



'Be courageous; Be strong; Do everything in love'

Lockdown Recovery Plan: A plan in response to the Covid-19 pandemic

Objective <i>What do we want to achieve?</i>	Success criteria <i>How will we know that it's working?</i>	Key People <i>Who will lead? Who will help?</i>	Resources/ Training <i>People, money, material, time</i>	Actions (and intended impact) <i>What are we going to do and what difference will it make?</i>		
				Milestone 1 <i>November 2020</i>	Milestone 2 <i>March 2021</i>	Milestone 3 <i>June 2021</i>
To ensure the school has appropriate risk assessment and safeguarding provision in place following lockdown	<ul style="list-style-type: none"> Staff will be fully trained and familiar with Keeping Children Safe in Education 2020 Staff will understand the signs and symptoms to look out for linked to Safeguarding including mental health Staff will be familiar with the school risk assessment and understand all protocols and procedures in place to keep staff and children safe 	Headteacher and Deputy HT	Subscription to The Key Safeguarding resources £100 per year Sept INSET Cost of time for TA's to attend training	<ul style="list-style-type: none"> All staff and Governors will have read KCSIE 2020 and have completed the assessment (All staff and Governors are compliant with statutory guidance) All staff have received training either face to face or online (majority face-to-face) to update and refresh. (All staff are confident to spot signs and symptoms of abuse and how to report them) All staff will have had opportunity to read and go through the risk assessment, ask questions and clarify the school's position on safe return to school (Staff are confident and 	<ul style="list-style-type: none"> Any newly appointed staff or Governors will have completed Safeguarding training and will have read KCSIE 2020 (All staff and Governors are compliant with statutory guidance) Risk Assessment has been regularly reviewed in line with any further Government guidelines. (School remains up to date with current guidance and risk assessment is appropriate to the school) 	<ul style="list-style-type: none"> Any newly appointed staff or Governors will have completed Safeguarding training and will have read KCSIE 2020 (All staff and Governors are compliant with statutory guidance) Risk Assessment has been regularly reviewed in line with any further Government guidelines. (School remains up to date with current guidance and risk assessment is appropriate to the school)

				<p>reassured that they can facilitate a safe return to school)</p> <ul style="list-style-type: none"> • Staff will have received a daily/weekly update from Deputy Headteacher informing them of any changes to risk assessment and clarifying answers to questions from staff (All staff receive the same information and be clear about revisions/changes) 		
<p>To provide recovery programme to ensure we meet the emotional needs of the pupils returning to school</p>	<ul style="list-style-type: none"> • Staff will be confident in spotting signs and symptoms of grief, traumatic stress and anxiety and know how to report these. • The PSHE programme has been adapted to meet the needs of children post lockdown • Individual children who are struggling with anxiety, grief or traumatic stress are supported by adults in order for them to be successful at school 	<p>Headteacher and Deputy HT SENCo Teachers</p>	<p>Sept INSET</p> <p>Cost of time for TA's to attend training</p>	<ul style="list-style-type: none"> • FSW has called all parents who's child did not attend school at all over the lockdown and since 1st June to identify anxieties and worries (School has an understanding of parental concerns and can address these) • Teachers and TAs will have received training on spotting symptoms of grief, traumatic stress and anxiety and how to report these (Staff will feel confident to spot and report symptoms, children struggling will be identified quickly) • Teachers and TAs will have received 	<ul style="list-style-type: none"> • The PSHE leader will have reviewed adapted PSHE plans through monitoring, fed back to staff and evaluated the impact on the children. (PSHE Leader report/presentation to Governors demonstrating impact) • A review of children's needs will have taken place and the impact will have been assessed for individuals who have been supported by FSW (Provision impact is monitored closely so that further support can be accessed if necessary) 	<ul style="list-style-type: none"> • A review of children's needs will have taken place and the impact will have been assessed for individuals who have been supported by FSW (Provision impact is monitored closely so that further support can be accessed if necessary) • Provision for emotional support has been amended in response to the review (Provision is fit for purpose and is having impact on pupils' emotional development)

				<p>training on the Recovery Curriculum (Teacher are able to adapt planning to plan sessions to support children emotionally following lockdown)</p> <ul style="list-style-type: none"> • Staff plans will reflect the emotional needs in each class and SLT will regularly review plans and feedback to staff. (SLT are confident children's needs are being addressed) • Individual children will have been identified, referred to FSW and a programme of support will be in place to support these children. (Children's needs are being addressed and anxiety levels are reducing - CPOMS record will evidence this) 	<ul style="list-style-type: none"> • Provision for emotional support has been amended in response to the review (Provision is fit for purpose and is having impact on pupils' emotional development) • Where appropriate further training on emotional support for individual members of staff where the need is more evident will have taken place. (Staff training is tailored to the needs of the children in each class.) 	
<p>To provide an effective catch up and recovery programme to meet the academic needs of the children and close gaps by July 2021</p>	<ul style="list-style-type: none"> • By July 2021, impact of lockdown will be overcome and children who were behind where they should have been will have caught up. • At least 85% children in Y1 will meet the expected standard in phonics screening • At least 80% of children in Y2 will meet the expected 	<p>HT and SLT Teachers</p>	<p>Catch up premium £80 per pupil</p>	<ul style="list-style-type: none"> • It has been emphasised to teachers that the initial focus is on reading/maths/phonics to support children to catch up and additional time has been allocated to these subjects. Maths and English Leaders have 	<ul style="list-style-type: none"> • SLT have tracked and monitored the progress of identified pupils from both attainment and progress assessments and amended provision in response to this as appropriate (Provision is relevant to pupils and 	<ul style="list-style-type: none"> • SLT have tracked and monitored the progress of identified pupils from both attainment and progress assessments and amended provision in response to this as appropriate (Provision is relevant to pupils and

	<p>standard in Maths and Reading, 75% in writing</p>			<p>provided helpful resources to support teachers which aspects to prioritise. (Teachers are clear on strategies to support the teaching and filling of gaps for core subjects)</p> <ul style="list-style-type: none"> • NfER Assessments taken place in second week and scatter charts are utilised to identify children' attainment who have dipped from previous test - Sum 19 for potential tutoring (Children who have dipped in attainment will have been identified for tutoring/intervention) • Autumn term target tracker Assessments have identified second wave of children eligibility for tutoring/intervention identifying children who have made little or no progress since Spr 1 20 (Children who have dipped in progress will have been identified for tutoring) • The SLT will have utilised the <u>EEF Guide to school planning</u> and <u>Chartered College</u> to support decision 	<p>accelerated progress is evident – a report to Governors will support this)</p> <ul style="list-style-type: none"> • Learning walks and a review of intervention and tutoring has taken place (All staff responsible for tutoring and intervention is being held accountable for progress) • Pupil progress meetings have taken place, reviewing impact of provision for catch up. (Data is demonstrating an average of at least 5 steps progress from Spr 1 20 – Spr 1 21) 	<p>accelerated progress is evident – a report to Governors will support this)</p> <ul style="list-style-type: none"> • NfER Tests and formal assessments show increased APS at least in line with APS 2 years previously: (Children have closed the gap in learning from lockdown) • Pupil progress meetings have taken place, reviewing impact of provision for catch up. (Data is demonstrating an average of at least 9 steps progress from Spr 1 20 – Sum 2 21)
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				<p>making about best use of the additional funding (A research based plan for catch up and tutoring support is in place with best value for money)</p> <ul style="list-style-type: none"> • Staff have been identified and utilised in house for support and intervention and plans are in place for each session with a desired outcome (A clear plan for intervention is in operation) • Tutors have been recruited and plans for individual or group tutoring is in place with a desired outcome (A clear plan for tutoring is in operation) • Educational holiday camps have been considered and organised if appropriate and cost effective (Holiday camp booked (if cost effective) and tutors in place) 		
<p>To ensure parents are confident in the school's return to school plans and their ability to mitigate risks of their children contracting Covid-19</p>	<ul style="list-style-type: none"> • Parents send their children to school confidently • Website provides support for parents and clear guidance on the school's risk management • High risk groups attend school regularly 	HT and DHT	Time to update website, support parents	<ul style="list-style-type: none"> • Newsletter/email communication at key points: July 2020, August 2020, early September 2020 support families with understanding the arrangements in 	<ul style="list-style-type: none"> • Attendance is being monitored and tracked monthly by Headteacher and Attendance Lead, regular meetings with the FSW are being held and clear 	<ul style="list-style-type: none"> • Attendance is being monitored and tracked monthly by Headteacher and Attendance Lead, regular meetings with the FSW are being held and clear

	<ul style="list-style-type: none"> Attendance is above 90% (In Scotland attendance has dipped to 85% - https://www.bbc.co.uk/news/uk-scotland-53983392#:~:text=More%20than%20100%2C000%20pupils%20in,%22Covid%2D19%20related%22) 			<p>place to support children to stay safe (Parents understand arrangements and are supportive of these))</p> <ul style="list-style-type: none"> SLT have identified groups or individuals who are unlikely to return at the beginning of term (Groups or individuals are identified in order to be supported to return to school) SLT have put in place strategies to support families of identified children and reassure them of the safety arrangements in school, writing individual plans where appropriate (100% of identified individuals/groups return to school) EWO has met with Headteacher twice and reviewed attendance offering support and advice where needed, particularly for high risk groups (School is supported by EWO to improve attendance) School has surveyed parents to gain an understanding of 	<p>actions identified. (Attendance issues are addressed quickly and followed up by team)</p> <ul style="list-style-type: none"> Bespoke individual support is offered to parents to ensure confidence in school systems and procedures. (Individual parents are supported such that their child returns to school) 	<p>actions identified. (Attendance issues are addressed quickly and followed up by team)</p> <ul style="list-style-type: none"> School has surveyed parents to gain an understanding of confidence in the school. (Survey results have improved from Autumn term)
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				confidence in the school. (Survey results inform SLT as to future actions)		
To have a clear plan in place in the case of individuals, small groups, classes or the whole school needing to self isolate or lockdown	<ul style="list-style-type: none"> Children are able to access online/remote learning which supports the curriculum Children have daily contact with their teacher during a future lockdown 	HT, DHT, All teachers	<p>Training – 1 x INSET</p> <p>3 x Staff meetings</p> <p>Additional training from WBC –costs from training budget</p>	<ul style="list-style-type: none"> Staff have been trained in the use of Google Classroom across the school and additional training has been offered to those feeling less confident (All teachers understand and are able to use Google Classroom to set tasks and activities for pupils) Staff have been trained to use Google Meet to deliver online lessons (Staff are prepared to teach children live during a period of isolation) Research has taken place to develop a remote learning policy, considering safeguarding for live/video lessons. (Remote learning policy is in place and approved by Governors) Staff have put in place a short plan with resources for any individual child in a class who needs to isolate while they 	<ul style="list-style-type: none"> A staff meeting sharing best practice on Google Classroom with teachers has taken place (Staff are able to learn from one another and improve online materials) SLT have monitored online learning materials in-line with the new curriculum and given feedback to teachers, supporting them to improve their offer where appropriate (The online resources are fit for purpose and support learning) Parent Forum have been approached to review the online offer from the school and the engagement from pupils, considering how it could be improved further (Feedback from parents helps school to identify how to improve the online offer) Following periods of isolation, learning has been reviewed 	<ul style="list-style-type: none">

				<p>wait for a test (Children are able to access learning resources during a short period away from school)</p> <ul style="list-style-type: none"> • ICT Leaders have supported parents and children to log in and provided video support to do this (All children and parents have logged in to Google Classroom successfully) • Teaching assistants are trained in their role during any bubble or school lockdown – to support teachers, monitor engagement and make phonecalls home (Teaching assistants are prepared for a lockdown and are clear on their role to support learning) 	<p>and teachers have shared successes and areas for improvement with colleagues (Online practice is constantly improving)</p>	
<p>To ensure staff health and well being is a high priority</p>	<ul style="list-style-type: none"> • Staff feel safe in school • Staff feel supported by SLT • Staff workload is manageable • Staff feel supported to close the gap for pupils 	<p>SLT</p>	<p>Staff meeting time</p>	<ul style="list-style-type: none"> • Individual risk assessments have been written for staff who are high risk (Individual staff feel supported and safe) • Regular opportunities have been given for staff to share highs and lows of current situation in staff meetings and discuss key issues (Staff felt listened to 	<ul style="list-style-type: none"> • Any staff particularly struggling are supported by the SLT through a individual support plan with clear targets and actions (Support plan in place, staff absence is low) • Staff have completed a well being survey identifying key issues for workload 	<ul style="list-style-type: none"> • Workload reduction plan has begun and key issues have been addressed (Staff well being has improved- staff interviews) • Governors and leaders have regularly found ways to demonstrate appreciation for the work staff are doing

				<p>and that their concerns are taken seriously, staff feel supported by the team)</p> <ul style="list-style-type: none"> • Staff have been supported/given time to write catch up plans and tutoring programmes (Staff workload is manageable and catch programme is established) • Governors and leaders have regularly found ways to demonstrate appreciation for the work staff are doing (Staff feel valued and appreciated) • SLT talk about staff well being every week and addressing individual concerns (SLT are aware of all staff concerns and are able to address them quickly – staff well being and morale remains good) 	<p>(Workload key issues have been identified)</p> <ul style="list-style-type: none"> • Workload reduction toolkit has been utilised to plan a programme of support for teachers from the identified issues (A clear plan for addressing workload is in place) • Governors and leaders have regularly found ways to demonstrate appreciation for the work staff are doing (Staff feel valued and appreciated) 	<p>(Staff feel valued and appreciated)</p>
<p>Review and impact of Milestone 1: November 2020 (T&L meeting 17th November 2020, FGB meeting 26th November 2020)</p>		<p>Review and impact of Milestone 2: March 2021 (T&L meeting 9th March 2021 FGB meeting 18th March 2021)</p>		<p>Review and impact of Milestone 3: June 2021 (T&L meeting 13th July 2021, FGB meeting 20th July 2021)</p>		

RAG rating: **RED: not started action** **AMBER: action in progress** **GREEN: action complete**