

# Newland St John's CE Academy Recovery Plan

September 2020 - November Update

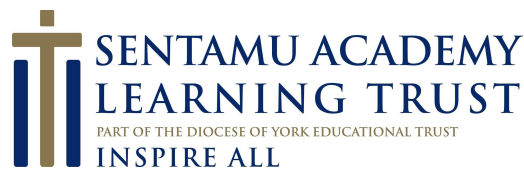
This document is the recovery plan to ensure a safe return to school for pupils and staff in September 2020, whilst providing a high quality school experience for all. The plan supports SALT's Interim Strategic Plan and it forms the main part of the academy development plan for 2020 - 2021.

The plan responds to current DfE guidance and is informed by research from EEF. Please click on links below for the most up-to-date documentation.

[Current DfE guidance for reopening - curriculum, behaviour and pastoral support](#)

[The EEF guide to support school planning](#)

[DfE Wellbeing for Education Return](#)



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## Recovery plan objectives

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## Quality of education

QE Objective 1 - Identify, prioritise and develop key aspects of the school's teaching model which have the most impact on student progress so that teaching with the classroom is efficient and effective

Funding implications: Catch up funding has been allocated and will be used to fund 3 temporary, part time TAs.

Ref	Actions	Led by	Deadline	Update commentary
QE1:1	<p><b>Reading</b> prioritised across the curriculum. Key objectives identified and prioritised.</p> <p>Guided reading in differentiated groups using active reading strategies and ongoing assessment through high quality questioning. 1:1 reading for targeted children.</p> <p>Daily slots for reading to children.</p> <p>Reading books changed weekly.</p> <p>Whole class text supported by the use of concrete resources.</p> <p>Quality texts used as stimulus to inspire writing.</p> <p>Quality books, including those linked to Topics, on display in classrooms and used within bubbles</p> <p>Effective phonics programme taught to high standard as required following intensive assessment of phonics skills</p> <p>Displays reflect the importance of reading, home reading tracked weekly with rewards for the best class, whole school story day, when at an appropriate level, every class studies the same book.</p> <p>Classroom libraries fiction stocks developed, with the school library timetabled for non fiction.</p> <p>Develop the reading section on the school website to support parents in reading with children.</p> <p>Investigate and implement GL assessment if possible during autumn 1</p>	SW/HW/ NK	2/11/2020 Further input confirmed 11/11/2020	<p>Reading curriculum in place.</p> <p>Staff have carried out a gap analysis and identified ways forward.</p> <p>Parents of children who are of particular concern have been contacted to increase engagement with catch up.</p> <p>Subject leader has sent out renewed guidance for high quality guided reading sessions and carried out training for TAs.</p> <p>GL assessments are completed and have informed baseline assessments</p>

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QE1:2	<p>Regular handwriting practice.  Writing assessment to identify issues for individuals and groups.  Key objectives identified, prioritised and shared with children  Writing across the curriculum planned.  Zero tolerance for writing in all classrooms.  Misconceptions quickly identified and addressed during lessons (QFT), intervention planned in response as necessary  Effective phonics programme taught to high standard as required following intensive assessment of phonics skills  Writing display in the hall.  Use of spelling shed to support spelling.  Structured teaching of SPAG within the context of drafting/redrafting texts as well as discreet activities.  Investigate and implement GL assessment if possible during autumn 1</p>	HW/SB/ SW/NK	2/11/2020 Further input confirmed 11/11/2020	<p>Writing curriculum in place.</p> <p>Staff have carried out a gap analysis and identified ways forward.</p> <p>GL assessments have been completed and informed baseline assessments.</p> <p>Parents of children who are of particular concern have been contacted to increase engagement with catch up.</p>
QE1:3	<p><b>Maths</b> skills applied across the curriculum  Daily basic maths skills prioritised in all classes, place value, number bonds and times tables as appropriate to individual/groups of pupils  Use White Rose Maths primary resources for teaching maths, prioritising key objectives within condensed learning journey (differentiated). WR unit assessments used as ongoing assessment.  Concrete resources used across all key stages to support learning  Maths learning walls well developed to support/ stretch learning  TT Rockstars continue to be used to engage children in regular rehearsal of tables.  Investigate and implement GL assessment if possible during autumn 1</p>	LB/SW/ NK	2/11/2020 Further input confirmed 11/11/2020	<p>Maths curriculum in place.</p> <p>Staff have carried out a gap analysis and identified ways forward.</p> <p>GL have been completed and informed baselines. assessments.</p> <p>Parents of children who are of particular concern have been contacted to increase engagement with catch up.</p>

<p>QE1:4</p>	<p><b>PSHE-</b> Jigsaw taught incorporating 'Life After Covid' in response to any concerns that arise within classes</p> <p><b>Computing</b> - Focus on ensuring all children can use Google Classroom and are up to date with how to keep themselves safe online. E-Safety information also issued to parents. Children taught (or reminded) how to access other online platforms to support their learning, eg TT Rock Stars.</p> <p><b>RE</b> - Initial focus on God's love and care for each individual as portrayed through the life of Jesus, before moving on to the long term plan for each year group</p> <p><b>Science</b> - key objectives identified and highlighted to enable learning to be refreshed, gaps identified and new learning to be appropriate.</p> <p><b>History/ Geography</b> - Key objectives identified and highlighted re the use of historical and geographical language, map work, time lines, and taught within the context of a topic. Topic pre- teach every half term - what do we already know, what do we want to know? Expectations re standards of presentation within history and geography revisited.</p> <p><b>PE</b> - taught by teachers and in some classes Coach Craig to upskill teachers. IPEP will be used for planning and assessment. Initial focus on athletics outdoors, enabling social distancing within lessons as well as the appropriate cleaning of equipment. Contact between children within bubbles is minimised and bubbles will be kept separate. Lessons will all be outdoors.</p> <p><b>Art and DT</b> - linked where appropriate to topic. Consideration given to the safe use of resources.</p> <p><b>Music</b> - Teachers make use of Charanga, excluding singing. Instruments will be used in lessons if they can be cleaned thoroughly afterwards. Peripatetic teachers will restart lessons, with risk assessments in place and social distancing followed at all times.</p> <p><b>MFL</b> - The new French scheme French Language Angels to be introduced across the school.</p>		<p>2/11/2020</p>	<p>A prioritised, engaging curriculum is in place.</p> <p>The curriculum is on going, however staff are working on progression documents and whole school alongside plans.</p> <p>PE is now being taught indoors predominantly, with regular cleaning in between classes.</p>
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QE Objective 2 - Implement effective diagnostic assessment to determine gaps and inform planning

Funding implications:

Ref	Actions	Led by	Deadline	Update commentary
QE2:1	Carry out baseline assessments in English and mathematics to determine gaps	NK	End Sept 2020 GL completed Oct 2020	Completed Sept 2020 and GL assessments Oct 2020
QE2.2	Carry out a variety of low stakes assessments in all subjects to determine gaps and inform planning e.g. quizzes, questioning, low stakes tests	All teachers NK	End Sept 2020 GL completed Oct 2020	Completed Sept 2020 and GL assessments Oct 2020
QE2:3	Adapt schemes of learning to prioritise the most important content factoring in outcomes from assessments and any external changes e.g. SATS procedures	NK and subject leaders	End Sept 2020 GL completed Oct 2020	Completed Sept 2020 and GL assessments Oct 2020

QE Objective 3 - Recruit tutors to support pupils who need extra support to catch up

Funding implications:

Ref	Actions	Led by	Deadline	Update commentary
QE3:1	Determine need for tutoring through the diagnostic process	SW, NK, LF	Oct 2020	The children who have fallen behind the most have been identified.
QE3:2	Recruit and appoint tutors through the NTP academic mentoring scheme	SW	Oct 2020 Recruitment taking place.	Interventions are in place for some children and adverts have been placed to recruit 3 part time TAs to work in KS1, Lower KS2 and Upper KS2. These will start in January 2021.
QE3:3	Plan and implement structured interventions (delivered by academic mentors) which directly fill identified gaps	SW, LF	Oct 2020	Some interventions in place. Teachers to plan for intervention TAs from January 2021.

## Behaviour and attendance

BA Objective 1 - Develop and implement new behaviour procedures in response to the Covid-safe organisation of the school

Funding implications:

Ref	Actions	Led by	Deadline	Update commentary
QE1:1	Establish new behaviour procedures with pupils, staff and parents/carers	SW, LF	Oct 2020	Completed Sept 2020
QE1:2	Implement/reinforce systems and routines in all classrooms and across the school to promote consistency	SW, LF	Dec 2020	On going
QE1:3	Regularly review new policy to reflect demands made both internally and externally to ensure standards of behaviour are at their highest and meet DFE guidance.	SW, LF	On going	On going

BA Objective 2 - Develop strategies to ensure good attendance

Funding implications:

Ref	Actions	Led by	Deadline	Update commentary
QE2:1	Review attendance procedures in relation to school reopening	SW, LF	By Sept 2020	Completed Sept 2020
QE2.2	Communicate expectations clearly to pupils and staff	SW, LF	By Sept 2020	Completed Sept 2020

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QE2:3	Monitor attendance closely and implement early triggers for PA	SW, LF	On going	On going
QE2:4	Identify barriers to attendance and implement strategies accordingly on a case by case basis	SW, LF	On going	On going
QE2:5	Use networks and wider agency support to understand the national picture of attendance post covid and harness any support that can come from models of successful practice elsewhere	SW	On going	On going

## Personal development

PD Objective 1 - Develop a remote learning model which is accessible to all pupils in the event of isolation/lockdown

Funding implications:

Ref	Actions	Led by	Deadline	Update commentary
PD1:1	Develop an online learning environment using Google classroom which follows established lesson structures and uses familiar resources/online packages	NR	End Sept 2020	This was set up during the previous lockdown and will be refreshed by the end of September 2020. Completed Sept 2020
PD1:2	Train pupils in the use of the online environment so that they know how to access and use it from home	NR	End Sept 2020	This has been previously established but this will be recapped with children. Completed Sept 2020
PD1:3	Implement a support strategy for pupils who have difficulty accessing and completing work at home, including the provision of equipment	SW	End September	Orders have been placed with DfE. School Chromebooks will be used with critical worker children in the event of closure.  Registered ready for ordering in the event of lockdown.
PD1:4	Communicate online strategy to parents/carers to help remove barriers	NR	Parents will be informed when necessary.	Remote plans learning shared with parents Sept 2020

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PD Objective 2 - Develop a well-being strategy for pupils and staff who need additional support following lockdown

Ref	Actions	Led by	Deadline	Update commentary
PD2:1	Identify needs of individual pupils/staff and groups of pupils to determine most effective strategies (identified through training in 2:3)	LF/AW	Oct 2020	Strategies are in place however, there is little need.
PD2:2	Explore opportunities for the well being worker to meet with staff and signpost to appropriate support.	SW/A W	Oct 2020	On going
PD2:3	Investigate the DfE Wellbeing for Education Return programme and implement where appropriate. £34,443 has been allocated to Hull CC, investigate how we can access training funding to benefit NSJ.	SW	Oct 2020	To be completed

## Leadership and management

LM Objective 1 - Implement a risk assessment for the reopening of school from September 2020

Funding implications:

Ref	Actions	Led by	Deadline	Update commentary
LM1:1	Create a risk assessment to be ratified by COG, COO and CEO including procedures following potential positive cases and communicate this to staff, pupils and parents/carers before the event of potential positive cases	SW	7/9/2020	Completed, reviewed and on website
LM1:2	Communicate risk assessment to staff, professional associations, parents/carers and pupils including specific logistical arrangements	SW	7/9/2020	Completed, reviewed and on website

LM Objective 2 - Develop and implement strategies for pupils with SEND and our most vulnerable pupils including pupils who have not successfully accessed remote learning during lockdown

Funding implications:

Ref	Actions	Led by	Deadline	Update commentary
LM2:1	Identify pupils who have not accessed remote learning	All teachers	End Sept 2020	Completed.
LM2:2	Explore reasons for barriers to learning and put in place strategies to ensure access to key interventions and remote learning in case of future lockdown.	All teachers	End Sept 2020	All now know how to access google classroom. There remain issues with lack of devices and parental engagement.

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LM2:3	Establish frequent contact home for this group of pupils.	LF/AW	At least weekly where needed	Regular contact is being maintained.
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LM Objective 3 - Identify funding requirements and allocate catch-up funding in response to the overall recovery plan

Funding implications:

Ref	Actions	Led by	Deadline	Update commentary
LM3:1	Determine funding requirements of recovery plan, prioritise and recommend spend to the Trust Board.	SW	Oct 2020	Not completed.

LM Objective 4 - Develop a CPD programme which responds to the immediate needs of staff in relation to September reopening and new ways of working

Funding implications:

Ref	Actions	Led by	Deadline	Update commentary
LM4:1	Identify need and implement appropriate training e.g. use of Google classroom	NR	End Sept 2020	Refresher training held on 16/9/2020
LM4:2	Evaluate 'new' ways of working and determine the most efficient, effective and safe methods eg online conferences, Zoom meetings	SW, NK, NR	End Sept 2020	Completed.

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