



COVID-19 RECOVERY PLAN

A PHASED APPROACH TO RECOVERY

On Friday 20 March, the school closed its doors to the majority of pupils in line with the Government's national lockdown. From Monday 23 March through to the end of May, the school remained open for the children of critical workers and to vulnerable students.

From the beginning of June, the school opened wider – to children in Reception, Year 1 and Year 6 – and then later in June we opened up to Year 5.

For the majority of children, learning took place in the home – remotely. This was supported by an extensive [programme of weekly projects](#), support and videos from the school, alongside an enhanced level of communication through very [regular newsletters](#) (50 special issues), email, learning platforms and the [school website](#).

From September 2020, we are open to all students. We are operating a phased approach to the start of the new year to ensure that children, staff and parents are able to reconnect with school life – ensuring that well-being and academic progress go hand-in-hand.

The first three phases will take us up to half term. Following this, we will publish a more detailed plan (linked to our school improvement planning and making use of additional funding, where appropriate).

Phase 1: Reconnecting To build connections with children back in the school environment, supporting their emotional wellbeing.

Phase 2: Establishing a Baseline Undertake formative, summative and diagnostic assessment to establish baselines, and to identify key gaps in learning.

Phase 3: First steps to Recovery To ensure children are secure in the key aspects of the previous years' curriculum for reading, writing, phonics and maths while ensuring that the curriculum is balanced.

Phase 4: Catch-Up Plans Sustaining recovery, including use of the Catch-Up funding

Guidance Summary

To support schools, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them plan and to direct their additional funding in the most effective way.

The EEF advises the following:

Teaching and whole school strategies

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

Targeted approaches

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

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

PHASE 1: RECONNECTING

Transition	Supporting Pupil Well-Being	Planning for Teaching and Learning
<ul style="list-style-type: none"> • Develop further understanding of Covid:19 and the routines and precautions in place to protect children, families and staff (see risk planning document) <ul style="list-style-type: none"> ○ Clear communication with parents through newsletters, videos, emails and website ○ Allow the children to ask questions and reflect on what they know and their experiences. ○ Ensure protective measures in place are understood • Review behaviour policy with children, and RRS&K - discuss how these can be demonstrated within the 'new normal' (special focus on 'safe') • Establish class routines and rules which incorporate the protective measures 	<ul style="list-style-type: none"> • Teachers and TAs to begin building strong positive relationships with each child in the class. • Renew and develop friendships and peer groups • Transition from previous teacher to new teacher. • Opportunity for an online 'All About Me' submission for every child / family to share with new teacher • Ensure pupils know that they can talk to their teacher – establish the 5 people (handful) of people children can speak to if they need support or help – remind all children who the trusted adults if they have any concerns about • SENDCo connecting with parents of SEND children to ensure that children's well-being is at the forefront of their reintegration into school • PSHE lessons for children to include opportunities to discuss, as appropriate to the age, stage and context of each group: <ul style="list-style-type: none"> • Welcome back to school (respect for personal space, social distancing, hygiene) • Belonging and feeling safe in school 	<ul style="list-style-type: none"> • We will be undertaking a whole school book project • The book, 'We are Together' by Britta Teckentrup, is a multi-layered text which focusses on themes of togetherness and friendship. A stand out feature of this book is the way in which the illustrations use "peek through" cut outs to create a growing community of people. <i>"On our own, we're special, and we can chase our dream. But when we join up, hand in hand, together, we're a team."</i> <div data-bbox="1335 900 1671 1310" data-label="Image"> </div> <ul style="list-style-type: none"> • The project uses the book as a basis for exploring togetherness, and our place in the worked (and how this has evolved, and been shaped and influenced by events during this period.

	<ul style="list-style-type: none"> • Reconnecting with friends at school • Coronavirus explained and keeping safe and well • Managing worries, fears and anxieties Being positive and looking forward to learning • Gratitude and appreciation • Loss and bereavement 	<ul style="list-style-type: none"> • Approached include oracy games and activities, emotional literacy resources and conversations, outdoor learning activities, daily physical activity, play, games and creative activities • Phonics and early reading activities start up immediately • White Rose Maths (including 'flashback' and recap activities start up immediately)
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PHASE 2: ESTABLISHING A BASELINE

- Using formative, summative and diagnostic assessments to inform detailed planning for Autumn 2 and beyond
- Use the learning throughout the first two weeks (phonics, White Rose Maths, book project, other lessons) to build a picture of children's levels of attainment and any gaps in knowledge, skills and understanding
- EYFS to continue to capture baseline using Development Matters in the usual way

Additional Assessments

- One to one reading to assess word reading, fluency and comprehension
- White Rose Maths 'Flashback' assessments to recap and review
- NFER reading and mathematics for Years 2, 4, 5 and 6 (QLA completed)
- KS1 SAT reading and mathematics for Year 3
- Phonics Screening Check for Year 2
- Phonics assessment (phases 2 – 4) for Year 1 (and for children elsewhere in school for whom this is relevant)

A note about the use of standardised tests

Standardised tests are a useful and effective assessment tool but will be used diagnostically and to look at cohort patterns (and relative performance within and between cohorts) rather than for the purposes of school or cohort 'performance' against national 'norms'.

The standardisation of the test scores will have been carried out on a cohort of pupils in the summer term, not on a cohort of pupils in the autumn term. By using last year's summer tests, the school is not strictly comparing like-for-like because they are not using them at the intended point in time. As there is often a drop in learning over the summer, we might expect new year 4 pupils to gain lower scores than they would have if they'd taken them at the end of year 3, for example. Additionally, the scores are based on a comparison of a pupil's result against a national sample unaffected by the loss of learning caused by lockdown. The score is therefore telling us how a pupil compares to a 'normal' population rather than the COVID-affected cohort of 2020.

PHASE 3: FIRST STEPS TO RECOVERY (AND INITIAL CURRICULUM ADAPTATIONS)

Reading, Phonics and Spelling

- Formal Phonics teaching to start week beginning 07 September for children in EYFS and KS1. Year 2 to recap Phase 5 phonics in daily lessons. Year 1 to start Phase 5 alongside reviewing Phases 2, 3, and 4
- Daily spelling teaching for KS2 following RWI Spelling – using previous year’s resources for first term – accelerating progress through current year’s materials from January 2021
- Reading books and reading records to be available within first two weeks. Entire school to change books on Tuesday and Friday to allow ‘quarantining’ of books between uses
- Class book to be read daily for enjoyment, linked to reading for pleasure SIP priority
- Library books to be made available through ‘class collections’
- Formal assessments to start week beginning 28 September (see above) – to be used diagnostically (low stakes), and this to be clear to the students
 - Year 2 – Phonics screening check
 - Years 2, 4, 5 and 6 – NFER reading test from previous Summer Term
 - Year 3 – KS1 SAT reading test
- QLA carried out for all tests and this diagnostic info used to inform Phase 3 of plan (to be implemented from half term)
- Karen Fairley (specialist teacher) and Karen Shorn (PPA teacher) to focus on phonics catch up support

Mathematics

- White Rose mathematics used as primary planning across entire school – modified curriculum to include recap lessons from previous years
- Pre and post teaching wherever possible – Teaching Assistants assigned to class bubbles
- ‘Fluent in 5’ used across school, alongside Numbots and TT Rockstars to develop fluency

Science

- New science LTP to be followed – knowledge organisers available to share with children and use throughout units of work

Foundation Subjects

- Art and Design
 - Art Hub not used – all teaching class based and curriculum adapted accordingly
 - Knowledge organisers available to share with children and use throughout units of work
 - Consideration of resources and materials used (to reduce risk of transmission)
- Computing
 - Modified planning to enable lessons to be taught in class base – all classes have focused on e-safety during this half term – we have not yet used our computer rooms
 - Consideration of starting to use computer room from Autumn 2 (half capacity to facilitate cleaning between bubbles)
 - Consideration of computing needs going forward (personal devices?)

PHASE 3: FIRST STEPS TO RECOVERY (AND INITIAL CURRICULUM ADAPTATIONS)

- Music
 - Modified planning to enable all lessons to be taught in class base
 - Consideration of resources and materials used (to reduce risk of transmission)
 - Modified planning to use alternatives to singing
 - Steel Pans (Y6) and African Drumming (Y2) continue but modified to reduce risk
 - HMS lessons in large music room, socially distanced, with full RA
- PSHE
 - All year groups to move to Jigsaw planning from Autumn 2 (whole school re-launch)

PHASE 4: CATCH UP PLAN (AND USE OF CATCH-UP PREMIUM)

Funding Information

Expected Catch-Up Premium Funding: **£66,400**

Schools' allocations are calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Guidance: Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Planned actions (including expenditure)			
Area for Action	Planned actions and costs	How impact will be assessed	Cost
<p><u>Teaching assessment and pupils' wellbeing</u></p> <p>Participation in the NFER/EEF research on the impact of Covid-19 school closures and support strategies on pupils' learning and social wellbeing. The research project is exploring the impact of the Covid-19 related school closures on the attainment gap of key stage 1 (KS1) pupils and their socio-emotional development. It will explore how support is accessed for pupils from disadvantaged backgrounds, school practices and teachers' perspectives including information on pupil-level support strategies such as small-group work, tutoring and parental engagement. The research project will be completed through teacher questionnaires and the results from sitting the NFER optional tests in mathematics and reading.</p>	<p>Years 1 and 2 will participate in the research project. No cost to the school, but teachers will need time to respond to surveys (estimated at 8 x 1 day supply)</p> <p>The school will receive a complimentary marking service for all assessments and will also have access to the feedback tool. The marking will use diagnostic coding to help identify common errors and misconceptions. We will use this information to inform future planning.</p> <p>NW/CE to lead project and support KS1 teachers.</p> <p>Parents to be informed through a letter.</p>	<p>The national findings will be used to provide a report to the EEF on the impact of the school closures on the attainment gap within KS1 and the socio-emotional development of pupils. This report will also include how Covid-19 related school closures and recovery has affected and supported disadvantaged children, as well as how they access this support. This report will be available to primary schools to assist and develop their support of disadvantaged pupils at KS1.</p>	<p>£1600 (1 day supply cover per class)</p>
<p><u>National Tutoring Programme – FFT Lightning Squad</u></p> <p>Tutoring with the Lightning Squad – developed by the Fisher Family Trust – is a reading tutoring programme where pupils work with a tutor in two cooperative pairs, taking turns as 'Reader' and 'Coach'. The tutoring is a blended approach with in-person tutoring supported by an online tutoring platform. Tutoring activities are designed to improve reading skills, fluency, comprehension, spelling and phonics. Pupils</p>	<p>We will use Lightning Squad with up to 80 pupils, starting in January 2021.</p> <p>Most pupils spend 12 weeks working on the tutoring programme to catch-up their reading skills, with daily 30-minute tutoring sessions in school (4 pupils working with a tutor).</p>	<p>All pupils take a short online reading assessment at the start of the tutoring programme to help the tutor and class teacher decide which pairs of pupils should work together and at what point in the programme they should start.</p> <p>Regular tutor checks are built into the tutoring programme. Pupils</p>	<p>£5,000 (initial 6-week project – bought through NTP)</p> <p>£5,000 (continuation 6-week project – employ school TAs to continue)</p>

Planned actions (including expenditure)			
work through 65 specially written, engaging and illustrated stories.		complete a set of reading activities with their tutor related to what they have been learning. The tutor will then decide whether pupils are ready to move on to the next story in the tutoring programme (Research has demonstrated that pupils using Tutoring with the Lightning Squad make learning gains of between 3 and 5 months in reading attainment).	
<p><u>Nuffield Early Language Intervention Programme (NELI)</u></p> <p>NELI is a 20-week targeted programme designed to improve the oral language skills of children aged 4-5 in need of support in this area. The programme has an initial focus on expressive and receptive vocabulary, listening and narrative skills through discussion of key thematic images and the retelling, creating and summarising of stories. During the latter half of the programme, phonological awareness and letter-sound knowledge activities are also introduced as a foundation for early literacy skills.</p>	<p>Programme to start in January 2021. The programme will be delivered by a trained teaching assistant (TA), through small group and one-to-one sessions. We will employ an additional TA to lead the programme – the TA will focus on language and literacy in Reception. Any time outside of the programme will be used to support individuals and groups of children more generally across Reception classes. The TA will be trained to deliver NELI through a core training package which will take around 10 hours to complete.</p>	<p>School staff will undertake an initial assessment with all children in Reception using 'LanguageScreen', to identify those who could benefit most from the programme. The children will be monitored through the programme and also there will be a follow-up LanguageScreen assessment at the end of the programme.</p>	<p>£10,600 (employment of a TA for Spring and Summer terms to deliver programme)</p>
<p><u>1-to-1 and small group tuition/ interventions</u></p> <p>Children across Years 1 – 6 identified through teacher assessment and standardised testing analysis. Areas of focus:</p> <ol style="list-style-type: none"> 1. Reading (word reading, fluency and comprehension) 	<p>Experienced, qualified teacher employed three days per week for Spring and Summer Terms. Interventions will be a blend of published interventions and bespoke content to meet the needs of children. Typically working in small groups to boost identified concern.</p>	<p>Teacher assessment and standardised testing will be used to identify children who could benefit most from the intervention. The children will be monitored through the intervention and termly</p>	<p>£21,600 (employment of experience qualified teacher for 2 terms – three days per week)</p>

Planned actions (including expenditure)			
<p>2. Writing 3. Mathematics (especially number)</p>		<p>assessments and standardised testing will measure progress over time.</p>	
<p><u>Further development of technological approaches to learning and access to technology</u></p> <p>Training for all staff to deploy and embrace the use of Microsoft Teams across the school, to support parents in the use of Microsoft Teams, and to teach children how to engage with MS Teams.</p> <p>To ensure that there is appropriate access to technology to deliver the curriculum (including remote learning) and for staff to access web-based resources.</p> <p>With limited use of Computer suite during the Covid-19 restrictions, there is a need for class-based devices to support learning (computing programme of study and for online resources in other subjects).</p> <p>Teaching staff must have access to modern, fully-functional laptops that are equipped with webcams and allow access to school-based and web-based resources from home (and to facilitate effective home-learning when required).</p>	<p>Work with training partners to deliver MS Teams training for all staff.</p> <p>All staff to be given time for self-paced training and to use MS Teams for planning, lesson delivery, communication etc.</p> <p>Parent briefings and workshops to enhance the use of MS Teams in the home environment.</p> <p>Work with IT partners to identify the best 'product' to use to supplement the teaching in-class teaching.</p> <p>Purchase two class sets of devices which can be used across the school.</p> <p>Purchase an additional set of devices which can be used by students when required to be at home (for those students with little or no access to devices at home).</p> <p>Audit all staff devices and ensure that every member of teaching staff has exclusive access to a device for use at school and at home.</p>	<p>The impact will be monitored through usage data, and through discussions with staff team members and the wider school community.</p>	<p>£20,000</p>

Planned actions (including expenditure)

<p><u>Ensure all children are attending school regularly</u></p> <p>‘Attendance may prove problematic in the upcoming academic year and have a disproportionate impact on disadvantaged pupils. Some parents and carers may be hesitant to send their children back to school, which will require sensitive, supportive action on the part of the school’ (EEF Guide to Supporting School Planning 2020)</p>	<p>Monitor attendance daily and liaise with parents and carers in order promote high levels of school attendance.</p> <p>Learning Mentor to support children with anxiety around returning to school.</p> <p>Work in partnership with Harrow Council attendance team to proceed with enforcement where required.</p> <p>Disadvantaged pupils to be monitored separately and additional support provided, where needed, through PPG.</p>	<p>Attendance data will be regularly monitored.</p>	<p>No additional cost.</p>
<p><u>Continue to support children’s social, emotional and behavioural needs</u></p> <p>‘Attention on supporting pupils’ social, emotional and behavioural needs, primarily as part of good teaching, is likely to prove an effective strategy to support learning’ (EEF Guide to Supporting School Planning 2020)</p>	<p>CPD for staff on mental health and wellbeing and social skills development.</p> <p>Learning Mentor ELSA training (emotional literacy support assistant) and purchase resources linked to programme</p> <p>Continued support for children’s emotional wellbeing with counselling in school.</p>	<p>Discussion with staff – growing confidence in supporting children’s mental health and wellbeing</p> <p>Training completed. Extended support provided for pupils’ emotional health and wellbeing</p>	<p>£1500 (training and resources)</p>

LINKED DOCUMENTS

- [Extending School Provision: Planning and Risk Reduction](#)
- [Remote Education Plan](#)
- [School Improvement Plan](#)