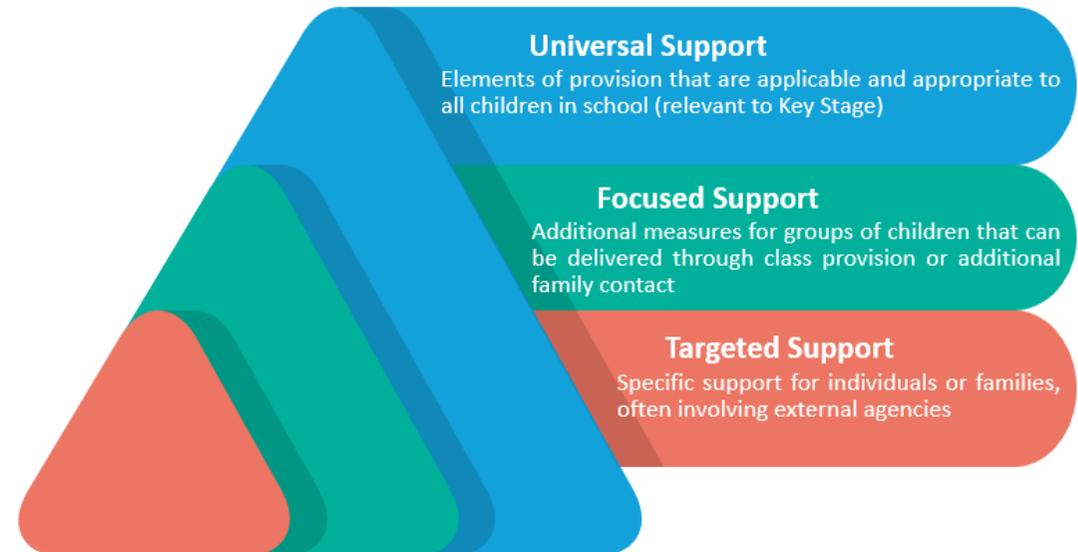
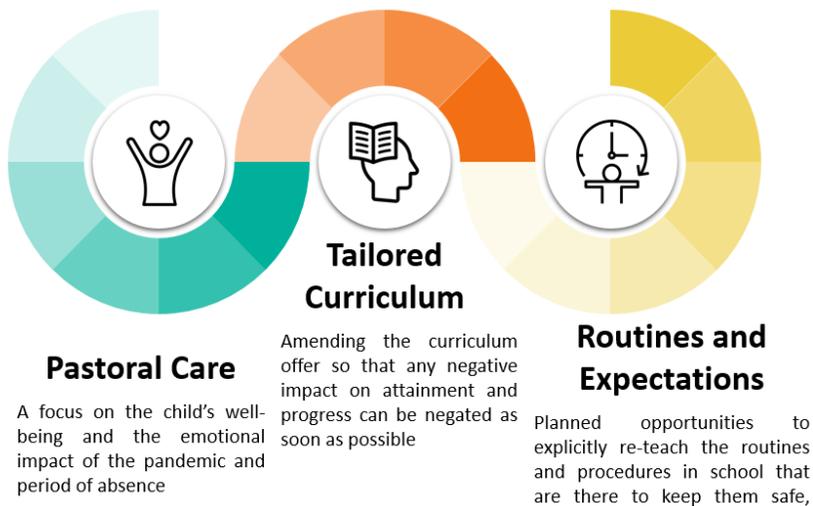


Woodlands Primary School Recovery Plan September 2020

Staff at Woodlands Primary School are going to commit time during September to ensuring that routines, expectations, standards, relationships and values are quickly re-established. At the heart of these plans, getting children ‘back-on-track’ in both an academic and emotional sense is the absolute priority.

We are focusing on three strands:

Levels of support for each strand will be implemented in a tiered approach:



The following information outlines the actions that will be taken by staff at various levels. Actions will be organised by strand and then by level of support so that there is a clear priority, purpose and direction of support.



Pastoral Care

| Universal Support | Focused Support | Targeted Support |
|--|--|--|
| <ul style="list-style-type: none"> ➤ Promote good mental health and wellbeing – a nurturing approach is key, now more than ever. ➤ Help pupils rebuild relationships with each other and staff – some children will need this facilitated and modelled. Collaborative work with peers will be very important. ➤ All staff trained in the use of the Jigsaw Programme and to follow plans from Day 1 ➤ Children who demonstrate changes in behaviour are to be referred to SLT, DSLs and Pastoral Team through discussion and then CPOMS ➤ Maintain close connection with parents via newsletter, parentmail, calls home and emails. ➤ Environments to be low stimulus to support re-integration for SEND (and all others) ➤ Strategies used with all to promote independent self-regulation of emotions ➤ Weekly WS or KS remote assemblies to maintain a ‘togetherness’ and Friday celebration assembly to celebrate the successes of the week (initially adapted) ➤ Check up-to-date contact details (especially emails & emergency numbers) from parents ➤ Adopt a consistent morning routine from the outset – provide a set of lessons in the morning, which are familiar to pupils. The | <ul style="list-style-type: none"> ➤ Pastoral Team to follow up with families who have experienced trauma/change in circumstances – what further help do they need? ➤ Acknowledge children who need respite from ‘work’ and need extra space i.e. time out to read, move or relax ➤ Where teachers feel it is appropriate for whole-class ‘down-time’ then provide children with mindfulness activities | <ul style="list-style-type: none"> ➤ Bereavement support for those children/families identified and supported remotely during lockdown ➤ Referrals to external agencies where concerns have been identified ➤ Stocktake all CP/CiN/EarlyHelp work during lockdown and provide/receive a summer holiday update through contact with social worker and other external bodies ➤ School nursing referrals for children returning with additional/altered medical concerns (not neglecting mental health) |

approach in these lessons may well be adapted this year, but reintroducing a recognisable routine will be important and reassuring. Year groups to decide what is appropriate in terms of content to cover and tasks given in the early stage of the year. There is no requirement to revert immediately to the usual Spelling, Phonics, English, Guided Reading and Maths planning from the outset. Year groups to use their discretion of what feels right in terms of their cohort.

- Initially, use afternoons more flexibly for restorative activities – the focus should be on promoting a sense of belonging again, collaboration, social skills, time to talk and re-engage with each other and the school. Year groups will determine what these afternoons will look like. They won't continue indefinitely and year groups will decide when they wish to introduce a more standard daily timetable, which should be determined by the needs of the pupils.
- Give opportunities for open discussion on lockdown experience – help children put this period in context, drawing out the positive elements and showing the children how we can all build on these: e.g. how the experience has made us all realise the importance of friends, family, the school community and the wider community. But we will also...
- Observe our children carefully and identify any concerns – where the need for support is greater than that offered through whole class activities, discussion and learning, class teachers and TAs can discuss with SLT best course of action for more specialised support.
- Remember this period is about moving on - although children will have a chance to discuss, we won't dwell overly on the lockdown period. If pupils are identified as needing additional support, this will be offered separately and in consultation with SLT.

What this could look like

- Planned and informal observation of children, noticing any difference
- Active listening – conscious effort to allow talk
- Clear but flexible expectations - children find comfort in consistency and routine, however some children may need a more flexible approach to managing their wellbeing needs.
- Starting the day with ‘readiness’ reading to allow calm and processing of emotions
- Planning for mindful activities when appropriate – so they are calm, alert and ready to learn, e.g.
 - Children’s yoga
 - Mindful colouring
 - Sensory circuits
 - Deep breathing exercise
 - Physical exercise
- Movement breaks
- Having an explicit mechanism for children to be able to express and share how they are feeling, including identifying preferred person.
- Feelings check in chart for YR/Y1 (today I feel happy, sad, cross etc.) to start conversations
- A slightly slower pace generally. If not given time to process their feelings, children may go into fight or flight mode/hijacked amygdala. It can take up to an hour for them to calm down before they can have any rational thoughts.
- Growth mindset – there will be a heavy focus on building children’s resilience, self-confidence and belief in their abilities.

What this could look like

- SEMH concerns raised at pastoral meeting
- Extra support at lunch time
- Phone call/meeting with parents
- Individual support within class
- Zones of Regulation
- Scheduled movement breaks
- Distraction jobs – registers to office, resources moved etc

What this could look like

- External agency support in or out of school, family or individual basis, run by school staff under guidance or by external staff remotely or in person

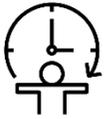


Tailored Curriculum

| Universal Support | Focused Support | Targeted Support |
|--|--|--|
| <ul style="list-style-type: none">➤ Sharpen our focus on the core subjects (without losing variety in the curriculum) - writing (including handwriting), phonics, spelling, reading and maths. The foundation subjects will still be prominent and will not be removed this year, but they will be slightly reduced. Should they see it as right for their cohort, year groups will have the flexibility to adopt a more cross-curricular, thematic approach to engage and interest the pupils and to keep the breadth of learning.➤ Greater flexibility with timetables - teachers and year groups will be given more autonomy to plan their days and weeks to best suit the learning needs of their pupils. This may mean moving writing activities for foundation subjects into the morning, blocking certain subjects or teaching topics that spread over more than one term.➤ Additional time for maths each day - there will be 1 hour and 15 minutes allocated to maths for each day. It will be down to year groups to decide how best to use this time. One suggestion would be to use an additional 15 minutes in the afternoon (after teacher assessment) to follow-up on the learning earlier in the day to consolidate, correct misconceptions or extend learning.➤ Easing the demand on foundation subjects – given there will be more time needed each week for filling gaps, for maths and PSHE lessons, plus the fact that we will have lost the initial time we invested in restorative activities, we know that we need to free up time in the curriculum. We believe that foundation subjects should definitely remain and form an important part of our curriculum – the children love them and they bring interest, fun and variety to the days. This should not be lost. However, for this year only, we will ease the requirements to teach some of the units for foundation subjects as follows: | <ul style="list-style-type: none">➤ Usual SEN processes. CTs to contact families to discuss provision this year and share provision mapping so they know what support their child will be receiving. Include pupils requiring catch-up➤ Child voice to be acknowledged and consideration given to the wishes of the child in terms of pace of learning (SEND) to ensure positive progress of SEN pupils in school during lockdown is maintained.➤ Promote independent learning via tight scaffolding for those that have become particularly reliant on an adult (through home-learning)➤ Ensure that appropriate groups receive curricular support but that scaffolding is reduced quickly so that emphasis is placed on children being independent learners➤ Gaps in non-core curriculum to be addressed if needed at the commencement of new topics i.e. where children have missed out on learning about the Romans, they will receive a few lessons on this prior to learning about the Anglo-Saxons | <ul style="list-style-type: none">➤ Children who have not engaged in any home-learning to receive specific focus/intervention to support them in quickly returning back to pre-COVID level. Use of internal additional support teachers. Possible tutoring (TBC).➤ Specialist teacher & Ed Psych to develop provision for specific children. This is to be reflected in the provision plan, and inform the intervention activities and booster support.➤ Appropriate adults to work safely with children, by way of intervention – this is not to occur during core subject time, but through agreement with the class teacher about the child’s priority learning. Be aware of overload if intervention are happening during times when the rest of the class are undertaking respite activities. |

- Computing – 3 units
- Science – 5 units (no change)
- DT - 2 units
- Art – 2 units
- History – 2 units
- Geography – 2 units
- Teaching staff to be mindful that children have not had full control of their learning during lock down, and experiences have widely differed. Recovering lost ground requires deliberate practice.
- Phonics to be delivered regularly and with rigour, revising sounds that children may have forgotten.
- Daily reading lessons that foster the **love of reading and book enjoyment**, but that focus on fluency, comprehension, vocabulary development and promote speaking and listening.
- A focus on handwriting to quickly re-establish high standards – not necessarily explicit sessions, but a **heavily promoted class culture**
- Writing to be regular (daily) and across the curriculum. Lots of short-burst writing to promote writing stamina outside English lessons, but also **revision of sentence structures**.
- Maths to focus on number work with a **daily arithmetic session**. TT Rockstars to be accessed regularly and promoted to support automaticity of recall – retrieval practice heavily used.
- PE curriculum to focus on fitness – children are to increase their activity levels within each session.
- Rigorous assessment in English and maths, including testing, when curriculum is re-established to identify gaps

- End of September baseline assessments to support identification of gaps – use to identify groups for focused support by class TA or CT
- Daily 1:1 reading for those who have not read during lockdown
- Teachers to identify lessons on Oak National Academy that could be used to share with parents as pre-learning.



Routines and Expectations

| Universal Support | Focused Support | Targeted Support |
|---|---|---|
| <ul style="list-style-type: none">➤ Our approach to routines and expectations should acknowledge that children thrive in predictable, stable environments with clear boundaries.➤ All staff to be responsible for the behaviour and attitudes of all children, whilst also acknowledging an adjustment period may be needed for some.➤ New behaviour policy to be shared with all families at the start of September.➤ W/S assembly via Teams to re-establish school's values and behavioural expectations in week one.➤ All staff to introduce and re-visit the school values and 'over-communicate' this in all correspondence with families and conversations with children.➤ Children to complete induction sessions and Jigsaw programme lessons on 3rd, 4th Sept and come to an agreement about what the school values will look like in their classrooms (pictures, writing, drawing etc.)➤ Teachers to explicitly teach/re-teach the hygiene procedures, social distancing from adults, going to the toilet, eating in classrooms and bubble integrity messages in class. | <ul style="list-style-type: none">➤ Target the use of reviewed reward systems to foster good learning behaviours and attitudes to one another. Relate these to the school values and new protective measures.➤ Provide regular reminders for those struggling to distance from staff and follow hygiene procedures. Again, this is everyone's responsibility. If children are not seen adhering, we are all to address it.➤ Hold specific group conversations or assemblies (distanced) as required if there are pockets of children who are not following expectations.➤ Quickly identify groups of children who are not attending as regularly as expected.➤ Have conversations with families not adhering to new routines. | <ul style="list-style-type: none">➤ Provide additional support materials and offer sessions beyond the school day for those requiring it.➤ Pastoral staff to conduct phone calls and home-visits for those children with a particularly poor start in terms of attendance.➤ Pastoral staff to contact families if individuals stand out as being unable to quickly return to the Woodlands expected behaviour.➤ Specific praise to be given to those children that have adapted well (in their own context).➤ This praise can be awarded in class, through virtual assemblies or through messages to parents. <p>At all stages, we must acknowledge that some children will need more time than others to adjust and 'return to normal'.</p> |