

## Saltersgate Infant School Coronavirus COVID-19 Recovery Plan

Nobody quite knows how adversely affected our children have been by the absence of daily routine schools provide. From the evidence available, we can assume some will have felt acutely the anguish caused by the lack of social interaction or feel loss from not being able to undertake the informal rituals of school life - the missed school journey or end of year production, we are talking about rites of passage for young people transitioning into the next phase of their lives.

It underlines that schools are so much more than places which provide education - they are about people. Our schools are communities; we embody values; we model relationships required for modern life to function: collaboration, getting on with others, friendship.

Gert Biesta writes that education should enable children to *“meet the world, but not be at the centre of it.”* Our largely empty classrooms will testify, this is something no home learning pack can re-create.

So, as we support our pupils returning to school for the academic year 2020-21, gradually and safely, our attention shifts as much towards helping children come back to us and each other as it necessitates considering the formal curriculum.

Our recovery curriculum needs to balance *how to learn best* with *what to learn*. This is summarised from the work of **Barry Carpenter**, taken from his Recovery Curriculum model:

**Lever 1: Relationships** – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

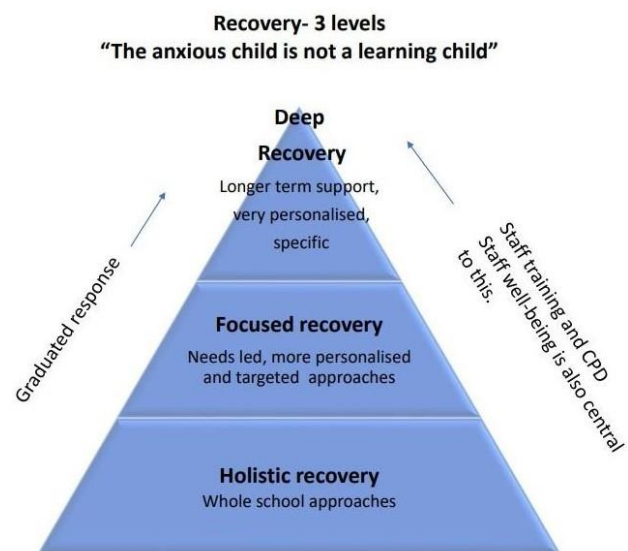
**Lever 2: Community** – we need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

**Lever 3: Transparent Curriculum** – some of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and working with them to consider and close the potential gap in learning

**Lever 4: Metacognition** – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

**Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue.** It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

Placing these principles into 'levels', based upon the working from *Challenge Partners*, we can begin to map out our plan into 3 distinct levels from which the remainder of this plan refers.



Level		Strategy
<p><b>Holistic Recovery</b> (whole school approaches)</p>	<p><b>Pedagogical approach to teaching</b></p>	<p>Our pedagogical approach to teaching and learning largely revolves around smaller group work whilst using the learning environment to support learning and curriculum retention. Provision based activities, both enhanced and continuous, are used to support and develop individual's independence in and outside the classroom.</p> <p>We will close any potential gaps in learning caused by long term absence from school through this method of teaching. We will identify the gaps in learning, as we already do, assess the child formatively plan sufficient activities to fill these gaps in understanding. Largely, we will <b>not</b> change our pedagogical approach to teaching and learning as we firmly believe the only way to give children the best support is by doing what peer reviewed research tells us; working in smaller groups and formatively assessing children enabling immediate feedback to be given and fill those gaps identified.</p>

	<b>Curriculum offer</b>	<p>The use of provision and the large variety of activities that children access on a daily basis have their foundations in speaking and listening. Given the extended absence that children have experienced, this is fundamental to children’s cognitive development; a principle that precedes effective learning.</p> <p><b>Curriculum for knowledge</b> – Curriculum designed to revisit and recap learning throughout their time at school, <i>not</i> just in blocks</p> <p><b>Enrichment</b> – an enrichment curriculum gives children opportunities not necessarily associated with the NC programmes of study</p> <p><b>Forest School</b> - curriculum devised to encourage independence, exploration and to develop and appreciation for the world around them</p> <p><b>Characteristics of effective learning</b> – using the principles of COEL in EY and KS1, children are taught to be resilient learners of the world and explore all aspects that produce effective learners</p>
	<b>Remote learning</b>	Remote learning policy devised and implemented for children isolating from school or future school closures
<b>Focused Recovery</b> (needs led, more personalised and targeted approaches)	<b>Well-Being support</b>	<p>Well being policy devised and implemented for all stakeholders</p> <p>Well being award sought</p>
	<b>One to one and group tuition delivered by qualified teacher</b>	<p>Catch up premium to be used to employ additional qualified support to be used to give more specific support <i>inside</i> the classroom.</p> <p>There are too many limitations that <i>intervention</i> programmes have and are better delivered in the classroom alongside peers and delivered by qualified professionals</p>
<b>Deep Recovery</b> (Longer term support, very personalised, specific)	<b>Parental engagement</b>	Trained Solihull practitioners in school to deliver targeted support
	<b>Emotional regulation</b>	ELSA trained staff members to support children where needed
	<b>Psychological support</b>	Qualified members of staff achieving a bereavement councillor qualification to support when and where needed

The Coronavirus Covid-19 catch up premium will be used to implement some of the above strategies

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>

## COVID-19 Specific School Improvement Priority –

**The school has responded rapidly to the pandemic. It has engaged with stakeholders to embed a Covid 19 Secure Risk Assessment, Full Opening Plan and Remote Learning Offer. The bullet points below summarise actions and steps taken so far.**

- The school has maintained a full-time offer to all children which builds on the success of the part-time offer to all pupils in June and July 2020. The part-time offer in the summer term allowed the school to test and refine Covid 19 Secure working practices.
- Alongside the expectation to ensure that the return to school is timely, full-time and comprehensive with regards to the curriculum, the risk assessment and recovery document enabled a swift and full return to school for all expected pupils. Attendance for the start of the academic year is actually a slight improvement with the same period of last academic year.
- Weekly reviews take place at Year group meetings and Senior Leadership Meetings (SLT) where all stakeholders are asked to consider how safe they feel, whether adaptations need to be made to the Covid 19 Secure Risk Assessment or the Full Opening Plan in addition their well-being.
- The school has revised its assessment approaches to allow for a baseline assessment process at the start of each unit in Maths and a baseline of basic skills in English. ***An assessment should not be confused with the term 'test'***. Activities, teacher questioning and pupil samples are used to inform the baseline. Assessment recording on EAZMAG, identifies the next steps in learning for each pupil. Summative assessments allow the class teacher, subject leads and senior leaders to identify individual progress of pupils. The use of PIRA and PUMA questions help support the teacher judgement and to identify gaps for future teaching. End of Key Stage Statutory Assessments will be used in 2021 to support the school's judgement of progress and inform adaptations to the School Improvement Plan for 2021-2022.
- The remote learning offer utilises the Microsoft Teams platform. All children from Nursery to Year 2 have access to it. SeeSaw is another platform which is regularly used to set work and for children to respond to questions and work assigned. For children who are self-isolating, a timetable has been arranged so that every child can log on at set times to have face to face teaching sessions with their classteacher. Work will then be assigned using SeeSaw to supplement this face to face teaching. The school office identifies families that do not have access to hardware and operate a loan service for the period of isolation. For families who do not have internet access sessions are provided in the form of paper based activities. For extended periods of lockdown, the school has a remote learning contingency plan which utilises the Oaks Academy for session structure which shadows the Saltersgate Curriculum offer.

### Catch-up plan

School name:	Saltersgate Infant School
Academic year:	2020-2021
Total number of pupils on roll:	2784(Reception to Y2) 78 Nursery pupil
Total catch-up budget:	£21,200
Named Governor:	Alison Fleetwood
Date of review:	23/3/2021

### Whole school support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Improve quality of teaching approaches	To implement Kagan structures and cooperative learning strategies to improve quality of T&L	Improved and meaningful pupil interaction  S&L and ability to explain reasoning  Efficient and accurate assessments and children's ability to articulate understanding is clearer	£1500	LB, RW	Kagan structures INSET planned for Autumn term.  Had to postpone due to new national lockdown
Curriculum for knowledge	Curriculum designed to revisit and recap learning throughout their time at school, <i>not</i> just in blocks	Children's ability to remember, retain and recall information is improved	£0	LB, RW	

Enrichment curriculum offer	An enrichment curriculum gives children opportunities not necessarily associated with the NC programmes of study,	In order to improve their well being and experiences both in and out of school	£1000	LB, RW	
Forest School curriculum	A forest school curriculum devised to encourage independence, exploration and to develop and appreciation for the world around them  Train three members of staff to deliver the curriculum	In order to improve their well being, respect for the world around them and skills associated with resilience, problem solving and regulation	£2250	LL, LB, JC	Training completed
Review of baseline assessments in English and Maths.	Simplified system that will allow teachers to quickly identify starting points for teaching English and Maths.	Reduced workload and burden on staff. Staff able to identify starting points for teaching efficiently.	£0	CH, NMc, LH, JF, RW, LB	Leaders to use leadership release time to review assessment structure. Leadership time is already budgeted for and allocated.  SLT agenda item for discussion and delegated to year groups for feedback
Staff training on baseline assessments in English and Maths.	Clear understanding of revised baseline assessments.	Learning can start from the point of need with no further time lost.	£0	EYFS – NMc (Early adopter framework)  KS1 – LH, JF, RW	
MS Teams Platform set up for Reception to Y2	Isolating pupils can quickly access, complete and respond to teaching.	No further gaps in knowledge or skills. No further loss in time away from learning.	DFE Grant  £1500	LB	LB to submit application and complete tendering process. LB to lead implementation of MS Teams across the school.

Staff training on MS Teams Platform	Teachers understand how to teach remotely through setting work and responding with feedback. Teachers to understand minimum expectation of work set online for isolating pupils.	Consistent practice from Nursery to Year 2 for pupils who are isolating.	£0	LB	Staff meeting time to discuss, implement, review, revise and assess. This model will continue until a high quality delivery is achieved
Development of Staff Well Being policy and Pupil well being policy	Leaders develop a policy to identify an expand on the well being measures being offered by the school	Investment in workforce well-being reducing staff absence through stress and anxiety.	£300		
Recruitment of Sports Apprentice	Sports Coach engaging with children at break time, lunch time and after school to ensure that individual pupils have access to activities that support mental health and wellbeing.	Attendance remains above average. Pupil anxiety is reduced due to access to a trusted role model. Greater balance between academic progress and wellbeing of all pupils. Reduction in episodes of poor behaviour.	£5838.25 (October 2020-August 21)	LB and DB	Meet with Active Fusion before Summer and appoint for September start
NFT Programme	National tutoring programme to provide small group tuition	Targeted support and intervention from a dedication tutor for 15 weeks for identified pupils for catch up (school pay 25% of total cost)	£2470	DB, JF, LH, LB	Pupils identified
<b>Total spend:</b>			<b>£10,888</b>		

## Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Purchase of Motional license.	License purchased to allow access to diagnostic.	Diagnostic will allow staff to develop bespoke programme of support that can be provided by Mental Health and Well Being Champions.	£385	LB	Purchase and disseminate details amongst staff
Staff training on Motional.	All staff understand how to use diagnostic tool for vulnerable children.	Individual needs of pupils identified to allow teacher/mental health champions to provide bespoke support.	£0	LB / NMc	Staff meeting time
Forest school staffing	As an additional TA appointed allow for dedicated forest school sessions with trained L3 FS practitioners	Access to FS will assist with development of resilience, independence, peer relationships, skill development and mental health and well being	£4679	LL, JC, LB, DB	LL and JC provide dedicated forest school time to all pupils to cover teachers PPA
<b>Total spend:</b>			<b>£2563</b>		

## Wider support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Access training for parents on MS Teams	Parents understand how to support their children in accessing the MS Teams platform.	Children accessing MS Teams during periods of self-isolation to continue with learning. Gaps do not widen and learning time is not lost.	£0	LB	LB to produce parent training material and distribute in September.
Refurbished pupil laptops, prepared for loan service.	Suite of 20 laptops available to lend to pupils who not have access to hardware at home.	If children do not need to share devices at home, they are more likely to engage with remote learning activities. This will ensure that families and children are not disadvantaged during periods of isolation.	£600  No. of days of technician visits	LB and DB	Laptops prepared and used
Prepare 'Borrowing IT Equipment Agreement', pupil and parent acceptable use agreement.	Clear expectations on loan of equipment and protocols in place for safe return and use of hardware.	All equipment is accounted for and available to loan out again after return.	£0	DB	DB to prepare documentation and save to website and MS Teams.
Loan service in operation.	Hardware loaned to pupils who require it.	No loss in learning time.	£0	DB and Office	Office to complete loan agreements and supply loan machine. DR to monitor and oversee.

Staff prepare contingency plans for prolonged national or local lockdown	Curriculum offer prepared to switched on in the case of a national or local lockdown.	Shadow curriculum using Oaks Academy and White Rose Maths resources that can be posted via MS Teams. Children continue learning at home without interruption or any further deficit caused.	£0	SLT	SM to plan shadow curriculum that follows the Saltersgate Curriculum.
<b>Total spend:</b>			<b>£600</b>		

Summary report

<b>What is the overall impact of spending?</b>
<b>How will changes be communicated to parents and stakeholders?</b>
<b>Final comments</b>

<b>Final spend:</b>	<b>£21,200</b>