



St Vincent de Paul Catholic Primary School **AUTUMN TERM RECOVERY PLAN**



Reset- for Safety

Objective what do we want to achieve?	Key Tasks What will we do?	Implications	Responsibility: Who will make sure that we do it?
<p>Ensure a safe as possible environment for pupils and staff</p> <p>This section should be read in conjunction with our comprehensive Risk Assessment</p>	<p>Risk Assessment adapted from HCC model</p> <p>Assemblies remain virtual with one bubble invited each week to be the live audience. Class assemblies can be managed in this way too?</p> <p>Stagger start and leave times during school day – each bubble split into two alphabetical groups.</p> <p>Classrooms to be open from 8.30 am – staff ready to greet. Soft start with register at 9.00 am</p> <p>Stagger lunch / playtimes - Zone areas for different classes</p> <p>Staff rooms / PPA space rota implemented</p> <p>Ensure rigorous handwashing routines throughout the day are in place.</p> <p>6 Additional external sink troughs fitted</p> <p>New mobile hand sanitiser stations positioned.</p> <p>Visual illustrations to be put around the school to remind children</p> <p>All classroom set-ups signed off by HT</p> <p>Systems in place to ensure that high use items are not shared (personal kit); items shared between the bubble are cleaned regularly; items shared across bubbles are quarantined or thoroughly cleaned before being put back into main stock.</p> <p>All staff continue to make use of their own personal and labelled box(es) of equipment – these must be put away each day in one location, to enable easy quarantine if required.</p> <p>All teacher / TA / pupil workstations and other classroom surfaces must be left clear at the end of each day. In order that all surfaces are adequately sanitised.</p>	<p>Directed time to be recalculated</p> <p>Cost of hand sanitiser stations / sinks</p> <p>Storage location agreed</p>	<p>JW JW</p> <p>SLT Teachers RS SL All staff SL</p> <p>SL JW</p> <p>KS leads</p> <p>Teachers agree with support staff</p> <p>All staff</p>
<p>Ensure that all staff are fully aware of the procedures in place to keep children and staff safe.</p> <p>Note there are changes to the KCSiE document in September 2020:</p>	<p>Continued use of CPOMS for recording of concerns</p> <p>CP policy & KCSiE shared as usual</p> <p>Staff handbook shared</p> <p>Staff training occurs on INSET day</p> <p>Professional challenge accepted in relation to all safeguarding matters including Covid protocols</p> <p>Safeguarding protocols are in place for any pupils who initially remains at home, including a regular physical doorstep visit</p> <p>https://safeguarding.network/keeping-children-safe-education/</p>	<p>Induction of new staff</p> <p>INSET schedule timings</p> <p>Constant reinforcing of this message</p>	<p>JW RS JW JW All staff SLT</p>



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Recover- for Wellbeing

Objective what do we want to achieve?	Key Tasks What will we do?	Implications	Responsibility: Who will make sure that we do it?
Re-establishing values and group collaboration	Links to class worship and reflection Pupil preparation involvement in class worships Signing to music (rather than singing if group is more than 15) Daily focus on PSHE tasks including regular circle time – community / unity / personal safety themes. Use PSHE association resources Does display in the classroom reflect this focus? Communication boxes re-established Unpack three universal school rules in relation to circumstance – be safe / be ready / be respectful	Timetabling / time allocated Boxes checked daily and notes responded to	All teachers Class system in place – whose responsibility?
Bereavement/ Attachment Support for any identified trauma experienced	Identify individuals Inform Michelle Curry & record on CPOMS Support in place – including ‘contact me’ programme Stand by Me materials in use and advice sought Stand by me referral made?	Staff training Extra resources to be purchased – books to use for different ages	
Wellbeing of pupils and staff are a priority.	Staff wellbeing standing agenda item on SLT Wellbeing notices resume Wellbeing board resumes Pupil wellbeing – standing agenda item for staff meetings / TA meetings Prominence of pupil communication box & procedures in relation to this Hand networks prioritised each half term School development plan continues to reflect wellbeing prominence	Wellbeing notices in multiple staff locations?	SLT JW JW SLT All staff All staff JW
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.	Website updates & parentmails Contact	JW All teachers MC



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Rebuild- for Learning

Objective what do we want to achieve?	Key Tasks What will we do?	Implications	Responsibility: Who will make sure that we do it?
Smooth and effective transition into Nursery & Reception	<p>Transition welcome videos on website</p> <p>Programme of transition in place for the start of term too</p> <p>Allowances made for one parent to be able to settle a child into nursery on their designated first day</p> <p>Reassure parents regularly – via Tweets & letters home.</p>	<p>Uploaded & accessible</p> <p>Risk Assessment</p> <p>Expectation of at least twice weekly Twitter updates in each class</p>	<p>SA</p> <p>All teachers</p> <p>VH</p> <p>All teachers</p>
Smooth and effective transition Rec to Year 1	<p>Focus on talk and play to strengthen critical aspects of development and ensure that any subsequent planning starts from where these children are.</p> <p>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.</p> <p>Year 1 classrooms will be set up to look more like EYFS classrooms in September.</p> <p>Good early years practice also means a day not interrupted by unnecessary compartmentalisation.</p> <p>Use of outdoor area will be key.</p> <p>ChIL is not ‘free play’ – opportunities for learning are created through carefully planned continuous provision, building upon the children’s interests and needs.</p> <p>Resist the formality of learning too soon</p> <p>Ensure that the Early Learning Goals are addressed and mastered before moving on to a Primary curriculum.</p> <p>Learning Journals have been moved up. Journals continue.</p>	<p>Classroom set up</p> <p>Resource implications?</p> <p>Training – liaise with VH</p>	<p>Year 1 team</p> <p>Year 1 teachers</p> <p>VH</p>



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Smooth and effective transition Y2 to Y3	Be aware of the significance of this move, having missed the Summer term. Focus on basic skills – increased phonics & revisiting of number bonds etc.	Classroom routines	CB
Ensure skills for learning are made explicit in our school nurturing environment	Throw a wide supportive circle around pupils with a ‘learning space’ that is first a ‘nurture space’. Avoid deficit talk of ‘catching up”, “being behind”, or “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. Re-engage to learn. Focus on the learning pit model – refer to the display; use the language of learning and the 17 characteristics of effective learning in order to re-engage and when we meet new learning challenges.	Accepted professional challenge where this slips Short input staff training (NW to lead for teachers and TAs)	All staff All staff KS Leads
Ensure low stakes Assessment of current understanding	Informal assessments through quizzes and teacher judgement – low stakes / low threat assessment - but give them time to settle first. No major assessments until half term (this is the advice of Ben Fuller at HfL) Do not assume anything. Use HfL material for maths and English (alongside other materials – e.g. the subscription to White Rose) Use end of year expectation information from HfL <ul style="list-style-type: none"> • Reading / Writing TAFs for each year group act as guidance but we’ll need to draw upon the previous year too • Maths- Year group on a page (including the previous year) First HfL AM7 assessments will be recorded end Oct/Mid Nov on new simplified ARE marksheets (as per Ben Fuller’s advice).	Constant reminders Resources on T drive & access to subscriptions	All Staff Subject leads to direct
Accelerate learning of expectations of previous school year but not too quickly.	First half term is about settling ready to learn. Use previous term’s expectations as a starting point and move on from there during the autumn term (Review every two weeks). Move on when ready with the expectation that you may have to keep dipping back into last year as well at the start of new learning)	NONE	All Staff
Ensure a broad and rich range of curriculum subjects taught in the Autumn Term	Don’t miss out on the engaging topics ... use them to develop the skills that are essential Continue to develop the Autumn Medium Term Planning format as usual.	NONE	All teachers



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Ensure opportunities for Outdoor Learning	Within planning, highlight opportunities for outdoor learning. Don't be afraid to be outside as a stimulus for other work and as a learning opportunity in its own right. There are great links between the 17 characteristics of effective learning and the things that you can develop outdoors. Continue to use the outdoor learning resources that were shared for Key Worker groups. Explore the newly developed paths in the nature area. Opportunities for prayer and worship outside during the Autumn term?	Timetabling Standing staff meeting agenda item – how have we used the outdoors?	All teachers
Ensure adequate high quality provision for pupils with SEN as well as all pupils who need extra support	Continue to be aware of pupils with specific needs and meet their needs. Ensure that weekly planning of activities reflects this. Personal Provision Planning will need to be updated but interventions will only currently be delivered from within the bubble. When 'catch up funding' has been delivered to schools we will make a decision about how it used and which pupils will benefit. This will include pupils who do not have identified SEN.	Gathering ideas of what is needed	All teachers MC SLT
Religious Education (it is important to note that we are likely to face a Sec48 RE inspection at some point during this academic year. This will not occur during the Autumn Term)	Up until the Friday 11 th Sep, the whole school should work around a theme of community / togetherness, focusing also on how we will use our mission statement to create this. Make this as creative and engaging as you wish drawing upon the impact of community during our time of 'lockdown'. This aims to create a positive narrative – people pulling together, underpinned by faith. From this point all move into the usual WTL topics: We will be covering the same topic units but will be moving away from the textbook activities for most of the sequence. In KS2, the Autumn term has already been mapped for you bringing together WTL objectives with the new Standards document to create a learning sequence for the unit divided into chunks of learning for each week. This will form the basis of your planning In KS1 ... this work is still being undertaken for you and will be ready for you by the time we return. In EYFS, continue to use the current planning framework, with an eye to ensuring that the standards are woven in. Please ensure that RE learning is easily identifiable in the learning journals. During the first week back we will focus on the planning of RE.	RE display reflects this Share planning documents Finish documents and share them INSET time	All staff NW NW JW
Reading	Reading is a priority. Ensure that pupils are heard read by an adult. Slowly re introduce Guided Reading but all consider how whole class readers can be put to good use. Model effective reading through reading to the pupils daily – all classes. Systems for quarantine of books coming back into school will need to be developed as pupils	NONE	All Staff

We are called to be the hands and face of Jesus as we learn, love and grow together



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	<p>begin to share reading materials. Make time for individual reading. Reading areas to be made as inviting as possible.</p>		
Writing	<p>Motivation for writing will remain key. Model the writing process very carefully, making expectations very clear (many will be out of the habit). Make expectations clear but be ready for regular positive reminders. Physicality and stamina for writing may well need to be redeveloped – exercises – posture - pen control. Positive reinforcement needed for good practice. Build up to regular opportunities for extended writing</p>	NONE	All staff
Spelling / Handwriting	<p>Some spellings from the previous spring and summer term may be required – avoid the learning of lists. Make time to practise (and teach) handwriting.</p>	NONE	All Staff
Phonics	<p>KS1 and Year 3 to have extra phonics sessions for first half term then reassess. May need to take it back. Year 2 staff will need to focus some of their time of the preparations that would have taken place for the Y1 phonics test as there will be a screening for this by Autumn half term</p>	NONE	Rec to Year 3 staff
Maths	<p>Use of White Rose Autumn Term plans which incorporate revision aspects of Summer from previous year. This will dovetail with Essential maths topics. Try not to engage with too much White Rose photocopying! Useful document DfE Ready to Progress (On T drive) Also focus on fluency of arithmetic skills and revisit the basics of number bonds / times tables as appropriate.</p>	NONE	All teachers
Working walls reinforce learning	<p>Develop best practice in the use of working walls for Maths and English (in KS1 & 2) Maths: skills we are revisiting & new learning English: expectations for handwriting / grammar / sentence construction / punctuation / spellings / spelling rules etc</p>	Allocated display board space	All teachers