



School Recovery Policy

Post Lockdown

This policy will be reviewed annually or in response to changes in current government guidance or by SLT. At every review, it will be approved by the headteacher.

Approved by:	G A Hussain (HT)
Reviewed:	March 2021
Next review date:	Sept 2021

Introduction:

The coronavirus pandemic and subsequent lockdown have impacted children in many ways.

Children may have:

- lost touch with friends;
- missed opportunities, such as residential trips or end of year celebrations;
- missed out on a daily routine and structure;
- received little or no support at home during school closures;
- found school closures traumatic and worried they may happen again;
- lost the independence they previously had (particularly older pupils);
- experienced the loss of a family member or someone close, due to the disease;
- had a positive experience at home with family so adjusting to a return to school routine where they will be away from their parents, may prove difficult.

What is a school/curriculum recovery? Why do we need it?

A recovery curriculum is a kind and sensitive approach to welcoming children back into school, assessing their academic and emotional needs and attempting to support their emotional wellbeing within the school setting. We will plan to support the emotional recovery from the initial return as this will benefit children, emotionally and educationally.

The main concepts of a recovery curriculum at Read Academy are:

- Safety
- Space and time
- Relationships and reconnection
- Communication
- Changes and transitions
- Routines
- Being active
- Wellbeing
- Core skills

What Are the intended outcomes of a school/curriculum recovery?

- Pastoral Care - Supporting mental health, physical health and well-being

A focus in the child's well-being and the emotional impact of the pandemic and period of absence.

- Routines & Expectations - Identifying gaps and setting goals

Planned opportunities to explicitly re-teach the routines and procedures in school that are there to keep them safe, alongside a heavy focus on 'well-being and mental health'.

- Tailored Curriculum - Prioritising the curriculum

Amending the curriculum offer so that any negative impact on attainment and progress can be negated as soon as possible.

Pastoral Care - Supporting mental health, physical health and well being

- The pandemic has had an impact on the mental health and wellbeing of the nation in a variety of different ways. While it is important to look at, and monitor, the academic profile of students, this should not come at the price of their mental health and wellbeing.
- Staff will model positive interactions, using praise and general conversations and use circle time and PE as a vehicle for team building and developing positive social skills.
- As a school, we need to listen to what has happened in this time, understand the needs of our children and engage them in the transitioning of learning back into school. 1:1 conversation rather than class conversations may be necessary for some children.
- Enjoyment and engagement for the curriculum must still be a top priority for us when planning how to deliver the curriculum.
- We will also provide opportunities for staff and pupils to access mental health and wellbeing support.
- As a school, we have introduced a great number of safety measures and rules that our children must adhere to. We will take the necessary time to explain these changes to our children and the reasons for their introduction. We will reiterate to our children that keeping them safe at all times is our number one priority.

To support this area, our school will:

- include sessions that explore how school life and the learning environment is different to how it used to be.

- seek to teach children explicitly about hand washing and hygiene practice

- ensure all children are clear on the new expectations in school and know where to go if they have any questions or concerns

Routines & Expectation - Identifying the gaps and setting goals

- *We will agree as a school when and how pupil's gaps in their knowledge should be assessed and recorded without impacting on wellbeing.*
- *We will agree as a school on the best time to begin the recovery curriculum – implementing too early may cause anxiety in some children and give an inaccurate picture of what pupils can do.*
- *We will prioritise assessment of some pupils over others, for example, those who have not participated in home learning, or pupils with an IEP.*
- *Once pupils' individual gaps in their knowledge have been identified, it will be crucial to set goals – individually and as a class – in order to bridge these gaps.*
- ***We will action the following;*** *Timetable when assessments will take place and when data will be collected.*

We will be carrying out careful assessments of our children with regards to their academic progress. We understand that our children's experiences during the home-learning period may vary from one individual to another. With that in mind, we will be ensuring that our curriculum matches the needs of our children, using teacher assessments in class, and planning to address any gaps that are discovered.

Tailored Curriculum - Prioritising the curriculum

- *Transition week - will be used to help pupils settle into school and complete assessment activities.*
- *Opportunities for wellbeing activities will be included in daily planning such as mindfulness.*
- *Planning in core subjects will include recap and revision of previous learning, or address gaps in learning.*
- *Pupil progress meetings will take place to ensure that, where possible, teachers and parents/carers are working together to optimise students' learning opportunities.*
- *Review timetables and assess how best to use the available time to ensure rapid progress for students.*

See school recovery timeline for each phase for further guidance

PASTORAL CARE		
Universal Support	Focused Support	Target Support
Early focus should be on reconnecting children with each other and establishing routines and expectations. This will take place in the morning and the afternoon.	SLT to speak to families who have experienced trauma/change in circumstances – identify what help they may need	Referrals to external agencies where concerns have been identified.
Explicit teaching in social and emotional strategies/mindfulness learning should be included in PSHE lessons.	Acknowledge pupils who need respite from 'work' and need extra space i.e. time out to read and relax.	Pupils with a higher level of additional need could be offered slightly shorter lessons/days to help re-integrate back into school.
Pupils who demonstrate changes in behaviour are to be referred to DSL	Some pupils may require additional 'time to talk'.	Some pupils will need to know and be able to identify a trusted adult with whom they can talk.
An increased number of opportunities for social interaction will need to be provided, both inside and outside the classroom	Pupils will need to be taught socially distanced games to play at break and lunchtime.	Some pupils may require a calming space within the class to help support them.
ROUTINES & EXPECTATIONS		
Universal Support	Focused Support	Target Support
All staff to be responsible for the behaviour and attitudes of all children, whilst also acknowledging an adjustment period. Expectations of behaviour will be revisited and the school's values drive our behaviour values through the school will be widely discussed so that the ethos of the school does not change. The climate and culture need to remain one of high expectations and respect for one another.	Regular reminder for those struggling to distance and follow hygiene procedures. Again, this is everyone's responsibility. If children are not seen adhering to this, we are all to address it.	Provide additional support materials and offer sessions beyond the school day for those requiring it. Any significant concerns to be raised with SENCo
Any new school rules e.g., behaviour procedure will need to be shared with all staff, children and parents. This will help reinforce the clear, reasonable and proportionate expectations of pupils' behaviour. Rewards and sanctions will need to be communicated and applied consistently across the school, including any changes made. Where appropriate, individual	Specific group conversations or (distanced larger group discussions outside or via online) as required if there are pockets of children that are not following expectations.	Individual reward systems may need to be used for specific pupils. This will need to be done in partnership with the teacher, SENCo and parents. Specific praise needs to be given to those children that have adapted well (in their own context).

emotional needs will be taken account of.		
Re-establish routines in all phases and the use of house points in our secondary phase to foster good learning behaviours and attitudes to one another	Quickly identify groups of children that are not attending as regularly as expected and support families at the earliest opportunity.	
TAILORED CURRICULUM		
Universal Support	Focused Support	Target Support
When teaching core subjects/areas such as reading, writing and maths and Qur'aan, we will focus on the elements that we deem vital at each stage to ensure knowledge is secure in these key areas.	. Promote and support independent learning for those that have become particularly reliant on an adult (through home-learning).	Pupils who have not engaged in any home-learning to receive specific focus/intervention to support them in quickly returning back to pre-COVID level.
Cross curriculum learning to take place and be useful where there are links to be made e.g. integrating aspects of reading/writing/maths in to history/geography/science/Art or vice versa	SENCO to contact specific families to discuss provision this year and share plans so they know what support their child will be receiving.	SLTs to continue to support to identify and focus on specific children. This is to be reflected in the child's learning plan and results of which are evident in intervention activities and booster support.
An action plan of starting points of any unit to begin with conceptual pre-requisite teaching from prior year group to future application into the new academic year. This will allow gaps from previous year to be addressed.	Appropriate adults to work with pupils, 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.	
Greater use of formative assessment to find out where children are, in terms of their knowledge, skills and understanding –	Assessments prior to lockdown to support identification of starting points and gap analysis. – Use to identify pupil's pathways and targets.	
Timetables can be flexible in order to provide further time on key areas.		
PE curriculum to focus on fitness: Pupils are to actively increase their activity levels.		

Computing curriculum to include more focus on online safety.
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A focus on handwriting to quickly re-establish high standards, everywhere.
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EYFS to prioritise the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development.
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Phonics to be delivered regularly and with rigour, revising sounds that children may have forgotten.
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Updated Behaviour Procedure – Positive Praise

Our school recovery will support pupils to relearn the positive behaviour they may have forgotten outside the school environment and we will equip our pupils with consistent positive praise and with self-reflection strategies to help them feel safe and calm.

To support this area, our school will:

- amend our behaviour policy and implement a new procedure to support the well-being and mental health of all pupils.
- be built around clear routines and communication for all pupils.
- build in opportunities for pupils to express themselves and share their experiences.
- build in tools to support pupils in communication, such as circle time, mindfulness sessions, therapeutic play times and yoga during PE.

See behaviour policy for further information

Updated Assessment System

We have removed the usual 'level descriptors' and have **established our own assessment system and benchmark to suit our pupil's individual academic and educational needs at Read Academy.**

Our levels now are clearer and more precise for pupils as well as teachers and parents to follow and understand how they can help their child's progress in specific topics per subject in order to aid in the curriculum recovery post lockdown.

We have now also removed any concerns that the previous levels system could contribute to children developing a "fixed mindset" about their ability and potential to growth. Pupils will be set targets which are more tailored to their individual needs through 'glow and grow' feedback from their teachers.

See assessment policy for further information

Homework Setting

The focus of setting homework will be based around where teachers have identified and feel gaps need bridging.

Intervention Programme – Pupil Pathways

At Read Academy, we want to make sure that all of our pupils do as well as they can and achieve their full potential.

Sometimes, an intervention may be necessary to further support a child's development within a particular area of the curriculum or to help them develop their social skills or self-confidence and self-esteem.

As a school, we utilise a range of specific interventions for the core subjects of English and Mathematics, Qur'aan and also for well-being and pastoral care. These interventions may be one to one or in small groups.

Pupils are identified for intervention using a range of methods that include data tracking, (attainment and progress), teacher assessment, classroom observation and informal observations of the children in the classroom and in the playground.

It is important to note that children identified for intervention are not always lower attaining pupils. Pupils are identified across a range of groups and are selected when teaching staff and senior leaders believe they have the capacity for further or accelerated progress at a given point.

We will plan intervention sessions for pupils who require it after identifying the pupil's pathways after the assessment period post lockdown.

Class teachers will make parent/carers aware if their child is identified to work in one of our specific intervention programmes and will also be given an update on the impact of the intervention.

Our pathways are split up into 4 strands;

'Pathway 1' pupils will receive support in a regular in-class intervention session, with their classroom teacher. Here we will continue to focus on literacy and numeracy. This will bridge the gap for the majority of our pupils.

'Pathway 2' pupils will engage in weekly 'Booster' sessions out of class. These sessions will enable selected pupils to catch up and be at an expected level relative to their year group.

'Pathway 3' intervention will be 1:1 or very small group sessions and focus on core areas of development.

'Pathway 4', we have also identified some children who have exceeded our expectations and have worked tirelessly during the lockdown. We will ensure this momentum is continually fuelled by challenging them further and enabling them to access work suited to their ability.

'Catch Up' School Days:

Our half days at the end of every half term will become full school days for the rest of the academic year.

Policy Review

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