



School reopening and getting back on track – Recovery Plan September 2020

All staff will undergo safeguarding training and the course, 'Reintegrating pupils following school closure' in order to train staff to spot signs of anxiety, trauma and bereavement and equip them to confidently discuss these issues with pupils.

Before we start teaching the curriculum again, we need to make sure that our pupils are emotionally settled and feel secure at school.

Our main aims:

- **Welcome pupils back and get them back into learning as soon as we can:** many pupils have missed the structure and normality of school, so this is the best way to support their wellbeing
- **Be explicit about what we're going to be covering:** set everything out clearly so pupils know exactly what they will be relearning and what they need to know
- **Give pupils the opportunity to practice what they're learning and show that they understand:** we aim to remember that just by telling a child something, doesn't mean they've learnt it.

During the first week of the Autumn Term, transition time will be given to our new year 3 pupils who will be joining us, for the first time with their parents. They will have the opportunity to meet their class teacher and key members of staff. They will visit their classroom and have a tour of the school. Parents and pupils will have the opportunity to ask any questions they may have.

When the wider school returns, time will be spent in week 1 working on the PSHE Jigsaw Recovery Program in order that pupils feel emotionally settled and secure. Time will also be allocated to pupils to work on transition activities so that the new teacher gets to know the child and vice versa. Children will also continue with Reading Plus and Accelerated Reading programs.

From September we won't have time to teach every lesson that pupils have missed during school closure.

In week 2 of the Autumn term, we will prioritise English and maths concepts that were missed during the summer term. Discussions have been held between teachers to prioritise concepts that need to be taught, the non-negotiables. Staff will be mindful however, that when they cover the same concepts in their current year group, they will recap on what was missed also for consolidation purposes. Teachers may need to adapt their short-term planning in light of what they are finding out about where pupils are: if there is one concept the majority of pupils in a year group are struggling with, more time will be devoted to re-teaching this. A new maths program, 'Power Maths,' will be implemented from the start of the autumn term.

A baseline of children's needs in grammar, spelling and maths will also be conducted in week 2 in order that we can focus on gaps that have developed or emerged for individual children and then relevant catch-up can be put in place.

Children in Years 4, 5 and 6 will cover previous spelling units from our RWI scheme from the summer term. Year 3 teachers will carry out phonics revision from summer term Y2.

By week 3 it is hoped that all children will be following a broad, balanced curriculum. It is important that all subjects are taught in order to get all pupils back on track. As soon as pupils have mastered the key knowledge identified, the curriculum can run as normal. It may take slightly longer in some year groups to master the key knowledge so timings will be flexible and up to teacher judgement.

Some key science has been missed during the summer term. Staff need to be aware and consolidate key knowledge when teaching that area in current year group.

During home learning, many children have accessed Reading Plus, Times Tables Rock Stars and BBC Bitesize. Staff have also allocated weekly maths and English activities from comprehension to grammar and spelling to writing activities. Pupils have also been allocated activities relating to The Romans, the Egyptians, the Mayans, Mountains and, for your six pupils, tasks relating to transition to comprehensive school.

Monitor behaviour closely when pupils return

As pupils return to school, we will need to monitor behaviour more closely so as to:

- **Keep pupils and staff safe by ensuring new safety rules are followed.**
Monitor behaviour closely so as to check to make sure these rules are being implemented and make timely adjustments if necessary
- **Support those with challenging behaviour.** Some pupils may demonstrate more challenging behaviour than usual. Many pupils will be resettling into the structures and expectations of school. Some pupils may have also had a difficult time at home during lockdown, and may be experiencing trauma or grief. Monitoring behaviour more closely means appropriate support can be put in place for these pupils

Catch-up

Some pupils have lost more learning time than others during the period absent from school due to coronavirus and have fallen more behind than the rest.

Pupils who have the biggest gaps in their knowledge will need to be identified as soon as possible.

Guiding Principles for effective catch-up

- **It should be intense and time-limited**
- **It should focus on key knowledge and concepts**
- **It should make sure pupils experience success early on**
- **It should give children the opportunity to practise what they're learning and show they understand**

Schemes may be looked at that focus on direct instruction.

Catch-up can take place in class

While other pupils are working on an independent task, the teacher can work closely with small groups, or on a one-to-one basis. Teachers should aim to "teach to the top": all pupils should

complete the same high-level work, focused on the same key knowledge – the only difference is that the catch-up group aren't going into the same depth as the rest of the class.

One-to-one or small group tutoring

Evidence shows that tutoring can effectively support pupils who have fallen behind.

Biddick Hall Junior School has registered with National Tutoring Program.

Catch – up funding

We use lots of interventions and programs that use digital devices. Our current digital devices, i-pads are starting to break down. We are going to use a large bulk of our catch – up funding to buy more/new i-pads. Catch –up funding will also be used to buy Lexia and Doodle Maths as intervention programs. We will use Lexia intervention and Doodle Maths to support named children who have fallen behind their peers. The aim will be they will complete this 3 times a week at home. Doodle Maths Lift Off catch up will be used for all SEN children who need support in maths in school. An extra grammar lesson will be introduced in Year 4 and Year 6 using SPAG.com as these year groups indicate the biggest gaps in learning for pupils. Staff will focus on named children in class for reading. RWI phonics intervention will take place for named children in Year 3.

All pupils will continue with Reading Plus, Accelerated Reading and Times Tables Rock Stars.