



St Cross School Recovery Plan September 2020

Reconnect with Routine

Objective: What do we want to achieve?	Key Tasks What will we do?			Monitoring/Evaluation:
Ensure a safe as possible environment for pupils and staff	• Use adapted Risk Assessment from HfL • Limit assembly groups- no whole school assemblies for at least September • Stagger start and leave times during school day-based on HOUSE groups. • Classrooms to be open from 8.30 am- teachers ready to greet. Soft start with register at 9.00 am • Stagger lunch/ playtimes -Zone areas for different classes • Staff room rota available • Ensure new routines of handwashing are in place. New hand sanitisers outside each classroom. • Visual illustrations to be put around the school.	Cost of hand sanitiser stations	All staff	All classes have sanitisers outside classrooms and are being used effectively Children understand why the need for washing their hands Successful adherence to staggered start times and end of day collection Safe children on the playground Washed equipment at the end of the week
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:	https://safeguarding.network/keeping-children-safe-education/ • Whole staff training on INSET 1st September – update and procedures at St Cross • New school staff handbook • Code of Conduct		JW/EJ	Safeguarding Governor



Ensure classrooms are orderly places. To negotiate, discuss and justify school and classroom behaviour strategies.	• Revisit St Cross Way • Create classroom rules together and express them positively. Explain their purpose, i.e. to improve learning • Negotiate with the pupils to get commitment. Ask for suggestions and remember to justify and compromise. Make posters and get them to sign up! • Regularly throughout the term review the rules together • Encourage and develop team working (team rules for success) • Embed opportunities to develop self-regulation within day-to-day activities. • Regularly get pupils to self-assess their own behaviour set against the rules. • Link the rules to our Gospel values		All staff	JW
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Reconnect with Relationships

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?	Responsibility: Who will make sure that we do it?	Monitoring/Evaluation: who will check and feed back on how things are going?
Re-establishing values and group collaboration Teaching is a relationship-based profession	• Focus on PSHE related tasks for first two days- Being Me in My World • Invest and restore relationships with children and staff • Strapline: Psalms 116.1 I love the Lord, because He hears me; He listens to my prayers • Mathew Gospel stories for communal displays. • Introduce JIGSAW PSHE sessions: Staff to follow the Jigsaw planning package when teaching PSHE.	NONE	All Staff	SLT



	Topics in KS1 and KS2 include: Belonging and feeling safe at school, reconnecting with Teachers, Teaching Assistants, friends, being positive and looking forward to learning, managing worries and fears, loss/bereavement and the year ahead. • Pupil preparation of class worships and the use of Ten Ten Resources • Importance of children staying active for wellbeing. • PE Coach will continue to work with children in bubbles and teach one P.E session a week. • Staff will continue the daily mile with classes.		All staff/ LF	
Bereavement/ Attachment Support for any identified trauma experienced	• Nurture group - E James facilitator • All staff to be aware of children's needs		EJ/VK	SLT
Wellbeing of pupils and staff are a priority.	• EJ has contacted children with social stories • JW contacted children regarding attendance issues • Reinforce Wellbeing Team with specific roles. • Staff meetings available for staff to talk • Introduce Wellbeing Mentor - KD • Sign posts in staff room for extra support		All staff aware	SLT
Connect with school community	• Share with parents all plans being made in school to address children's wellbeing and readiness to learn. • Engage parents in the transition back to school. • Invite response from parents on what may be needed to support their child.		SLT	JW and teachers



Rebuild with the Curriculum

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?	Responsibility: Who will make sure that we do it?	Monitoring/Evaluation: who will check and feed back on how things are going?
Smooth and effective transition R- Year 1	- Focus on talk and play to strengthen critical aspects of development and ensure that any subsequent planning starts from where these children are. - Plan a day that reflects the best of Reception class practice...these children need to continue and complete their EYFS even though they may be technically in Year 1. This means a pedagogy based around the Characteristics of Effective Teaching and Learning i.e. Playing and Exploring; Active Learning and Creating and Thinking Critically. - Good early years practice also means a day not interrupted by unnecessary compartmentalisation. Ensure that the Early Learning Goals are addressed and mastered before moving on to a Primary curriculum.	Year 1 transition book	CS DS	SLT
Ensure skills for learning are made explicit in our school nurturing environment	- 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	NONE	All Staff	SLT



	“missing work’. Instead, focus on them and their interests, use your expertise to set engaging, exciting and challenging work that connects with pupils’ meaning, purpose and passion. • We will use familiar curriculum type sessions that pupils will be used to that provide children with experiences that feel like “the norm”. Using what we know about schematic learning and how children process, this will look like familiar structured sessions in pupil’s day and opportunities to engage in play opportunities. We will be providing enjoyable activities which provide children with “fun” so that they can rejuvenate with positive endorphins and want to engage.			
Ensure Assessment of current understanding	• Assessment through new Feedback Marking Policy – introduce with staff and Assessment Sheet • Summative assessment will not be used in Autumn 1. • 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. • Use HfL material for maths and English • Use end of year expectation information from HfL a. Reading TAFs each year group guidance b. Maths- Highlighting Year group on a page c. Maths DFE guidance document which also includes staff CPD videos d. Writing- the school will purchase the Back on Track English recovery planning based on tracking back and ‘catch up, keep up’ and staff will use ‘progression document’ which is genre	NONE	All Staff	SLT



	specific and the Hfl writing strand tracker when our English curriculum resumes.			
Accelerate learning of expectations of previous school year <i>High challenge low threat tasks</i>	• Use of non-negotiables from previous school year to inform Autumn Term Planning. • Review every two weeks. • Subject leaders have documents to outline the key skills expected to reach ARE from the previous year • Staff will use these objectives and carefully adapt planning through use of formative assessment and pre-teaching. Assess, Plan, Do, Review Cycle. • Handover documents between reception and year 1, year 1 to year 2, carefully outline what was taught prior to schools closing.	NONE	All Staff	SLT
Ensure a broad range of curriculum subjects taught in the Autumn Term	• 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. • Music led by Mrs KD will take place in bubbles • P.E will be led by Mr L F, including lunch time provision, again timetabled in bubbles • Science and R.E (core subjects) will be taught weekly (including daily collective worship) • A themed approach for Art/DT and topic will take but with a focusing on delivering the non-negotiable skills.	NONE	All Staff	SLT



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Ensure opportunities for Outdoor Learning	Within planning, highlight opportunities for outdoor learning. Look at https://www.forestschoollassociation.org/what-isforest-school/ and investigate setting up a forest school	NONE	All Staff	SLT
Ensure adequate provision for pupils with SEN as well as pupils who need extra support	- Weekly plans should have expectations/ interventions for each group/ individual with SEN – the use of Plus 1 and the Power of 2 in maths - Prioritise catch up interventions for pupils with SEN/PPG - Extra training for Interventions plus extra hours for TAs.	Catch Up Literacy/ Numeracy Training Extra Hours	FC PJ VK MM DT TI	SLT
Reading <i>If reading is a pleasure for them, children won't see it as 'work', but as a way of accessing a wealth of information and opening door to other worlds.</i>	- Reading is a priority. Ensure pupils heard read by an adult. - Guided reading timetabled daily - pupils reading books aloud and being encouraged to have conversations about them - Class reader timetabled daily - allowing children to access the story not always decoding - The teacher should model inference-making by asking relevant questions aloud and answering them herself - Ensure activities extend pupils' spoken and receptive Vocabulary. - Ensure pupils are heard read by an adult as much as possible over the course of a week - Emphasise home- school link with parents re reading expectations - Use of Phonics to support delivery of Letters and Sounds - Use of new Reading TAFs	NONE	All Staff	SLT and JN



Writing	• Ready to Write- exercises/ posture/ pen control and Penpals handwriting. • Positive reinforcement needed for good practice. • Ensure extended writing is completed every other week. • All staff following the HfL English Back on Track planning • Staff CPD linked to Back on Track planning • Moderating writing produced from the whole school book project carried out in the first 2 weeks will help identify an early whole school picture		All Staff	SLT and JN Staff Moderation staff meeting
Spellings/	• Continue to use Spellings from HfL planning. • Revisit previous years spelling • Follow new spelling scheme provided as part of HfL Back on Track planning • Discrete spelling sessions included in weekly timetables (KS1 and Yr3 especially) every day • 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 • Staff to include key spelling resources within the classroom environment to support independence	NONE	All Staff	SLT and JN
Phonics	• KS1 and Year 3 to have extra phonics sessions/ interventions (2x a day) for first half term then reassess. Whole class and individual sessions each day	NONE	KS1 Team	SLT and CS/JD
Maths Reactivate – Assess – Teach – Rehearse cycle.	• Remember with Feed Forward marking to praise the working out and perseverance. • Use of White Rose Autumn Term plans for soft start which incorporate Summer from previous year. • Continue to use HfL planning BUT ensure additional	NONE	All Staff	SLT and HD



	pre teaching is incorporated into the planning and planning is heavily adapted to ensure it is personalised to the needs of class. Next lesson = class next steps • Teachers will intentionally reactivate prior learning and start to assess this formatively • Additional fluency sessions foci, not only in the first few weeks, but before every identified learning priority must be included in weekly timetable • Look at the 'year on a page' highlighted by previous teacher to identify where additional pre teaching may be required • Very important for staff to read and use the new government guidance document when Planning. Staff to watch the videos attached to the guidance. • Destination questions used carefully to assess key Learning • Plan pathways to build secure mathematical learning. • Plan to secure and embed maths learning with each lesson and 3 extra 15 min, sessions to recap and embed learning.			
Religious Education	• Use Autumn Term plans for new year to be in line with Liturgical Year • Scripture Books in class with Chaplaincy team delivering and monitoring • 'Maranatha' meditation after lunch – deepens the children's personal relationship with God, leads to increased self-knowledge and self-acceptance and increases the desire to build community with others • Strapline for each class • Lead Rosary Groups • Purple Ribbon Advent and Lent	NONE	All Staff	KD, SLT and HD



	- Lent activity group and Advent group Friday lunchtime - Feast of Holy Cross 14th September - Reception Tea and blessing on family			
Science	- Subject Leader to contact all teachers to identify the gaps and prioritise the needs - Focus on the fundamentals - Consider the creative learning opportunities for your class - Look for cross-curricular and outdoor opportunities to combine teaching	NONE	All Staff	GN, SLT and HD

Reading and Research:

National curriculum The majority of this national curriculum was introduced in September 2014, with English and math coming into force for all year groups from September 2016.

Guidance for Full Opening: Schools - 9th July 2020 Update, 28th August 2020

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf - A tiered approach to 2020-21 academic year planning

<https://www.evidenceforlearning.net/recoverycurriculum/> A Recovery Curriculum: Loss and Life for our children and schools post pandemic by Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University, UK. Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire, UK

<https://www.thinkingmatters.com/news/the-recovery-curriculum-essential-reading-listening> 7 creative ways to teach a recovery curriculum by Marina Lewis- King