



## **St. Sebastian's R.C. Primary School**

### **Recovery Plan**

**September 2020**

Our recovery curriculum seeks to provide a balance of therapeutic and curricular learning which reengages each child and leads them back to their rightful status as fully engaged, authentic learners with a secure sense of self-worth, operating within a safe working environment.

Attention to the following levers underpins our approach

1. Relationships – allocating time to invest in and restore relationships with both adults and children in a safe manner.
2. Community – rebuilding our group identity and sense of belonging. Sharing experiences, developing coping mechanisms and socialising together.
3. Skills for learning – re-establishing appropriate skills in 'how to learn' (listening, receiving instructions, trial and error, storing information in memory...).
4. Transparency – sharing ownership with children and parents of how we can address any gaps and co-creating our recovery.
5. Space – giving our children time to reconnect, explore, build resilience, positive thinking and to retrain the memory before we intensify our expectations.

Using the classroom as a safe base, we will

- re-establish routines, structures and behaviour codes
- unpick experiences and address misconceptions
- promote social interaction and peer relationships
- teach techniques for managing emotions and anxieties
- increase concentration skills and resilience
- promote self-esteem
- revive ambitions and aspirations
- reintroduce the Sacramental programme and other key events.

Our curricular planning will build in key prior learning, address necessary gaps and provide catch up of core concepts to accelerate progress.



### Autumn Term Action Plan

	<b>What do we want to achieve?</b>	<b>How will we do it?</b>
<b>Safety</b>	<p><b>As safe as possible environment for pupils, staff, parents and visitors.</b></p> <p><i>(see whole school risk assessment on website)</i></p> <p><b>All staff are fully aware of the procedures in place to keep children and staff safe.</b></p>	<p>Children and staff to remain in consistent 'bubbles' – EYFS, KS1, Lower KS2, and Upper KS2. Assemblies, collective worship and staff meetings to take place via Teams.</p> <p>Staggered starts and leave times.</p> <p>Separate play and lunch times for 'bubbles' with zoned areas for classes.</p> <p>Timetabled lunch service.</p> <p>Ensure new routines of handwashing and physical distancing are in place.</p> <p>Visual reminders around the school.</p> <p>Any shared rooms or equipment to be cleaned after use.</p> <p>Rooms allocated for peripatetic workers and parents.</p> <p>Clear guidelines for parents/staff as to how to manage and respond to symptoms.</p> <p>First day response for attendance and EWO involvement to continue.</p> <p>Safety drills to take place in the Autumn term.</p> <p>Three hourly E-Safety workshops to be delivered to Key Stage Two pupils.</p> <p>Protocol informing parents of new routines and expectations of conduct and behaviour provided prior to reopening.</p> <p>Whole staff training in September – Updates on Safeguarding Policy and changes to KCSIE 2020.</p> <p>Whole staff training in July – First Aid at work.</p> <p>Limit number of people in the staff room and provide alternative space for lunchtimes.</p>
<b>Wellbeing</b>	<p><b>Positive mental health amongst pupils and staff.</b></p> <p><b>Support for any identified trauma experienced by pupils.</b></p>	<p>Staff workshops on a trauma-based approach to Recovery held in July and September.</p> <p>Wellbeing questionnaire completed by pupils in Key Stage Two and teacher observation analysis carried out in EYFS/Key Stage One to inform intervention planning for mental health.</p> <p>Small group and individual interventions provided by support staff and Caritas worker (employed one day per week).</p>

	<p><b>Connections made with the school community.</b></p>	<p>Vulnerable pupils and those with social workers to be monitored closely by staff and senior leaders. Daily meet and greet sessions to take place with individual pupils to ascertain any upcoming issues. Regular communication with Social Workers or Early Help Team to continue should specific pupils be isolating at home.</p> <p>Rainbows group established.</p> <p>Regular daily whole class sessions promoting positive mental and physical health – unpicking Covid experiences, using non-word books to aid exploration, themed activities focussing on courage, respect, friendship, trust and hope with links made to gospel values. Pupils to keep their own ‘Amazing Me’ journals. Coping strategies/techniques for managing anxiety, remaining calm, etc to be taught explicitly in classes.</p> <p>A virtual museum of ‘Hope and Humanity’ to memorialise children’s experiences to be created. Additional physical activities incorporated into the timetable. Daily Mile promoted.</p> <p>Parallel whole school activities taking place throughout term, (Yellow day, disco, coffee morning, etc).</p> <p>Gospel and celebration assemblies to continue promoting whole school values, safe physical distancing and wellbeing.</p> <p>Mental Health Worker and Well-being Team established.</p> <p>Collaborative discussions with staff on action planning for adult wellbeing.</p> <p>Signposting staff to support groups.</p> <p>Weekly wellbeing feature for staff.</p> <p>Engage parents/pupils prior to returning with Welcome Packs in July, class teacher conversations by telephone.</p> <p>Continue welfare checks with identified families. Provide ‘Coffee Mornings’ to support individual parents.</p> <p>Share ongoing plans and helpful information with parents via letters.</p> <p>Use surveys to help identify support for children, e.g. technology available at home.</p> <p>Ensure up to date signposting information for parents on the website.</p>
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<b>Learning</b>	<p><b>Teams system established to support home learning.</b></p> <p><b>Smooth and effective transitions to new year groups.</b></p> <p><b>Skills for learning promoted in classrooms.</b></p> <p><b>Current understanding unpicked and assessed.</b></p>	<p>Staff/pupil training on Teams delivered. Guidance for parents provided. Teams usage clarified, document drawn up and contracts signed by staff/parents. Necessary laptops provided for families as 'bubbles' go down. Staff to support families with daily telephone and/or Teams communication when 'bubbles' are isolating to help with any learning queries and advise on expectations of work. Lessons via Teams to be delivered by class teachers. Exercise books, equipment and passwords to be provided for all families. Daily timetables set for pupils to adhere to. Lessons to reflect the current curriculum content. Formal discussion with the Headteacher will follow for any pupils who are not completing their home learning studies. Work packs will be provided temporarily should teaching staff fall ill and be unfit to deliver online teaching.</p> <p>Class charters set and agreed running alongside the whole school behaviour code. Messages to pupils from new class teachers sent prior to reopening in July. Key transition meetings held in July with staff. Y1 - Time devoted to transit from accessible provision to seated work. Early learning goals to be addressed and mastered to aid transition to the primary curriculum. Reception – specific focus on embedding talk and characteristics of effective learning skills from Nursery.</p> <p>Reintroduce Topsy Talk strategies. Avoid deficit language of 'being behind' or 'missing work'. Focus on nurturing confidence, resilience and retraining the brain and memory for learning. Encourage positive self-talk. Present tasks which engage and reignite interest, purpose and passion for learning. Include brief brain break activities.</p> <p>Identify and prioritise teaching of gaps in learning from previous year using non-threatening formative assessments in core subjects. Moderation of writing to take place. Accelerated reader online assessments underway in first week.</p>
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	<p><b>Accelerated learning of key expectations from previous year.</b></p> <p><b>A carefully considered approach to subject teaching with appropriate pace.</b></p> <p><b>Well-matched provision for pupils with SEND, EAL or low attaining groups.</b></p>	<p>Welkom speech and language screening to take place in EYFS and identified pupils in Year One.</p> <p>NC progression documents with ready to progress criteria and NCETM materials utilised for Maths. Additional time allocated to discrete phonics, handwriting, reading for comprehension, spelling, grammar and maths fluency.</p> <p>Additional concrete resources for each pupil purchased to support models and images in maths.</p> <p>Support of external maths specialist A Reddy to shape curriculum delivery.</p> <p>Grammar resource/maths online package purchased to ensure content coverage is robust and progressive.</p> <p>Progression documents revisited and used to inform planning.</p> <p>Regular revisiting of key learning ideas to embed learning.</p> <p>Blocked non-core subject delivery to promote confidence in learners and mastery of the subject. Non-core subject content of current year group to be taught but key prior year group skills missed will be integrated into lesson delivery.</p> <p>Physical and creative activities interweaved within the curriculum.</p> <p>Marking and feedback policy revised and consistent monitoring of home learning in place. Specialist PE provision enriching lunchtimes and lessons.</p> <p>Formal handover meetings to take place with pupils at Band C and those with EHC Plans. Assessment/observations to be carried out by class teachers to inform individual plans in first half term.</p> <p>Meetings with outside agencies arranged for first half term.</p> <p>Buy in speech therapist to resume programmes in Autumn term.</p> <p>Personal learning plans/interventions in place for identified groups of pupils setting timely goals over 3-week periods.</p> <p>Additional teacher appointed to deliver interventions with key pupils on initial return.</p>
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