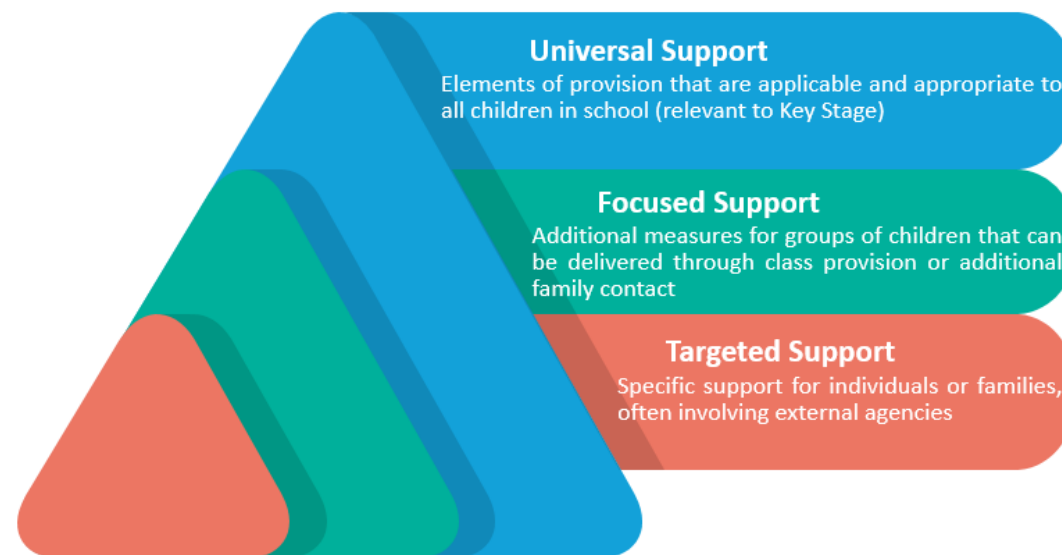
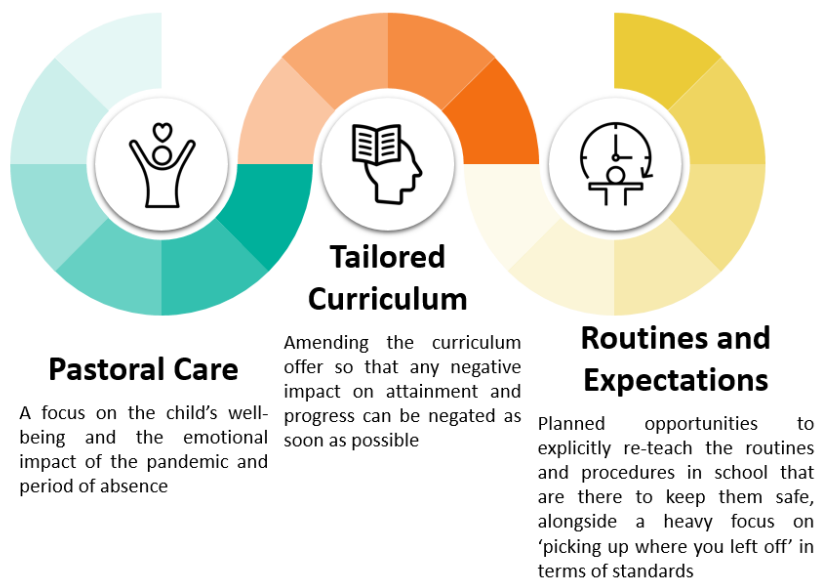


## Pandemic Recovery Plan March 2021

The staff at the Harris Gough Federation are going to commit time after children return to school on 8<sup>th</sup> March 2021 to ensuring that routines, expectations, standards, relationships and values are quickly re-established. We are committed to getting children back on track academically, mentally and socially. We will work together as a school community to ensure this happens. The level of support and commitment to online learning during this lockdown was high from children at both of our schools, so we feel the children are in a good place academically. The children's well-being was supported by their teachers who supplied a good balance of work and activities. We also continued with collective worship, and provided one to one support from our learning mentor via zoom where needed.

**Our recovery plan is split in to 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 Harris Gough Federation 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.



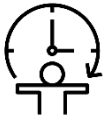
## Pastoral Care

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"> <li>➤ Children who demonstrate changes in behaviour are to be referred to DSL and Learning Mentor (LM) through CPOMS</li> <li>➤ Maintain communications through Class Dojo and sharing of class work with parents to maintain that 'connection'</li> <li>➤ PSHE to focus on change, anxiety and mindfulness. Continue to implement PSHE through Jigsaw scheme – any cause for concern to be referred to the DSL via CPOMS.</li> <li>➤ Environments to be low stimulus to support re-integration for SEND (and all others) and to celebrate achievements of children as a motivator</li> <li>➤ Daily Collective Worship via Zoom to maintain a 'togetherness', weekly Zoom worship celebrating the successes of the week, weekly Zoom worship delivered by the Reverend Linda / Reverend Steve at Baschurch. Reverend Clayton will visit Myddle weekly and provide a worship in one class at a time. Weekly opportunity for whole class worship in their 'bubble'.</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ LM to speak to families who have experienced trauma/change in circumstances – what help do they need?</li> <li>➤ Ring-fenced whole-class reading sessions – focussed conversations on vocabulary and emotional literacy using books about perseverance, resilience and mindfulness</li> <li>➤ Acknowledge children who need respite from 'work' and need extra space i.e. time out to read and relax</li> <li>➤ Where teachers feel it is appropriate for whole-class 'down-time' then provide children with mindfulness activities</li> <li>➤ At Baschurch, we have retained the 2-year group bubbles that we were using during the lockdown. For lunchtimes and playtimes, to ensure the children can get into the hall for dinner and out to play, this has made a huge difference to the well-being of the children.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Bereavement support for those children/families identified</li> <li>➤ Referrals to external agencies where concerns have been identified</li> <li>➤ Provide/receive an update for CP/CIN/Early Help/Vulnerable families through contact with social worker and other external bodies</li> <li>➤ School nursing referrals for children returning with additional/altered medical concerns (not neglecting mental health)</li> </ul>



## Tailored Curriculum

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"><li>➤ Teaching staff to be mindful that any perceived 'drops' in standards are not deliberate, but an upturn in standards requires deliberate practice.</li><li>➤ A focus on handwriting to quickly re-establish high standards – a heavily promoted class culture</li><li>➤ Phonics to be delivered regularly and with rigour, revising sounds that children have forgotten – identified quickly through assessment and grouped accordingly.</li><li>➤ Regular reading lessons that foster the love of reading and book enjoyment, but that focus on discussion and promote speaking and listening.</li><li>➤ Writing is to be regular and across the curriculum. Staff should complete one Write Stuff Unit per half term.</li><li>➤ Computing curriculum to focus on online safety and the use of Zoom / MS Teams / platforms used at home to communicate with friends.</li><li>➤ PE curriculum to focus on fitness – children are to actively increase their activity levels, beyond 'games'. No contact sports or indoor PE. Sports coaches will return to school in March and after school sports clubs will resume after Easter.</li><li>➤ Assessment tests week beginning 22<sup>nd</sup> March to establish gaps.</li><li>➤ Whole class music scheme provided by the Shropshire Music Service. Face to face music teaching will resume at Baschurch after Easter. At Myddle, the SMS teacher has continued.</li></ul>	<ul style="list-style-type: none"><li>➤ SENDCO to contact families to discuss provision this year and share provision mapping so they know what support their child will be receiving.</li><li>➤ Child voice is to be acknowledged and consideration given to the wishes of the child in terms of pace of learning (SEND) to ensure they are not disengaged.</li><li>➤ Promote independent learning for those that have become particularly reliant on an adult (through home-learning).</li><li>➤ Promote collaborative learning and encourage / re-establish pupil-teacher and pupil-pupil working relationships for those who haven't engaged in learning with others during lockdown.</li><li>➤ Ensure that appropriate groups receive curricular support but that scaffolding is withdrawn quickly so that emphasis is placed on children being independent learners.</li><li>➤ Gaps in non-core curriculum to be addressed at the commencement of new topics for example, where children have missed out on learning about the Romans, they would receive a few lessons on this prior to learning about the Anglo-Saxons.</li><li>➤ March assessments to support identification of knowledge and gap analysis – use to identify target groups for intervention.</li></ul>	<ul style="list-style-type: none"><li>➤ Where gaps have been identified, children will receive specific focus/intervention to support them in quickly returning back to pre-COVID level.</li><li>➤ Learning support &amp; Ed Psych 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.</li><li>➤ Catch-up Premium is being used to employ specific staff to work with children in small groups or 1:1 . At Myddle this is 15 hours per week. At Baschurch this is 25 hours per week.</li><li>➤ Appropriate adults, such as class TAs to work safely with children, by way of intervention – this is not to occur during core subject time, but through agreement with the Classteacher about the child's priority learning.</li><li>➤ Children who are isolating but not unwell will be expected to complete work set by teacher via school website / Dojo. Teachers will feedback via dojo.</li><li>➤ Children who are not able to attend school because they are ill themselves will not be expected to complete school work.</li></ul>



## Routines and Expectations

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"><li>➤ Zoom Collective Worship from CW to continue sharing Christian Values and behavioural expectations that are borne from these.</li><li>➤ Re-visit the school values and 'over-communicate' this in correspondence with children.</li><li>➤ Children to complete classroom values, rules, code of conduct for work and come to an agreement about what the school values will look like in their classrooms (pictures, writing, drawing...whatever they want)</li><li>➤ All staff to be responsible for the behaviour and attitudes of all children, whilst also acknowledging an adjustment period.</li><li>➤ Staff to conduct themselves and their class in a way that adheres to the Risk Assessment and staff expectations list, which has been produced in response to the pandemic and in line with government expectations.</li><li>➤ No class trips or visiting during spring term.</li><li>➤ The hall will be used for school dinners and interventions. Tables will be spaced and children will use a set place every day with their bubble.</li><li>➤ Playground and outdoor spaces to be divided into bubbles with staggered times for use.</li><li>➤ Hot dinner service resumed, but children will be served at their tables. Cleaning time built in between bubbles.</li><li>➤ Equipment shared within bubbles should be cleaned regularly.</li><li>➤ All children provided with pencil case and own equipment which must not be shared.</li><li>➤ Regular handwashing to continue and extra sanitising stations around school.</li><li>➤ Midday cleaning of shared areas such as toilets.</li></ul>	<ul style="list-style-type: none"><li>➤ Develop the use of house points / dojo to foster good learning behaviours and attitudes to one another. Relate these to the school values and new protective measures – Baschurch Way / Myddle Magic.</li><li>➤ Regular reminder for those struggling to distance and follow hygiene procedures. Again, this is everyone's responsibility. If children are not seen adhering, we are all to address it.</li><li>➤ Specific group conversations as required if there are pockets of children that are not following expectations.</li></ul>	<ul style="list-style-type: none"><li>➤ Provide additional support materials and offer sessions beyond the school day for those requiring it.</li><li>➤ Cheryl Fisher (EWO) to conduct home-visits for those children with a particularly poor start in terms of attendance.</li><li>➤ If individuals stand out as being unable to quickly return to the 'The Baschurch Way' or follow the 'Myddle Magic', contact with parents is to be made and a behaviour tracker drawn up (if related to poor behaviour).</li><li>➤ Specific praise needs to be given to those children that have adapted well (in their own context).</li><li>➤ This praise can be awarded in class, through virtual worship and through messages to parents on Class Dojo.</li><li>➤ SEND children have the opportunity to eat in their class bubble or in their designated space with their 1:1 TA if this meets their needs better.</li><li>➤ SEND children can use the outdoor trim trail with their 1:1 if it supports their EHCP. Handwashing will be done before and after this.</li></ul> <p><b>At all stages, we must acknowledge that some children will need more time than others to adjust and 'return as normal'.</b></p>

➤ Lateral Flow tests are now being carried out by staff twice a week. These are also available to all our families.		
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Alongside this recovery plan, the federation has a Remote Learning Policy which should be referred to if children are having to stay at home but are not unwell eg. Shielding, quarantining, another family member is ill, track and trace has requested they isolate. We also have a Catch-Up premium spending document, and detailed half-termly evidence of the impact of the catch-up premium.