know how to recognise signs of abuse and how to report Do not assume that poor behaviour is associated with just being back at school DSLs engage with local authority guidance, training and updates Child protection policy updated to include new guidance from KCSIE (Sept 2020) KCSIE (Sept 2020) part 1 read and understood by all staff members KCSIE (Sept 2020) read by all DSLs Checks that the single central record checks are in line with Safer Recruitment Guidance and school policies. DSL update training to be undertaken where required and other training kept up to date. Mental Health First Aiders/in-school well-being champions are a visible and supportive presence across the whole school Staff and DSLs are vigilant and complete necessary checks on pupils who have left the school during the lockdown. Records are updated in line with policies. 	<ul style="list-style-type: none"> Pupils have been provided opportunities to talk with a member of staff that they feel comfortable with about any issues that concern them Systems are well established to deal with issues of disclosure Safe environments have been established as a matter of priority Safe spaces have been established for pupils so that they can feel comfortable about talking All staff have received a safeguarding update when they returned to school, so they are very alert to certain issues Staff are aware that some pupils may take longer than others to disclose important information Staff are alert to any changes in behaviour by individuals Staff are aware that poor behaviour may not just be about being back at school Any new staff are quickly inducted with safeguarding being the priority Feedback from mental health first aider state that staff and pupils are reporting less concerns/upset

COVID-19: Return to School - Recovery Curriculum

Safeguarding - b) Bereavement and serious illness

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none">• Senior staff are aware of any deaths within the school community and share information with relevant staff members• Identify others in the school community who have left to join another school or simply not returning• Do not allow pupils to create rumours or to be led by inaccurate information on social media• We need to be aware that any illness to family members, friends or peers will become a greater source of anxiety• In relation to illness and death, we all will have experienced something that was outside our concept in this century• There is a likelihood that this could lead to more anxiety and may make pupils and adults more risk adverse	<ul style="list-style-type: none">• Identify families affected by bereavement and/or loss at this time and utilise trained members of staff to support pupils and their families• Use whole class settings or assemblies to support this• If pupils have moved schools, ensure that the school body makes contact wherever possible• Acknowledge the excellent work of the NHS and how they have helped people to recover from their illnesses. Pupils to be aware a large number of parents are front line NHS staff, discuss the national acknowledgments - clapping on a Thurs eve, fundraising events (local/national/global level)• Use the strength of the NHS as a catalyst to talk about our nation's strength and resolve• Provide staff members and school community with access to outside resources that can help (see links)	<ul style="list-style-type: none">• Pupils know about any changes that have occurred to staff and to pupils in various classes• Pupils who have moved to different schools have been contacted and good wishes have been sent to them• Much talk has been happening about the NHS and the excellent work they have done• Pupils have had opportunities to talk about what they did to celebrate the NHS work (rainbows and clapping)• The NHS has been used as an example of gathering strength from adversity• Staff are in an excellent position to support any individual who has lost a close member of their family or a friend of their family

COVID-19: Return to School - Recovery Curriculum

Staff Well-being - a) Partial closure of schools

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> The majority of schools have remained open for vulnerable pupils and pupils of key workers Staff have continued to work, alternating between home and school The school arranged a rota of available staff, this included the Easter holiday. All staff have been providing home learning tasks (shared on a weekly basis to support parents working patterns) whilst home-schooling their own pupils Some staff could be coming back both physically and mentally tired Many may have had additional worries (and will continue to have additional worries) about members of their family and friends Some staff are worried about the changes in September 	<ul style="list-style-type: none"> Staff meetings should focus on wellbeing of staff Staff meetings will also focus on staff sharing their curriculum subject development. Staff will have opportunities to share what they have learned from training courses Try to reduce any expectations beyond the school day Staff will be encouraged to leave early to enable enhanced cleaning to take place and to focus on their family members Do not unnecessarily add to teachers' workload Focus assessment on pupil's wellbeing and social and mental health Talk through the curriculum with staff, discuss where the focus/priorities lie within subjects Make time for all staff to talk to senior leaders about their personal situations Remind them of any internal support plan/system that is in place i.e. Smart Clinic School organised a 2 day transition for every child over 2 weeks to support staff and pupils well-being and transition in readiness for Sept and the changes ahead. Each staff meetings will include an aspect on wellbeing of staff Staff encouraged to give pupils live feedback at the point of learning to reduce workload Staff will be encouraged to leave books at school. Within the first few weeks, assessment will focus on pupil's wellbeing and social and mental health. Formal published assessments will be used once the pupils are settled Talk through the recovery curriculum with staff, discuss where the focus/priorities lie within subjects, health and well-being (Sept INSET) 	<ul style="list-style-type: none"> By the end of September, staff meeting routines and priorities have been re-established Staff feel well supported during the return period. All staff shielding have returned. Staff are better equipped to continue to assess pupil's social and mental health Staff have valued time to talk about their particular issues Staff will have a better knowledge of the sequence of learning for each subject through the focused staff meetings Staff to complete handover notes for the next teacher to support the transition By October half term, staff are fully back in the 'swing of things' Staff will have the option to join staff meetings virtually, some could be led outside in the first half term. Bubble clubs to be established by the end of the first half term, utilising staff interests, hobbies and expertise Timetables will reflect individual staff and pupil well-being, the need for staggered playtimes, lunchtimes, start/end of the day will be reviewed Staff feedback shows a reduction in anxiety / uncertainty and an increase in positivity / optimism

COVID-19: Return to School - Recovery Curriculum

Staff Well-being - b) Staff motivation

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none">• There could well be staff who will find it difficult to pick up from where they were.• Many adults keep saying that 'the world will be a different place once we are back to normal'• For some staff this may mean re-prioritising their lives.• We may have some staff who wish to be relieved from their additional responsibilities.• We may have staff who want to retire early.• There may also be a general undercurrent of unhappiness, 'we shouldn't be back yet', 'we shouldn't be doing this...' etc.	<ul style="list-style-type: none">• Leaders ensure that staff 'welcome back' is well thought through and likely to raise spirits• Leaders to find time to talk to individual members of staff and reassure them of their value to the school• We will continue to bring staff together (virtually initially) for meetings and social events throughout the term• LT to make themselves available at the end of the day for any concerns staff might have• Signposts to mental health and emotional support are shared and prominent for staff around the school• Utilising staff interests and hobbies for the good of the team• Introduce well-being partners	<ul style="list-style-type: none">• Staff have settled back to their routines well and are back in the swing of things• Some staff will have stepped down from additional responsibilities for the sake of their own wellbeing and this has been supported by SLT. Other will have stepped up.• Staff report that the individual discussions with senior leaders have been beneficial for their wellbeing and relationships have strengthened• Individual tasks have been given to key members of staff and these have been acted upon in a positive way• The school hasn't seen a drastic rise of absences• Some motivational events have continued and are now part of the school's culture• Staff have attended well-being events signposted by the school and report it has supported their transition• Staff feel supported by each other more

COVID-19: Return to School - Recovery Curriculum

Staff Well-being - c) Support for individual staff

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> We will be very keen to support staff, including those who will have suffered loss or trauma Some staff will have been in school without a proper break Allow time to rebuild school communities Staff and Governors need to be aware of the stress that senior leaders have faced and need to be considerate as well Governors take an interest in supporting all staff 	<ul style="list-style-type: none"> SLT to gather information about staff experiences of loss since March 20 and offer support accordingly To ensure clear communication to staff about the Risk Assessment and expectations of the Recovery Curriculum prior to pupils returning to school Governors need to focus on the wellbeing of all staff in the first half term back Governors will focus on the safeguarding, and the implementation and impact of the Recovery Curriculum School will provide a balance between monitoring the curriculum (in terms of securing gaps in learning before attempting new learning) alongside the assessment of pupils' well-being and creating a healthy environment to enable pupils to be ready for learning To ensure time is given to review what is working well and what needs to be reviewed in line with ever changing government guidance The extended leadership team actively collaborate to identify stress points for staff and RA are completed for these staff members if required 	<ul style="list-style-type: none"> Staff able to share whether they have experienced loss during COVID and had the opportunity to request further support Governors have played a significant role in supporting SLT as they support staff return to 'normal' routines Governors and senior leaders accept that checking data is not the priority and have not pressured staff to provide information related to academic progress Staff have focused on the recovery curriculum, ensuring pupils are settled and ready to access the curriculum at a reasonable pace. Whilst taking into account vulnerabilities pre-COVID There has been a strong focus on creating a calm, welcoming and safe environment Pupils have made excellent adjustments and are rapidly back in the swing of things There has been an acceptance that certain routines have had to be changed for the sake of pupils and staff Leaders have considered workload during the decision-making process

COVID-19: Return to School - Recovery Curriculum

Re-establishing routines and expectations a) Re-establishing routines

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> • Recognise that it may be more difficult than anticipated to re-establish routines • This goes beyond school routines: daily life routines for staff and pupils • Some sleep patterns may have been disrupted • The issues often associated with beginning of a new term will be magnified • Senior leaders may have to allow for a period of adjustment, however, there are benefits in re-establishing these routines for staff, pupils and parents • Returning to normal routines will need to be a priority. • Be ready for many pupils (and staff) feeling tired in the afternoon • Gathering for Acts of Worship, assemblies and song practices 	<ul style="list-style-type: none"> • To provide support which enables pupils and staff to get back 'into the swing of things' as quickly as possible • To set routines throughout the day/week which takes work, exercise, downtime, reflection and wellbeing into account as majority of pupils (and staff) feel more secure when routines are set, and they know what is expected of them • School will identify families struggling to get back into a routine and offer support via our Pupil Premium lead, SENDCo and Early Help lead - individual support plans in place where required for such families where this is significantly impacting on the pupils transition back to school (academic, attendance, social or emotional) • Provide more open type activities in the afternoon • Pupils will have established different eating patterns - school to encourage parents to provide a healthy snack for mid-morning and mid-afternoon break. This must be kept in the classroom • Morning and afternoon breaks to be timetabled (as usual) • Assemblies to be streamed live (or a videoed version) 	<ul style="list-style-type: none"> • The school is back to its normal working routines by the end of September • Pupils respond well to the routines that have been set for them - this has eased any anxieties or incorrect behaviours • There are few, if any, issues that can be associated with a return to school • Staff are very much back into routines also and this is helping pupils to settle • Families have responded positively to the support offered by school and improvements are being made on a regular basis • Pupils and staff respond positively to the freedom of the timetable and can see the benefits of this approach

COVID-19: Return to School - Recovery Curriculum

Re-establishing routines and expectations b) Re-establishing expectations

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> Recognise that different people will have had very different experiences during the lockdown period Some will have been in school throughout (including staff) The majority of pupils will have been at home - all having had different experiences For some, it will take time for them to re-establish and re-learn the expectations of the school, particularly learning and behaviour Learning involves much practice and pupils will be out of practice in this respect Relationships between groups of pupils may be strained as they have not been together for a long period of time Potential incidents related to social media may have occurred resulting in a breakdown of relationships or created animosity between pupils which may spill into school 	<ul style="list-style-type: none"> School to identify families (and staff) who have experienced a loss or trauma during COVID through a survey for families Every class will give pupils the opportunity to 'tell their COVID story' in any media they choose to give staff the relevant information needed to support individuals For staff to build in times to discuss and agree environment, work and behaviour expectations eg handwashing, seating arrangements, access to the toilet, use of resources etc To share expectations with parents (eg do/don'ts on site, attendance, dropping children off at the door, home learning/homework) Leaders and staff work to ensure the emphasis is on creating a calm, welcoming and safe environment; respecting all. Staff to review the code of conduct in place All staff will remind pupils about how they speak to each other; how they treat each other and to move onto attitudes to learning, supporting each other through the learning process SLT to gather information quickly to establish if there have been any social media issues All staff to work with key pupils who struggle with relationships. SEND Co, Pupil Premium lead and Early Help lead to support staff with pupils struggling to transition into the new routines Make use of the pupils who were at school to relay the message that school is a safe place through washing hands, keeping as much as they can and using tissues when sneezing or coughing; these pupils could be used to model to others how they kept safe but still had a chance to play and learn 	<ul style="list-style-type: none"> Parents have shared experiences of loss during COVID and have had the opportunity to request support SLT will have a log of children who have suffered loss during COVID and will support staff in supporting pupils and their families Parents will respond positively to have been offered support Patterns of behaviour have been re-established and the school's expectations with regard to behaviour have been adhered to. This can be seen in pupil interactions. Staff are careful about the way they approach potentially difficult situations, ensuring they de-escalate by taking extra care with the words they use Pupils are reminded regularly of the school's expectations. They know they are cared for and know what is expected of them Attitudes to learning are positive and as a result are stronger than before Behaviour policy will be revised based on any changes to government recommendations Staff feel supported in dealing with pupils who may be struggling to transition into new routines Pupils that were at school are able to set good habits about washing hands and keeping a safe distance Parents feel involved and supported if their child is struggling to transition back to school

COVID-19: Return to School - Recovery Curriculum

Re-establishing routines and expectations c) Dealing with pupils who are worried about returning

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> • Many pupils will be looking forward to returning to school, but many will find being around people difficult, frightening and even overwhelming • Some pupils may have developed a fear of people in general (as many may not have been apart from their immediate family during COVID) • Many pupils will be overwhelmed by the implicit message that other people could be dangerous to their health • The daily life of a school, with its hustle and bustle, could be difficult for some • Be aware that some may have sensory issues and anxiety about the proximity of others physically • Pupils may refuse to attend school 	<ul style="list-style-type: none"> • Survey sent to families identifying pupils with additional needs (either associated needs Pre-COVID or developed as a result of COVID) • SENDCo and staff to assess this area and identify pupils this relates to • Visits organised for pupils feeling nervous about returning to school • To ensure every classroom is calm and organised. Staff to be mindful of noise levels, especially as many will be re-introduced to a classroom dynamic • To ensure transition activities continue for the two weeks of term • Staff to plan in more opportunities to discuss how pupils are feeling through PSHE or general conversation times to address concerns or worries • Staggered start/end times, play and lunchtimes, one-way system are in place to create a calmer and structured environment • Playtime/lunchtime zones in place - active and quiet spaces identified in each zone and staff to remind children to access them when needed • To identify pupils struggling with the classroom dynamic and liaise with other staff to avoid escalation through positive strategies • Counselling services are signposted to vulnerable pupils and staff members • SLT to liaise with parents of pupils refusing to attend school and plans put in place to support pupils 	<ul style="list-style-type: none"> • Pupils feeling less anxious about transition • Movement around the site, in corridors and in classes is calm and well ordered • Pupils respond positively to staff welcoming pupils in the morning, settling them into the classroom in order to access the day • Play and lunchtimes are also orderly and used effectively by pupils • Pupils know that it is not unusual for them to want to go to a quiet area • The noise levels in classrooms are particularly low • Very few, if any, pupils mention that they are unsettled because of noise levels around the school • Pupils on individual risk assessments/action plans will be making positive steps in line with milestones agreed • Pupils and parents will report that pupils feel safe, secure and happy to be back in school

COVID-19: Return to School - Recovery Curriculum

Re-establishing routines and expectations d) Separation anxieties

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none">• The vast majority of pupils will have become used to being with their parents and siblings for extended periods• Even for the pupils who are excited to come back to school to see their friends, this could be a source of potential anxiety• There will be some pupils who will struggle with this separation and experience anxiety• Pupils may worry about their parents returning to work after the lockdown• Pupils struggling with being separated from their families, even before this lockdown period• Staff are likely to know the most vulnerable in this respect, however these numbers may now grow	<ul style="list-style-type: none">• School offered all children a transition session to reduce subsequent issues when returning, some children have already been identified• PSHE tasks will focus on the following areas to reassure pupils:<ol style="list-style-type: none">1. It is perfectly ok to miss them2. It is perfectly ok to not to want to be surrounded by lots of people3. It is ok not to want to get back to formal learning once more4. Your parents are ok and will be back at the end of the day to collect you• To encourage staff to keep in regular contact with anxious parents (or parents of an anxious child)	<ul style="list-style-type: none">• Pupils/Parents feeling anxious have been supported well and pupils attended as a result of intervention• Pupils anxieties will reduce over time and this will not impact on their readiness to learn• Pupils know they can talk to a member of staff when they feel insecure and share their feelings during the tasks provided• The amount of 1:1 communication being made by staff is diminishing rapidly• Pupils and parents are responding positively to individualised action plans

COVID-19: Return to School - Recovery Curriculum

Re-establishing routines and expectations e) School uniform

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none">• Parents facing hardship at this time may struggle to provide a school uniform• Schools need to support families with school uniform• Pupils need to be welcomed back and not picked up regarding lack of appropriate uniform• Changing from school uniform to PE kits on specified days	<ul style="list-style-type: none">• Communications will reinforce the low maintenance uniform expectations• PP families will be supported with some items of uniform were necessary• Where parents are struggling financial, then schools will signpost parents to support• Staff professional dress code is reinstated immediately on return to school• On their PE days, children will come to school in their PE kit and remain in it for the day	<ul style="list-style-type: none">• Parents have found the school approachable when they have had issues about replacing their pupil's uniform• Financial support has been provided for those parents who are in need• Any additional PP funds have been allocated appropriately• Pupils, parents and staff have responded positively to the changes made (eg PE days)

COVID-19: Return to School - Recovery Curriculum

Re-establishing routines and expectations f) Relationships

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none">• It is important that re-building relationships will be a key factor in a successful return to school• They are unlikely to have played with friends where they have had to compromise and may find following rules difficult• Pupils may struggle to understand and use appropriately eye-contact, awareness of personal space etc	<ul style="list-style-type: none">• Ensure that all play is supervised, scaffolded and modelled for all pupils• Remind pupils how to play together within the constraints of the new zones through the use of PSHE and adult modelling• Through PSHE and conversations, help pupils to regain their identity and the culture and ethos of the school community (including expectations and routines)• To ensure sanctions are used with caution, taking the time to understand pupils' feelings, anxieties and behaviours fully• Emphasise to staff that they will have to be very patient with some pupils• Re-establish pupils understanding of the different relationships they have with their parents, their teachers and their peers• Use social stories to further support those children who are struggling to re-establish relationship boundaries• Staff to be highly vigilant of children being left-out of friendship groups, especially whilst remaining in bubbles during play/lunch times. Likewise to be aware of pupils unable to make eye-contact or not appreciating the personal space of others	<ul style="list-style-type: none">• After an initial period of support, pupils are back into the swing of school life and present as happy and confident individuals, understanding their worth, value and contribution to their class and school community• Pupils demonstrate consideration for each other during play, including inviting others on their own during play and lunchtimes• Rewards have been established and are used sensitively and correctly• Staff demonstrate patience and caution when dealing with pupils struggling with the new routines and expectations <p>Pupils speak with respect with one another and include others in their play</p>

COVID-19: Return to School - Recovery Curriculum

Pupil's different experiences during lockdown a) Home Learning

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none">• It is inevitable that some pupils will have been doing a great deal of home learning whilst others may have done very little or none at all. The vast majority will be somewhere in the middle• It is important that teachers respond to what pupils have done, rather than what they were set by the school• There is a need to be aware that many pupils will have forgotten much of their learning• Some pupils may well have been a carer for a sick relative or dealt with grief and difficult circumstances	<ul style="list-style-type: none">• Building relationships will need to be prioritised• Build in time for pupils to share their experiences of lockdown, including providing them with a chance to showcase the learning they did at home, learning outside of work set by school (take personal experiences into account, acknowledging pupils would not have had the same levels of support due to a range of reasons, including loss)• Senior leaders to support staff in identifying gaps in learning as efficiently as possible when the time is right• To encourage staff to use the first half term to plug key knowledge from the year before (this usually happens during September) as well as setting the expectations for the year.• Staff to build in more time for the 'recapping stage' to enable time to embed retention of knowledge• Senior leaders are aware of topics/objectives which are essential to pupil's development yet could not be taught remotely ie. Relationship and Sex Education	<ul style="list-style-type: none">• Teachers have a good understanding of pupils' experiences during COVID and the impact this has had on their learning, through oracy activities and other media to show key knowledge and concepts• Good relationships at all levels have been re- established and pupils willing to have a go at assessments and ready to give their best• Teachers have been accepting about aspects of learning that pupils did not cover• Teachers have a clearer understanding of the gaps in learning for each pupil• Staff have had the opportunities to strip back the curriculum even further if gaps in learning are more than anticipated• The success will be measured by identifying the gaps in learning and supporting staff in ensuring the gaps are plugged in a supportive and effective way, where pupils are ready for the new year group specific learning

COVID-19: Return to School - Recovery Curriculum

Pupil's different experiences during lockdown b) Access to home Learning

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> • Pupils will have had different access to learning during the lockdown, they have parents who have been able to take on the role of 'teacher' and oversee the home learning • There may be a whole range of issues impacting on their ability to learn at home: <ol style="list-style-type: none"> 1. Space to work 2. Parents' commitment to home learning 3. Parents' skills 4. Parents' interest or capability 5. Access to online resources 6. Feedback to their work • Older pupils will have been able to be more independent as learners, and this may well be helpful, especially for upper Key Stage 2 pupils • Some pupils may have been taught incorrectly or developed misconceptions whilst learning at home 	<ul style="list-style-type: none"> • Staff will give pupils opportunities to share where pupils have shown resilience, patience and kindness at home (this could include fundraising/projects within the community) • School to explore the continuation of SeeSaw to support our approach to homework and any further home learning that may be needed • School to consult with parents on the use of SeeSaw • School to trial SeeSaw with pupils accessing school during further periods of home learning • Building relationships will need to be prioritised, reassuring pupils feeling anxious about loss of learning • Build in time for pupils to share their experiences of lockdown, including providing them with a chance to showcase the learning they did at home, learning outside of work set by school (take personal experiences into account, acknowledging pupils would not have had the same levels of support due to a range of reasons, including loss) 	<ul style="list-style-type: none"> • Staff have accepted what pupils have done without any reprimand • Credit has been given to pupils who showed characteristics such as resilience, patience, kindness and fundraising within the community • Teachers are familiar with SeeSaw and are able to personalise it for the class/ individual pupils • Teachers are able to provide feedback for work carried out on on-line programmes. • Teachers have a good understanding of the gaps in learning and have made adjustments to the curriculum and teaching accordingly • Subject Leaders are aware of the changes required for each year groups/class and have factored this into the monitoring of their subject during the Autumn term <p>Teachers accept that some pupils did not have online access and therefore accessed the work via hand delivered packs</p>

COVID-19: Return to School - Recovery Curriculum

Curricula issues a) Missed elements of the curriculum

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none">• As we are following our curriculum, there will be a need to consider how you are going to make adjustments• With at least a term being missed from year group specific objectives, there is a need to consider how to make adjustments for missed learning• For English, reading is the main issue (see next page) it may be slightly easier to close the gap because the English curriculum of the National Curriculum is outlined in two-yearly blocks• For the foundation subjects, adjustments can be made over a longer time, with learning being spread over a longer period	<ul style="list-style-type: none">• Teachers and leaders to assess the gaps in pupils learning across all subject areas but priority needs to be given to Maths, reading, writing and SPaG.• Subject leaders to work with senior leaders to identify which curriculum objectives have not been taught due to lockdown and map these into the curriculum for 2020/21 (see Lever 3)• Strategies for revisiting previous learning are reviewed/identified (See Lever 3)• SLT to review pupils who are working well below their peers and provide further opportunities for catch up sessions - interventions and support• Action plan created for use of government funded catch-up scheme (IT, Staff leading catch up interventions resources needed to deliver the interventions)• Regular formative assessment to take place to assess how quickly gaps are being filled• EYFS staff have read and understood the EYFS guidance and are prioritising the assessment and closing gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary	<ul style="list-style-type: none">• Long term and medium-term plans are updated with objectives/units of work included that were missed during lockdown• Prioritisation within subjects of the most important components for progression has taken place• Homework is adjusted to take into considerations the curriculum coverage• All teachers are comfortable and confident with the adjustments made in subjects, teachers have adjusted plans to support closing the gap• All lessons include the opportunity to revisit previous learning therefore securing it to pupils' long-term memory• The curriculum is broad and ambitious for all pupils from the start of the academic year• RSE is taught to pupils in accordance to statutory guidance• All pupils are prepared for their next stage in education

COVID-19: Return to School - Recovery Curriculum

Curricula issues a) Reading

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none">• Pupils not reading regularly whilst at home• Greater concern for the younger pupils who are at the point of becoming independent readers• Older pupils' reading fluency may have decreased• There will be a mix of pupils who have read regularly (daily) and others who will not have read at all during the lockdown• Parents have not been able to keep up the regular support their child/ren need• Pupils may have gone from regular phonics input to little or no input	<ul style="list-style-type: none">• With younger pupils, in phonics groups, reassess where they are as quickly as possible and provide programmes to help and support them to get back to where they were and be in a good position to springboard on from there• English and Phonics leaders need to support staff in providing additional 'bridging' activities for all pupils• Leaders to recommend additional-phonics sessions for those that have slipped backwards (FS -> Y3/4)• Teachers will continue to ensure guided reading sessions enable pupils to catch up and take advantage of additional quiet reading time• Ensure pupils are carrying out research which requires them to read to obtain the information they need• Leaders will ensure every class has enough reading materials to avoid the use of the whole school library for the first half term at least.	<ul style="list-style-type: none">• Pupils have been placed into appropriate phonics groups• Where needed, additional phonics sessions have been organised to support pupils in need• Catch-up programmes have been successfully implemented by staff• English and Phonics leaders have supported all staff in ensuring that the bridging activities are appropriate and supportive• Guided Reading group time will be focused and purposeful ensuring pupils develop/continue a love a reading and catch up• Reading aloud to the class is prioritised with staff choosing qualitative books that grab the pupils' interest• Pupils are being directed to carry out more research which involves reading

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Special Educational Needs a) Helping pupils with Special Education Needs back into school life

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> • The impact of all these issues will be even greater for pupils with special needs • Not only will their learning have been impacted upon, so will their anxiety about not carrying out the routines of being at school • Some will have had issues about dealing with the changes when the lockdown came in the first place • There are likely to be issues with managing transition back into school • This will be compounded if there is also a change of setting 	<ul style="list-style-type: none"> • For staff to be prepared for the transition of SEND pupils into school; managing expectations of behaviour, establishing routines once more and reassuring them that everything is ok. (this will be reflected in their IEP targets to ensure its been pre-empted and support mechanisms in place) • Visual timetables should be used daily to reassure them what the day will look like. Accept that it may take a few weeks to re-establish routines and appropriate behaviour • Excellent behaviour management needs to be in place using positive reinforcement as many may well have forgotten how to behave (shouting out, talking over each other, poor language) • Arrangements need to be made for those pupils that will struggle for example phased return, adjusted timetable, additional adult support • Consider additional resources to be used to support pupils i.e. rewards, social stories, buddy system, safe space outside of the classroom etc • Staff to identify the gaps in learning and consider curriculum adjustments required to meet the individual needs (in line with IEP) • Update pupils with EHCP RAs as necessary 	<ul style="list-style-type: none"> • Pupils with special needs have returned to school and settled down into familiar routines • Pupils with special needs feel safe and are happy to be back at school • There are very few issues related to behaviour (and certainly no more than usual) • There is excellent behaviour management re-established • Where pupils have struggled, they have been identified quickly and helped by individuals so that they settle back quickly • Staff have been patient and recognised that for some pupils it has taken a long time for them to settle once more • Pupils know what is acceptable and what is not

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Transition a) Starting school and helping pupils move on to the next stage of their education

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> • New reception pupils and new pupils to the school will not have had the usual transition visits and preparation for school • They will also know about Covid19 and this may add to their anxieties • Parents will not have the normal introduction to the school and its systems 	<ul style="list-style-type: none"> • A special focus needs to be given to new early years and any pupils who are new to school who didn't take part in the transition arrangements • Remote meetings to be held with parents for Meet the Teacher • Parents meetings with vulnerable, SEND and anxious pupil's parents with relevant members of staff • Bespoke plans are in place for those pupils with an EHCP • Curriculum plans are adapted to allow for additional transition type activities • Staff to make contact with pupils who are new if possible prior to the start on Thursday • FS parents sent information via the post, a zoom meeting took place, video from class teacher shared • EYFS PL to consider how children will be dropped off from September • New starters to be welcomed by staff 	<ul style="list-style-type: none"> • The transition period for these pupils has been very positive and they have settled well into their new class • Arrangements for the new academic year have been planned and shared with all pupils and their parents • Year 6 pupils will have been provided with opportunities to make a smooth transition to their secondary school • The normal arrangements for early years pupils have taken place with parents being very reassured about safety and induction processes • Although the transition programme did not begin until the new academic year, parents have been provided with good quality information to enable their pupils to settle well into school life • Because of the video about the first day, pupils were familiar with their setting. • Parents are very positive about the preparations the school has made to meet their child's needs • The staggered start system worked well to support a positive start for all pupils

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Local lockdown procedure a) School's response to local lockdown

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none">• Community transmission R rate increases in local area and government lockdown local area• R rate appears to be increasing and local community is becoming increasingly anxious• Staff may live in a high R rate area but work in a lower R Rate area or vice versa.	<ul style="list-style-type: none">• Continue to build school's capability to educate pupils remotely, where this is needed (SeeSaw, TT Rockstars etc)• Develop a curriculum sequence that allows access to high-quality online and offline resources, which is linked to the school's curriculum expectations• Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use• Provide printed resources for pupils who do not have suitable online access• Consider how younger pupils and pupils with SEND will be supported to access remote education without specialist adult support• Procedures for all staff members are outlined in advance of any lockdowns• Safeguarding procedures during a lockdown are understood and shared with all staff and governors• School to have reflected upon and adapted their home-learning offer delivered during the first lockdown• Health and Safety Risk Assessment and Business Continuity plans are up to date and in place to be actioned	<ul style="list-style-type: none">• Pupils learning continues at home immediately following closure or pupil having to isolate• Staff adhere to the safeguarding procedures and practice outline• Remote education, is high quality and aligns as closely as possible with in-school provision <p>Remote education is an essential component in the delivery of the school's curriculum for some pupils, alongside classroom teaching</p>

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Safeguarding

NSPCC: <https://www.nspcc.org.uk/keeping-pupils-safe/>

Parentzone: <https://parentzone.org.uk/parents>

UK Safer Internet Centre: <https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff>

Think U know resources: <https://www.thinkuknow.co.uk/>

Childnet: <https://www.childnet.com/>

SWGFL: <https://swgfl.org.uk/>

Pupil Wellbeing

Education Endowment Foundation: Improving social and emotional learning in Primary Schools:
<https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/>

Young Minds: <https://youngminds.org.uk/>

Charlie Waller Memorial Trust: <https://www.cwmt.org.uk/schools-families>

LGfL Wellbeing Connected: <http://wbc.lgfl.org.uk/>

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Bereavement

Child Bereavement UK Helpline: <https://www.childbereavementuk.org/>
Tel: 0800 02 888 40

Cruse Bereavement Care Helpline: <https://www.cruse.org.uk/>
0808 808 1677

Winston's Wish: <https://www.winstonswish.org/>

Supporting a bereaved pupil: <http://sabp.lgfl.org.uk/>

Staff Wellbeing

Education Support: <https://www.educationsupport.org.uk/>
Tel: 08000 562 561

Anna Freud National Centre for Pupils and Families: Supporting Staff Wellbeing:
<https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/supporting-staff-wellbeing-in-schools/>

Mentally Healthy Schools: <https://www.mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/>

Mind: <https://www.mind.org.uk/>