**Recovery Strategy**

There are many factors to consider when planning and preparing the return to school for pupils and families. There is the overriding need to ensure the safety of all members of the school community, as well as ensuring an understanding of the psychological impact of Covid-19 and the wellbeing of children and adults. At Parsloes, wellbeing will form the foundation of our approach to the wider reopening of school. It will be on this firm foundation that learning will stand.

Our Recovery Curriculum will ensure that we are responsive to the needs of our school community. It will have incredible influence over the recovery process with the power to inspire and rekindle curiosity. Understanding what has been lost during a Lockdown period will enable us to rebuild learning and create opportunities for all. Our Recovery Curriculum will be a working document that is frequently revisited, reflected upon and adapted.

When returning to school, Parsloes Primary School will ensure that:

* Routines, expectations, relationships and values are quickly re-established
* Wellbeing is central to all teaching and learning
* Teacher prioritise getting pupils ‘back on track’ both academically and emotionally

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| **Routines and Structure** | **Wellbeing**  | **Recovery Curriculum** |
| Planned opportunities and explicit modelling to establish new rules, routines and procedures in school that are in place to keep all members of the school community safe.Image result for clockclip art | A focus on wellbeing to understand the emotional impact of the long period of absence and form the foundation to for teaching and learning.Image result for wellbeing clip art | Amending the curriculum to ensure children are able to re-engage with learning in the classroom and address any negative impact on attainment and progress.Image result for curriculum clip art |

Levels of support will be implemented in a tiered approach:

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| **Universal Support** | **Focused Support** | **Targeted Support** |
| Provision appropriate and applicable to all children in school.Image result for hands up clip art | Additional measures for groups of children delivered through class provision or additional family contact.Image result for magnifying glass and eye Clip Art | Specific support for individuals or families which may involve external agencies.See related image detail |

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| **Routines and Structure**Image result for clockclip art |
| **Universal Support**Image result for hands up clip art | **Focused Support**Image result for magnifying glass and eye Clip Art | **Targeted Support**See related image detail |
| * Robust Risk Assessment in place in line with LA and Government guidelines shared with all stakeholders
* Staff modelling of the Risk Assessment, new rules and routines and expectations during key times of the day and throughout
* COVID-19 Agreed Code of Conduct available for all visitors
* Revised Staff and Pupil Code of Conduct linked to COVID 19
* Behaviour policy addendum shared with staff, parents and pupils. All staff are responsible for the behaviour and attitudes of pupils
* Agreed classroom set up and environment in line with LA and Government guidelines
* Agreed personal hygiene routines in place for all classes. All staff are responsible for modelling and ensuring these take place throughout the day
* Consistent adults in bubbles throughout the day. All adults responsible for the modelling expectations and rules
* Regular communication with parents to ensure clear knowledge and understanding of school routines and expectations
 | * Develop the use of Dojo Points and House points to foster good learning behaviours and attitudes
* Regular reminders of the Behaviour Policy Addendum
* Attendance monitored closely to identify groups of children not attending regularly with first day calling for vulnerable pupils
 | * Individual Risk Assessments in place for pupils in need of further support
* Individual Behaviour plans in place for pupils in need of further support
* Vulnerable Pupil Register monitored closely and individual support provided
* Additional resources provided including adults, work stations, calming bags, etc
* PSW support for vulnerable families
* Attendance Officer to support the school and complete home visits where necessary
* Contact with parents made who are struggling to adjust to returning to school
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| **Wellbeing** Image result for wellbeing clip art |
| **Universal Support**Image result for hands up clip art | **Focused Support**Image result for magnifying glass and eye Clip Art | **Targeted Support**See related image detail |
| * In depth transition plans including class video from previous and new class teacher, transition packs delivered to each home, new class teacher call to parent and pupil before September
* Maintain close connections and communication with families through daily meet and greet before and after school by school staff, Parent Information Booklet and FAQ sent to all families before the start of term, Digital EYFS Prospectus and welcome presentation, Meet the teacher presentations, etc
* Thrive Approach embedded throughout the school and throughout the school day (CPD during lockdown in preparation for returning to school)
* Mindful Monday continued throughout the school
* Mind Up Curriculum continued throughout the school making full use of Mind up resources throughout the day
* Brain breaks throughout the day to acknowledge the need for respite from ‘work’ and extra space and time to adjust
* Votes for schools continued throughout the school in order to develop children’s understanding of current issues in the world and create opportunities for discussion within class
* Lunch time led by class /year group support staff ensures consistent staff for all bubbles which improves behaviour due to close connections
* Safeguard online extended to record behaviour incidents and monitored closely for concerns including behaviour
* Physical wellbeing opportunities created, such as the Daily Mile
 | * EYFS extended settling in period to ensure readiness for school and provide support where necessary
* Additional adults in EYFS base during the afternoon to ensure support for groups
* New pupils induction process adapted to ensure readiness for school and to provide support where necessary
* Thrive Practitioners supporting groups where necessary within bubbles
* Inclusion Team to connect with and support families who have experienced trauma/change in circumstances
* Acknowledge pupils who are struggling with returning to school and support
* Teachers to be flexible throughout the day and spend time on mindful activities when class / groups are struggling
 | * Individual Transition Plans for vulnerable pupils including SEND pupils
* Thrive practitioners provide targeted support for individuals where necessary
* Bereavement Support for families who have experienced loss during the time away from education
* PSW to support vulnerable families accordingly
* Referral to external agencies where concerns have been raised
* SENDCo to connect and communicate with EHCP families through letters, email and phone calls to ensure appropriate support
* School counsellor available to pupils where appropriate
* School Nurse referrals for children returning with additional/altered medical conditions
* HCPs updated accordingly with Office Manager and School Nurse
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| **Recovery Curriculum**Image result for curriculum clip art |
| **Universal Support**Image result for hands up clip art | **Focused Support**Image result for magnifying glass and eye Clip Art | **Targeted Support**See related image detail |
| * Baseline Assessment with in depth Gap Analysis completed in September to gain understanding of the learning lost and adjust planning as necessary
* A focus on key skills such as Handwriting, Spelling, Phonics and Arithmetic addressed through daily sessions
* Adapted T4W plans with a focus on narrative and key skills
* Introduction of Maths Mastery Approach with a focus on number work including a daily arithmetic session for KS2
* Focus on retrieval and vocabulary in daily reading sessions
* Promotion of reading for pleasure through Reading Spines
* Use of NumBots and Times Tables Rockstars to support learning at home
* Regular opportunities for reading and writing across the curriculum to revise key skills and build up stamina
* Flexibility in the timetable to enable more time to be spent on core subjects
* Curriculum plans have been adapted to account for learning that may have been missed
 | * Access to timestables.co.uk for Years 3 and 4
* Accelerated Reader – Y2-6
* Year 1 to follow EYFS curriculum
* Letters home to SEND parents detailing interventions delivered within bubbles
* Interventions available but not during core subject time
* Teachers leading interventions in the afternoons
 | * Interventions available but not during core subject time
* SENDCo to work with specific children and families to put a learning plan in place
* Support staff working on EHCP targets with children
* Passport meetings held with parents and children in the first half term to outline targets and provision
* EAL programme in place for children new to English
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