

Faithful Positive Safe Nurturing Forgiving Fair Respectful Honest



## OUR LADY'S R.C. PRIMARY SCHOOL

### RECOVERY PLAN

Autumn 2020

*Learning and Loving Together; We Grow with Jesus*

Teachers and families across the country have provided extraordinary support to help children learn at home during the Covid-19 pandemic. However, for some children, the disruption caused by school closures will have had a negative impact on learning and wellbeing. While every school will have been affected by Covid-19 differently, we have considered the needs of our school community to design a recovery plan for our pupils. The right way to support learners will differ between schools and must be informed by the professional judgement of teachers and school leaders – so what we are doing might be different to other schools; there isn't just one way to do this. As always, our strategies will be kept under review and we may modify things to make them better as we go.

Please find below the recovery plan for Our Lady's R.C. Primary School based on 3 R's

- **Reset for Safety**

- **Recover for Wellbeing**

- **Rebuild for Learning**

- So, as we support all of our pupils as they return to school in September, our attention shifts as much towards helping children come back to us and each other as it necessitates considering the formal curriculum. Our recovery curriculum needs to balance *how to learn best* with *what to learn*. This is summarised from the work of Barry Carpenter, taken from his Recovery Curriculum model:
- **Lever 1: Relationships** – we cannot expect our pupils to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.
- **Lever 2: Community** – we must recognise that curriculum will have been based in the community for a long period of time. We need to 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 students 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 students to heal this sense of loss.
- **Lever 4: Metacognition** – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students 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 – The Recovery Curriculum – CBE, Professor of Mental Health in education, Oxford Brookes University**

- We have used the research of Barry Carpenter, a leading educational consultant, to plan the initial phase of our 'Curriculum Recovery' to ensure Our Lady's Curriculum Vision has 'uncompromising aspirations for every individual' and to provide a quality of education, which is broad, balanced and challenging for all – regardless of their starting points" and continues to be at the forefront of our planning.

## Our Lady's Recovery Plan September 2020

### Reset for Safety

Objective What do we want to achieve?	Key Tasks What will we do?	Cost	Who	Monitoring/Evaluation & Impact:
Ensure a safe as possible environment for pupils and staff	Update School Risk Assessment using Wigan LA Template – see detailed risk assessment Children and staff are to remain in consistent year group bubbles – YR – YR6 Limit assembly groups to these groups- no whole school assemblies for at least the first half term. Stagger start and leave times during school day- based on surnames. Classrooms will start to be open from 8.30 am (5 min intervals to Y6) - teachers ready to greet. Staggered lunch/ playtimes -Zone areas for different classes. Staff room limited to 4 people - we can provide alternative space in the library, KS areas etc. Ensure new routines of handwashing are in place. Visual illustrations to be put around the school.	None	All Staff	SLT
Ensure that all staff are fully aware of the procedures in place to keep children and staff safe. Note there are changes to the KCSiE document in September 2020:	<a href="https://safeguarding.network/keeping-children-safe-education">https://safeguarding.network/keeping-children-safe-education</a>  Staff to be made aware at the inset about the changes in the document. Documentation distributed via email and changes highlighted through an additional document.  School staff handbook	None	All Staff	SLT

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## Our Lady's Recovery Plan September 2020

### Recover- for Wellbeing

Objective What do we want to achieve?	Key Tasks What will we do?	Budget Implications how much time/money/people do we need to allocate?	Who	Monitoring/Evaluation & Impact:
<b>Re-establishing values and group collaboration</b>	Focus on wellbeing and mental health when the children return to school. Whole school displays and celebration of learning. Staff to receive Wellbeing & SEN Staff Meeting 2 <sup>nd</sup> week back	None	CC & CA to lead for whole Staff	SLT
<b>Enable our children to be active and healthy</b>	Importance of children staying active for wellbeing. Latics will continue to work with children in bubbles and teach one P.E session a week. Staff will continue the daily mile with their own classes. Mellors to create a healthy drop bag for class bubbles. Healthy menu shared with parents via website and newsletters.	None	All Staff  Mellors	Safeguarding governor Mrs Emily Coffey  CH & CB
<b>Reconnect with our School Community</b>	Share with parents plans being made in school to address children's wellbeing and readiness to learn. Engage parents in the transition back to school - Coffee morning Powerpoints to parents which support pupils' transition. Publish our 'Recovery Curriculum' on the school website.–Invite response from parents on what may be needed to support their child further – survey of experiences before the end of Autumn term. Shared with class teachers	None	Classteachers and CB	SLT
<b>To be an 'Emotionally Friendly' School</b>	Every morning, children will continue to be asked to place their name on a feelings chart within their classroom enabling them to verbalise their feelings to staff in that bubble. Expanding wellbeing vocabulary is essential in supporting children, as well as staff, to improve their wellbeing. 'Circles times' to discuss these feelings, as well as other topics, will be increased to allow children to speak and be heard amongst their peers and staff. Nurture Leader to have set times which identified pupils to deliver nurture sessions Use of Jigsaw has been fully implemented in all classrooms to support teacher confidence with PSHE.	None  Costings for additional Nurture Lead Tim with pupils ex2 hrs x 39 weeks = £1587.30 Diocesan Training £0	All staff  Mrs Armstrong & Mrs Teahan EW & CH	SLT

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## Our Lady's Recovery Plan September 2020

### Rebuild for Learning

#### Our Lady's Recovery Curriculum

These have been divided into 3 main groups, we will continue to use knowledge organiser and develop retrieval quizzes (Socratic, Quizlet etc.) to support assessing what the children have retained:

- Non-negotiable key concepts, knowledge and skills all pupils need to understand and will be taught in the new academic year before starting a new concept.
- Deeper concepts and knowledge we'd like pupils to learn but these are taught at a later date or covered again within the key stage
- Concepts that are not essential and aren't necessary for a good level of understanding. These will be covered in a variety of ways, which includes: home learning projects, reading text and writing.

A recovery curriculum will be in place to support all children upon their return to school in September. This will be heavily focused on supporting wellbeing - personal, social and emotional wellbeing but will also focus on identifying the gaps in learning and addressing these gaps. - We will endeavour to provide as much support as possible for all our children who may be suffering from anxiety/worries/bereavement/separation etc - We will be following our revised curriculum plans and all children will receive a curriculum based on developing maths and English skills and knowledge, but also a creative topic based rich curriculum. - Outdoor learning will be used as much as possible to enhance and enrich teaching and learning but also as a healthier option in terms of fresh air and less chance of transmission of any infections. - PE and Sports will be vital to increase the fitness and wellbeing of pupils. - There will be no whole school singing, but whole class singing or use of specific instruments for music lessons is now permitted e.g. Brass instruments. Virtual learning and communication will continue using email and Seesaw as a vehicle for delivery and effective communication. In the event of a local lockdown this will be a main form of teaching and learning if school has to close. - There will be no face to face assemblies, no group or paired activities that cannot follow safe social distancing where possible, no performances. These will continue in the form of single class and virtual assemblies until further notice. - There will be no school trips initially and all future school events/trips will have to be thoroughly risk assessed and planned according to guidance.

Objective What do we want to achieve?	Key Tasks What will we do?	Budget Implications how much time/money/people do we need to allocate?	Who	Monitoring/Evaluation & Impact:
<b>Ensure adequate provision for pupils with SEN as well as pupils who need extra support</b>	An intervention plan has been created by Mrs Teahan. Summer handover meetings have taken place to highlight key needs/provision. Weekly plans should highlight expectations for individual SEN children/focused support Autumn term formative assessments will inform staff which interventions would be beneficial to support children. <a href="#"><u>(See Intervention plans below)</u></a>	See below	CT/CH	SLT
<b>Ensure that Reception children have access to quality provision through play based learning to plug gaps within 'making relationships', 'managing feelings and behaviour' and 'speaking' (ALL</b>	CC and LM to liaise to create a timetable, which allows children to continue with their learning instead of being restricted by the logistics.  Adult in provision at every opportunity to model how each area should be used  Outdoor learning to be used at every opportunity so children who favour outside play can still make progress within these areas of learning.  CC to offer in house modelling of play based learning and use previous experience of Nursery	£0  All staff are currently accounted for in the budget          £100 supply to cover time out of class X3 = £300	CC LM VA VT SW	Children will be able to use the areas independently and use play base learning as a form of assessment from staff.  By the end of Autumn term 85% of children will be Reception ready within 'making relationships', 'managing feelings and behaviour' and 'speaking'

<p><b>PRIME AREAS OF LEARNING)</b></p>	<p>provision to ensure children are accessing the area at appropriate levels.</p> <p>Access support from Early Year SEN team to ensure that identified children can access the provision at an appropriate level and make continued progress (although these steps may be much smaller).</p>	<p>£0</p> <p>Early Years SEN offer support as part of the SLA</p>		<p>Provision will have be accessible to children and expectations will be set for the current needs of Reception (majority of children are not Reception ready)</p>
<p><b>Increase the quality of language used by children in KS1 to ensure that they are phonics ready.</b></p>	<p>Oracy project such as Voice 21 or Nuffield oracy programme.</p> <p>It's good to talk training run by TESS</p> <p>Implement Talking partners for children who do not make progress from the above intervention</p>	<p>£357 for the resources £195 for the training</p> <p><b>FUNDING FOR THIS MAY BE AVAILABLE FROM DFE. IF NOT SUCCESSFUL THE ABOVE PRICES WILL NEED TO BE APPLIED</b></p> <p>£180</p> <p>£350 for two people to be trained</p> <p>Total £1,082.00</p>	<p>30 weeks by teaching assistants in groups of three to four children. VT to be trained to deliver this within Reception class. KLP to be trained in Year 1. This can then be delivered across the key stage</p> <p>TBC once the programme is released</p>	<p>85% of children will have improved expressive language skills, including the use of vocabulary and grammar. Their letter-sound knowledge will also improve to ensure that the foundations of phonics are in place</p>
<p><b>Increase the number of children in KS1 using phonics skills in order to achieve Year 1 phonic screening level.</b></p>	<p>Assess all children at the beginning of September to establish gaps in learning</p> <p>TA to consolidate gaps in phonics during class based intervention</p> <p>CPD for KS1 who are responsible for a phonics group so that the whole KS1 can offer Soundwrite as a universal offer (evidence based intervention programme)</p>	<p>N/A</p> <p>£1530 for training (based on 2019 prices) £195 per day of supply £2160 (TESS prices) £3690 £440 per person +VAT (online training) £1320 in total</p>	<p>All class teachers</p> <p>LM JW</p>	<p>Reception children will be secure phase 3 by the end of Summer 2</p> <p>Increase in Year 1 passing their phonic screening check</p> <p>Increase in children in Year 2 passing the phonic screening re sit</p>

			VA	
<b>Smooth and effective transition YR- Year 1</b>	Focus on talk and play to strengthen critical aspects of development QFT should reflect a pedagogy based around the Characteristics of Effective Teaching and Learning i.e. Playing and Exploring; Active Learning and Creating and Thinking Critically. Ensure that the Early Learning Goals are addressed and mastered before moving on to a Primary curriculum.	£0 Key stage Meeting agenda item	CC, LM and JW	SLT
<b>Smooth and effective transition Y2- Y3</b>	Staged timetable to introduce new routines and develop organisational skills. Coffee Morning Transition Videos to relieve anxiety Make space for creating concrete memories. These will help the whole community to process what has happened. There will be positive as well as negative memories of this time.	£0 Emotionally Friendly activities £ 0 Nurture provision time – see costings below	EW/CH/CT & CA	SLT
<b>Ensure skills for learning are made explicit in classrooms and school community</b>	Staff to develop ‘Growth Mindset Classrooms’ to reconnect with key learning skills. Talk about the importance of developing a Growth Mindset. Focus carefully on the language children use. E.g. instead of ‘I am not good at this’ try ‘I am not good at this YET but I will learn.’ Instead of, ‘This is good enough’ try ‘Is it my best work? Can I improve it?’ Avoid deficit talk of ‘catching up’, ‘being behind’, or ‘missing work’. Instead, focus on teaching children about their brain’s ability to grow and model and praise mistakes as an opportunity for brain growth. Focus on providing rich and open ended tasks and focus on them and their interests. Use expertise to set engaging, exciting and challenging work that connects with pupils’ meaning, purpose and passion.	£0 Growth Mindset resources distributed to staff through curriculum school improvement work <i>NPQSL Project</i>  Growth Mindsets for Teachers and Learners <a href="https://alison.com/course/growth-mindsets-for-teachers-and-learners">https://alison.com/course/growth-mindsets-for-teachers-and-learners</a> (Free Course)  <a href="https://www.innerdrive.co.uk/workshops/growth-mindset-teacher-cpd/">https://www.innerdrive.co.uk/workshops/growth-mindset-teacher-cpd/</a> £7 each	EW & BW	SLT
<b>Ensure that children coming from KS1 and have gaps in their phonic knowledge are immersed in</b>	Assess children who did not pass phonic screening at the beginning of September to establish gaps in learning  CPD for one full time staff member to ensure that children have access to Soundwrite throughout the week.	£510 (TESS)  £440 per person +VAT (online training for KS2 staff member)	All class teachers  TBC due to staffing and	Increase the reading scores of KS2 children as children will become fluent and are able to focus on comprehension.  Increase in spelling within writing

<b>high quality phonics</b>			TAs not full time in KS2	
<b>Ensure opportunities for Outdoor Learning to improve the wellbeing and attendance of children within KS2</b>	Engage with forest school training and offer to key individuals who are under the attendance officer remit.  Within planning, highlight opportunities for outdoor learning. Look at <a href="https://www.forestschoollassociation.org/what-is-forest-school">https://www.forestschoollassociation.org/what-is-forest-school</a> and investigate setting up a forest school	£1000 for the training  £1500 (approx.) for the equipment (Swedish fire steels/ safety gloves/ Kelly kettles etc.)  £2500	CA	Increased attendance from targets group of pupils
<b>Ensure Assessment of current understanding</b>	Non-threatening formative assessment techniques will be key in identifying where children are and to highlight specific gaps in learning. Techniques include quizzes, observations, self-assessments, written responses, think-pair-share, oral responses etc. Previous year's Summer term assessments will help to create an effective baseline and identify gaps in learning. Michael Caine's reading year group targets and guidance will support assessment process. Maths White Rose assessments at the beginning and end of each topic will also enable teachers to plan whole class teaching on fluency, number facts and operations	£0  Premium White Rose Maths Subscription £99.	SLT	Book looks via TEAMS in Staff Meetings to celebrate the use of effective assessment and progress. Pupil voice Informal conversations with staff
<b>Accelerate learning of expectations of previous school year</b>	Staff will use these objectives and carefully adapt planning through use of formative assessment and pre-teaching. Assess, Plan, Do, Review Cycle. Transition meetings carefully outline what was taught prior to schools closing	£0  NFER Summer Tests £320	CC through staff meeting	Key Stage Leaders to monitor via KS Meetings
<b>Reading, Phonics, Writing, Spelling, Maths &amp; Wellbeing</b>	<b>Phonics</b> KS1 to have additional phonic sessions/interventions where needed. Year 3 to have daily phonic sessions timetabled for the first half term and then review progress Sounds Write intervention for Y3 children needing phonics practice and revision. <b>Spelling</b> Discrete spelling sessions included in weekly timetables (KS1 and Yr3 especially)	TAs/NW to deliver interventions (See Intervention Plan)  TAs/NW to deliver interventions (See Intervention Plan)	GC/CC/CH  GC/CC/CH	SLT



	<p><b>Writing</b> Moderating writing produced from the whole school book project carried out in the early weeks will help identify an early whole school picture</p>	<p>TAs/NW to deliver interventions Talk4Writing Training – whole class QFT <a href="https://www.talk4writing.com/wp-content/uploads/2020/05/Talk-for-Writing-Online-training.pdf">https://www.talk4writing.com/wp-content/uploads/2020/05/Talk-for-Writing-Online-training.pdf</a> Cost TBC</p>	GC/CC/CH	
<b>Maths</b>	<p>Additional fluency sessions included in weekly timetable Maths Hub Intervention in place which supports number work. White Rose resources which begin with a ‘Recap’ section at the beginning of every topic will be used by teachers to help plug gaps in children’s knowledge. This will also help to remind the children of their learning and revisit past concepts to help with coherence through topics Higher focus on fluency sessions included in weekly timetable with snappy maths being completed every day. Sticky knowledge activities to revisit previous knowledge. Numicon based on numerical understanding will be used as an intervention to support children’s missing knowledge and understanding. An online CPD course is available for this to be used for staff training in Numicon. Fortnightly arithmetic will continue to allow children to practice their four operations to allow teachers to manipulate planning accordingly. The ‘Ready to Progress Criteria’ is to be used by teacher to support their planning for the recovery curriculum. Training on this during the maths staff meeting in the 3rd week of the autumn term. This is supported by teacher guides and powerpoints alongside the PD (Spine) materials already being used by NCETM. Intervention materials for staff include: Numicon, Primary Maths intervention in number programme and ‘Ready to Progress’ lessons. Numbots to be purchased alongside TTRS to support number bond facts.</p>	<p><a href="https://global.oup.com/education/content/primary/professional-development/numicon/numicon-intervention-training?region=uk">https://global.oup.com/education/content/primary/professional-development/numicon/numicon-intervention-training?region=uk</a> - £300  <a href="https://global.oup.com/education/content/primary/professional-development/numicon/numicon-online-pd?region=uk">https://global.oup.com/education/content/primary/professional-development/numicon/numicon-online-pd?region=uk</a>  £99  Numbot subscription with TTRS discount - £83.95</p>	BW/CH/CC	SLT

<p><b>Ensure a broad range of curriculum subjects taught in the Autumn Term</b></p>	<p>Although schools are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), timetables will still incorporate a broad range of curriculum subjects.</p> <p>Music will be led by Miss Whittingham and enhanced through Wigan’s Music Service which will take place in its class bubble. . The use of Charanga and its home learning platform ‘Yumu’ will help children to access music more often than just their lessons in the classroom. CPD materials on Charanga and how to use it effectively in the classroom have already been register for which will begin in October</p> <p>P.E will be led by Miss Postlethwaite and will be enhanced through Latics, including before and after school, lunch time provision and again will be timetabled in class bubbles. Our wraparound care will also provide important physical opportunities for our pupils</p> <p>RE and Science (core subjects) will be taught weekly (including daily collective worship) with focus on Scientific Enquiry.</p> <p>A themed approach for Art/DT and topic will take but with a focusing on delivering the non-negotiable skills. Creativity has an important role here: children and young people express their emotions through art, music, sport and in recreational play</p>	<p>Cost of Charanga – £150 Music SLA £2399 WOPPS Arts intervention to increase wellbeing</p> <p>Sports Premium funding to action this element – see Sports Premium costings</p>	<p>BW/CH</p> <p>KP/CH</p>	<p>SLT</p>
<p><b>To catch up the grammatical skills of pupils in Upper Key Stage 2</b></p>	<p><b>SPAG Intervention for Y5 &amp; Y6</b> QFT intervention with specialised grammar teacher to enhance provision, address gaps in learning and accelerate progress of pupils.</p>	<p>£100 per afternoon (x15 afternoons Autumn = £1500) X 12 afternoons Spring = £1200 X 12 afternoons Summer = £1200</p>	<p>HK</p>	<p>GC</p>
<p><b>To improve outcomes of disadvantaged pupils (or other groups of underperforming pupils in Reading, Writing and Maths</b></p>	<p><b>Autumn Term Additional Targeted Interventions Programme</b> ( LRC/Library/Group Rm or Hall) <b>X4 groups twice weekly 6 week block for KS2 Monday AM &amp; Tuesday PM</b> <b>X4 groups twice weekly 6 week block for KS1 Wednesday AM &amp; Thursday AM</b> <b>Maths &amp; English Core skills Catch- up</b></p>	<p>Autumn £1080</p> <p>Spring £1080</p> <p>Summer £1080</p>	<p>NW PR</p>	<p>BW,EW &amp; GC</p>

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