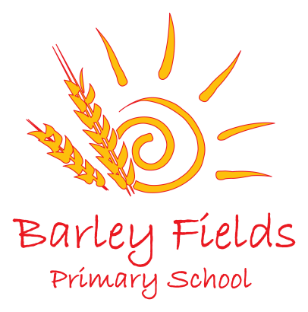
**Whole School COVID Recovery Plan 2020-21**

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| **Scenario 1 – Re-engagement and Recovery** | **Cohort** | **Teaching Provision** | **Curriculum Recovery** | **Assessment** | **Communication** | **Professional Development /Resources** |
| National default position: School settings are open with no difference to educational settings other than **face coverings must be worn** by adults when moving around the premises – **corridors and communal areas.**  **Dfe guidance followed and risk assessment completed**  **Social distancing** where possible.  Year groups continue to be taught in **bubbles.**  **Lunches in bubbles**  **Adults expected to be 2m away from each other at all times**  Parents will NOT be allowed onto site unless in an emergency or a pre-arranged meeting which must be approved by the HT.  All staff have individual PPE  All PODs have cleaning, hand hygiene and first aid equipment.  Within school communication moved to TEAMS  PPA to be taken at home  Staff to vacate the building by 4.15 and continue work at home | All children  [YN – Y6] | School is fully open for all pupils.  All Lessons taught in key stage bubbles Pods.  Each Key Stage with dedicated classrooms, entrance, exit doors, toilets and play/social spaces.  All classrooms Y3-6 front facing with teachers maintaining 2m distance from pupils when possible and always a 2m distance from other adults.  **Academic Re-engagement**  All lessons taught in line with the school curriculum and Schemes of Learning.  Core subject ‘Catch up’ work identified after baseline assessment and managed by the key stage lead.  Increased teaching time for core subjects in morning sessions – reading, writing, arithmetic and reasoning lessons taught daily.  All other foundation subjects taught in teaching blocks identified on MTP.  **Remote Learning**  Online offer planned in response to bubble closure, individuals isolating and time waiting for testing.  Seesaw used as primary means of teaching with access to purchased CGP materials. Pupils also have home access to a range of online learning platforms.  Class teachers to monitor. If pupil doesn’t engage class teacher to liaise with RS attendance lead. RS to contact parents directly to offer support.  …..........................................................  **Pastoral and SEND**  HT/DHT to liaise with parents and families of anxious children/children experiencing difficulties  Teachers to be informed of child involved.  First aid – instances of ill health are assessed by First Aider in the Bubble area - see risk assessment – wearing additional PPE in line with COVID symptoms. Designated first aiders for each year group to prevent possible cross-contamination and potentially wider bubble closure.  Pupils displaying Covid-related symptoms are isolated at the front of school. Testing advised, or home test given to family if needed.  Public Health informed of any positive tested children – any ‘disruption to a child’s education’.  External agencies ie. Speech and language/CAHMS workers will only be allowed in school in line with risk assessment and using the new therapy room - a booking system in place for use of therapy room. All professional from external agencies must scan track and trace barcode at main entrance.  External agencies who do not comply with our own risk assessment will be refused access.  Families isolating and on means tested FSM or who are struggling refer to SPOC at Early Help (Amanda Porteus) for assistance with provision of FSM, breakfast foods and/or food parcels (SBC provision to be advised) as required  SEND provision to follow normal routines and assessments  Vulnerable children (CIOC)- in the event of the need to self-isolate due to individual contact or due to bubble closure, RS to contact carers regularly to offer support. Social workers will be informed of looked after children who need to self-isolate.  Targets for vulnerable children continue to be set termly via pep meetings which take place over Teams. | Full curriculum with adjustments at subject and key stage level to ensure catch up curriculum already planned is delivered and gaps closed (see monitoring and assessment timetable for monitoring activities and summative assessment dates)  Streamed teaching in Maths to go ahead in KS2 bubbles. Children to move between groups for Maths lessons.  Specialist subjects with high levels of intervention e.g. Phonics will be taught by staff in the ‘overarching’ bubble to allow for appraise intervention and support. Staff will try to adhere to 2m distancing. Adults will maintain responsibility for set groups of children.    PE is taught in class bubbles – PE will be outdoors wherever possible, students to come in appropriate PE wear for PE days only (full school uniform will still be expected on other days).  Dance will be delivered in blocked sessions over a 2 week period in the hall giving children 3-4 hours of dance provision linked to enrichment  Sports Coaches to teach at 2m distance and will teach at 2m distance from children wherever possible.  Use of IPADs in timetabled slots and equipment to be cleaned afterwards.  It suite access to be timetabled and used by only 1 bubble daily  Music to be adapted to include activities that do not include singing. Work on beast and rhyme, use of untuned percussion etc. | Books can be marked with good hand hygiene  Reading books that have been taken home to be quarantined on return for 72 hrs (daily boxes) before being returned for further use.  To ensure consistency, Marking and Feedback policy has been reviewed and cascaded to all staff.  EY – Seesaw use increased to facilitate observational assessment.  Y1 – Y6 Baseline assessments will be completed by 26th September and any children isolating or quarantining will complete on return. Results will be used to assess gaps for bigger groups to inform bespoke planning for catch up curriculum in year groups and potential use of any funding.  October baseline assessments used to modify Key Stage and individual Year group priorities as trends and gaps in learning have been identified.  Homework will continue to be set via online means plus provision for children without devices or internet facility.  Staff to ensure log ins for those completing a paper version are still valid and non-completion will be done in school to ensure log in details etc. are up to date and not forgotten.  Formative and summative assessments throughout the year to monitor progress and catch-up. Assessments and progress checks in line with monitoring and assessment timetable  Pupil progress meetings identified with team leads  Dedicated staff meeting/team meeting time for KS leads to liaise with members of their team to review the impact of the recovery curriculum and the progress of individuals / groups. | Daily Attendance figures collected and analysed CH/RS.  New symptomatic children to be reported to Stockton LA’s COVIDOUTBREAK email.  Follow-up for non-attendance on site following usual procedures and in line with latest LA advice and guidance.  X code to be used in register for those isolating or in quarantine.  Parents contacted on Day 2 by teachers – offsite work provision from day 2 if the child is well.  DFE figures to be submitted daily CH  EY figures to be submitted weekly CH  CPOMs to be used to log all communication additionally including:   * Learning engagement * Family support * Attendance   Any safeguarding concerns reported in the usual way. | CPD delivered using online platforms  CPD re delivering lessons from home in case of teacher isolation  SEND online training relevant to children in bubbles  CPD re use of teams for all staff and accessing work drives from home  CPD in line with own Appraisal requirements  HT to ensure all teaching staff have a laptop offering remote access for staff  EY Tas to be allocated a staff IPad if required to isolate (support with online learning patforms)  All teaching staff to have staff Ipad allocated  Purchase of 10 IPad to be used on loan to support remote learning when needed. Priority use given to disadvantaged and vulnerable children |
| **Teacher isolating but well enough to work from home** | **All lessons to be delivered as normal via Teams with TA in classroom for stewardship and support where possible (KS2 particularly)**  **Staff required to engage in training – Mr P ICT package promoted, SSS safeguarding Training, other bespoke training linked to cohort needs**  **Some staff to be set school improvement work as linked to roles and responsibilities in school.** | | | | | |

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| **Scenario 2 – bubble closure** | **Cohort** | **Provision** | **Curriculum** | **Assessment** | **Communication** | **Professional Development** |
| To be implemented where a bubble /part bubble is off site in isolation  Identified pupils and staff isolating for 10 or 14 days    In areas of the school that remain open – Tier 1 provision remains in place see above | All students YN – Y6 | **Academic – see remote education policy for full details**  Children to be given access to learning packs for home learning – contents CGP materials, exercise books, reading materials and online learning platform codes.  Seesaw to be used as the primary teaching delivery. Maths and English activities set daily – bespoke units of work in place for part closure of bubbles.  Foundation subject teaching to be linked to planned MTP curriculum coverage where possible.  Engagement to be seen as compulsory unless child is ill. RS to support  Support with technology loan offered to vulnerable and disadvantaged children.  …..........................................................  **Pastoral and SEND**  DSL to liaise with SPOC re vulnerable families to ensure food is available for both breakfast and lunch.  DSL LAC will advise social care of any families isolating who have active social care involvement.  DSL to contact identified vulnerable families x 2 per week. | To be continuous throughout the isolation period with all parties knowing the expectations for completion of work and tasks.  Teachers to provide a basic timetable for children to follow during the school day with clear indication of tasks / time scales. Shared at the start of the isolation period.  EY to encourage hands on activities and share some learning with short direct video clips  Teachers to continually reflect on any previous catch up learning to ensure future plans include further need  Every child will be given a home learning pack and exercise book and pen/pencil in readiness for any lockdown. | Assessment will use the online learning platform/ reading /maths programmes to assess engagement and progress.  Kahoot may be used in KS2 with short quizzes delivered.  Feedback will be given by Seesaw  Where a child is not engaging in the virtual offer, teacher to liaise with RS attendance for advice and support  Teacher to contact child daily to discuss barriers and ensure children and parents are aware of their responsibilities in keeping their children up to date with their peers. | As Tier 1 plus  Prompt and clear communication by SLT through MME app  Letters will be via MME and posted to the school Facebook Page.  Non completion of work (ie. Non attendance at virtual offer) will be reported to the attendance officer (DHT) for follow up.  CPOMs to be used to log all communication for:   * Learning engagement * Family support * Attendance   Team leaders will ensure all team staff are included in staff communications.  Any safeguarding concerns reported in the usual way. | Professional development will form part of the ‘working from home’ time allocation.  Staff to be directed and encouraged to self source CPD relevant to their own learning.  Any CPD needing cost will need the permission of the HT.  All staff will keep a log of how time is spent during the working from home time – all staff are aware of the expectation that full hours are completed. |

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| **Scenario 3 – Full school closure** | **Cohort** | **Provision** | **Curriculum** | **Assessment and Reporting** | **Communication** | **Professional Development** |
| **Social distancing still required, minimum of 2m.**  Preventative measure remains in place.  **Face coverings must be worn** by adults and pupils when moving around the premises – corridors and communal areas.  Working from home requirements complete | Schools closed to all students except **Key worker/**  **Vulnerable children** who must continue to attend. | Onsite Key Workers and Vulnerable children identified through parent survey.  Rota of support staff to ensure supervision children on site  DHT to arrange key worker pod groupings, assign staff and arrange timetables  HT to review vulnerable/SEND families and arrange attendance/contact/support  Member of SLT/DSL on site each day  Paediatric first aider on site each day  Office staff rota – one member of staff daily  …......................................................  **Academic**  As Tier 2  Support staff on site will support those attending to ensure they complete work and support as appropriate  …........................................................  **Pastoral and SEND**  All teachers to update vulnerable list for DSL  DSLs to contact vulnerable or identified children x 2 weekly for support and signposting | All teachers will work from home and will deliver as Tier 2  All teachers to have remote access to school server | As Tier 2 | As Tier 2  Weekly newsletter updates to parents HT  Facebook Community group re-established  Promote loan of school equipment where necessary to vulnerable and disadvantaged families etc. | Head teacher to contact all staff across the period and issue directed CPD.  TA focus on technology skills – use of online learning platforms.  Safeguarding and online security continue to be routinely raised with staff |