

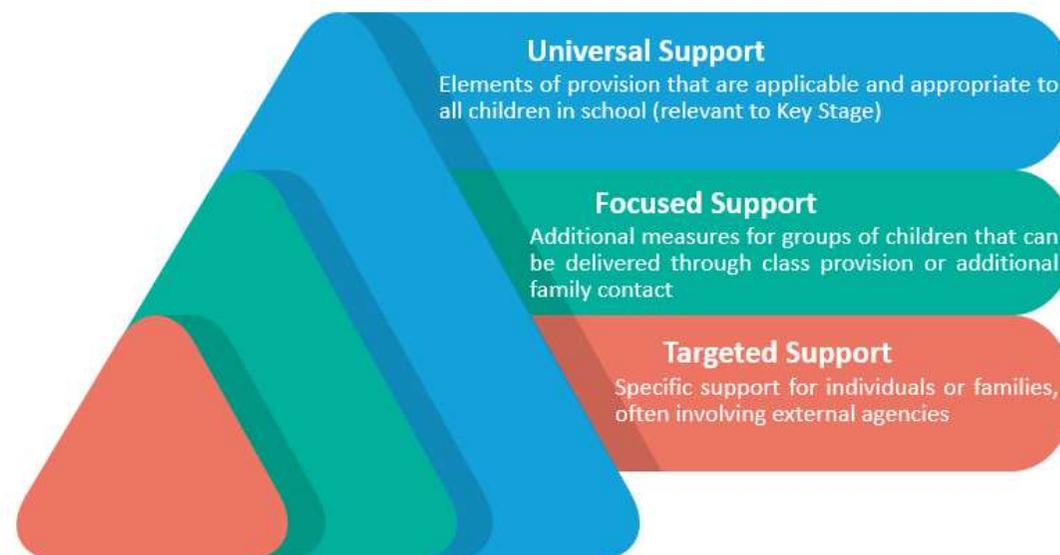
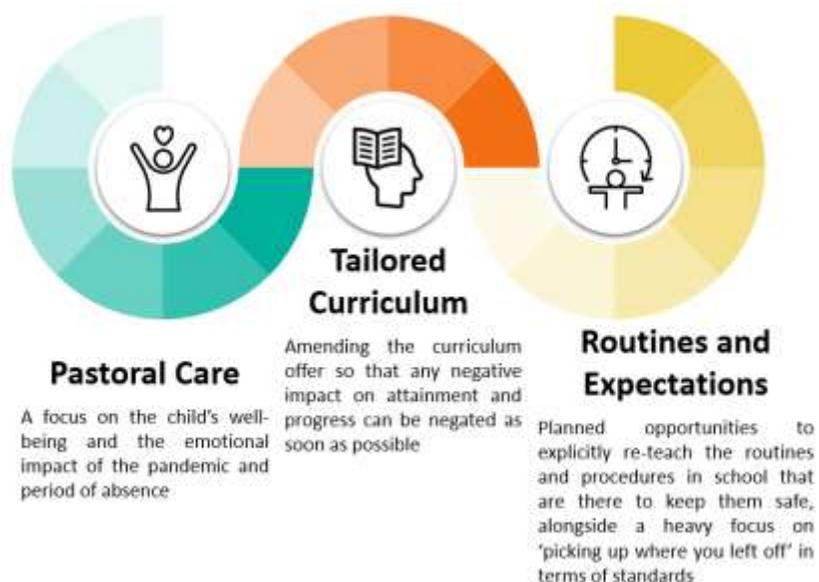
# Frittenden CEP School

## Recovery Plan September 2020

We are going to commit time during September to ensuring that routines, expectations, standards, relationships and values are quickly re-established. At the heart of these plans, getting children 'back-on-track' in both an academic and emotional sense is the absolute priority.

We are focusing on 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 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.



Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"> <li>➤ All staff trained in SWAN approach (Safe, Welcoming, All together, Nurture) to enhance our existing ethos</li> <li>➤ All staff members trained in Mental Health First Aid course</li> <li>➤ Children who demonstrate changes in behaviour are to be referred to DSL</li> <li>➤ Maintain close connection with parents via class emails, GSuite or Seesaw</li> <li>➤ PSHE to focus initially on change, worry &amp; mindfulness – any cause for concern to be referred to the DSL</li> <li>➤ Environments to be <b>low stimulus</b> to support re-integration for SEND (and all others) No hanging displays to begin with</li> <li>➤ Zones of Regulation on display in class and strategies used with all to promote independent self-regulation of emotions. Teachers to work through linked lessons</li> <li>➤ Regular worship to maintain a ‘togetherness’ and weekly class visit by HT celebrating the successes of the week</li> <li>➤ Check up-to-date contact details (especially emails &amp; emergency numbers) from parents</li> </ul>	<ul style="list-style-type: none"> <li>➤ HT or DSLs to follow up with families who have experienced trauma/change in circumstances – what further help do they need?</li> <li>➤ Acknowledge children who need respite from ‘work’ and need extra space i.e. time out to read, move or relax</li> <li>➤ Where teachers feel it is appropriate for whole-class ‘down-time’ then provide children with mindfulness activities</li> </ul>	<ul style="list-style-type: none"> <li>➤ Bereavement support for those children/families identified and supported remotely during lockdown</li> <li>➤ Referrals to external agencies where concerns have been identified</li> <li>➤ Stocktake all CP/CiN/EarlyHelp work during lockdown and provide/receive a summer holiday update 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>
<p><b>What this could look like</b></p> <ul style="list-style-type: none"> <li>• Planned &amp; informal observation of children, noticing any difference</li> </ul>	<p><b>What this could look like</b></p> <ul style="list-style-type: none"> <li>• Emotional literacy support (ELSA)</li> <li>• SEMH concerns raised at pastoral meeting</li> </ul>	<p><b>What this could look like</b></p> <ul style="list-style-type: none"> <li>• External agency support in or out of school, family or individual basis, run by school staff</li> </ul>

- Active listening – conscious effort to allow talk
- Clear but flexible expectations - children find comfort in consistency and routine, however some children may need a more flexible approach to managing their wellbeing needs.
- Starting the day with a short mindful activity – so they are calm, alert and ready to learn
  - Children’s yoga
  - Mindful colouring
  - Sensory circuits
  - Deep breathing exercise
  - Physical exercise
- Movement breaks
- Having an explicit mechanism for children to be able to express and share how they are feeling, including identifying preferred person.
- Feelings check in chart for YR/Y1 (today I feel happy, sad, cross etc.) to start conversations
- A slightly slower pace generally. If not given time to process their feelings, children may go into fight mode/meltdown. It can take up to an hour for them to calm down before they can have any rational thoughts.

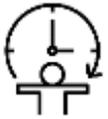
- Extra support at lunch time
- Phone call/meeting with parents
- Individual support within class
- Use of the Zones of Regulation
- 5 point scale system  
<https://www.5pointscale.com/>
- Scheduled movement breaks
- Distraction jobs – registers to office, resources moved etc
- Individual coping wheel

under guidance or by external staff remotely or in person



## Tailored Curriculum

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"><li>➤ Teaching staff to be mindful that children have not had full control of their learning during lock down, so drops are not deliberate. Recovering lost ground requires deliberate practice.</li><li>➤ Phonics to be delivered regularly and with rigour, revising sounds that children may have forgotten.</li><li>➤ Daily reading lessons that foster the <b>love of reading and book enjoyment</b>, but that focus on fluency, comprehension, vocabulary development and promote speaking and listening.</li><li>➤ A focus on handwriting to quickly re-establish high standards – not necessarily explicit sessions, but a <b>heavily promoted class culture</b></li><li>➤ Writing to be regular (daily) and across the curriculum. Lots of short-burst writing to promote writing stamina outside English lessons, but also <b>revision of sentence structures</b>.</li><li>➤ Maths to focus on number work with a <b>daily arithmetic session</b>. TT Rockstars to be accessed regularly and promoted to support automaticity of recall – retrieval practice heavily used.</li><li>➤ PE curriculum to focus on fitness – children are to increase their activity levels within each session.</li><li>➤ Baseline tests when curriculum is re-established (tests beforehand would result in false negatives)</li><li>➤ The application of Rosenshine’s Principles of Instruction as the default position.</li></ul>	<ul style="list-style-type: none"><li>➤ Usual SEN processes. AW to contact families to discuss provision this year and share provision mapping so they know what support their child will be receiving. Include pupils requiring catch-up</li><li>➤ Child voice to be acknowledged and consideration given to the wishes of the child in terms of pace of learning (SEND) to ensure positive progress of SEN pupils in school during lockdown is maintained.</li><li>➤ Promote independent learning via tight scaffolding for those that have become particularly reliant on an adult (through home-learning)</li><li>➤ Ensure that appropriate groups receive curricular support but that scaffolding is reduced quickly so that emphasis is placed on children being independent learners</li><li>➤ Gaps in non-core curriculum to be addressed <b>if needed</b> at the commencement of new topics i.e. where children have missed out on learning about the Romans, they will receive a few lessons on this prior to learning about the Anglo-Saxons</li><li>➤ End of September baseline assessments to support identification of gaps – use to identify groups for focused support by class TA</li><li>➤ Daily 1:1 reading for those who have not read during lockdown</li><li>➤ Teachers to identify lessons on Oak National Academy that could be used to share with parents as pre-learning for non-core.</li></ul>	<ul style="list-style-type: none"><li>➤ Children who have not engaged in any home-learning to receive specific focus/intervention to support them in quickly returning back to pre-COVID level. Possible tutoring.</li><li>➤ Develop provision for specific children. This is to be reflected in the provision plan, and inform the intervention activities and booster support.</li><li>➤ Appropriate adults to work safely with children, 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. Be aware of overload if intervention are happening during times when the rest of the class are undertaking respite activities.</li></ul>



## Routines and Expectations

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"><li>➤ Our approach to routines and expectations should acknowledge that children thrive in predictable, stable environments with clear boundaries.</li><li>➤ All staff to be responsible for the behaviour and attitudes of all children, whilst also acknowledging an adjustment period may be needed for some.</li><li>➤ Collective Worship to re-establish our school values and behavioural expectations – from week 1.</li><li>➤ All staff to re-visit the school values and ‘over-communicate’ this in all correspondence with families and conversations with children.</li><li>➤ Children to complete transition work on 3<sup>rd</sup>, 4<sup>th</sup> Sept and come to an agreement about what the school values will look like in their classrooms (pictures, writing, drawing etc.)</li><li>➤ Teachers to explicitly refer to the hygiene procedures, social distancing from adults, going to the toilet, eating in classrooms / or lunch hall and bubble integrity.</li></ul>	<ul style="list-style-type: none"><li>➤ Target the use of house points to foster good learning behaviours and attitudes to one another. Relate these to the school values and new protective measures.</li><li>➤ Provide regular reminders for those struggling to distance from staff and follow hygiene procedures. Again, this is everyone’s responsibility. If children are not seen adhering, we are all to address it.</li><li>➤ Hold specific group conversations or assemblies (distanced) as required if there are pockets of children who are not following expectations.</li><li>➤ Quickly identify groups of children who are not attending as regularly as expected.</li><li>➤ Have conversations with families not adhering to new routines.</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>➤ Office manager to conduct phone calls for those children with a particularly poor start in terms of attendance.</li><li>➤ Pastoral staff to contact families if individuals stand out as being unable to quickly return to the ‘expected behaviour’.</li><li>➤ Specific praise to be given to those children that have adapted well (in their own context).</li><li>➤ This praise can be awarded in class, through assemblies or through messages to parents.</li></ul> <p><b>At all stages, we must acknowledge that some children will need more time than others to adjust and ‘return to normal’.</b></p>