



# Worfield Endowed CE Primary School (Academy)

## School COVID-19 Recovery Plan

### Priority areas 2020/21



The School Recovery Plan sits alongside the School Development Plan (SDP). The purpose of this document is to provide specific targets and actions required in response to the Covid-19 pandemic and the subsequent impact on education. This document, together with the risk assessment and the SDP, provides a suite of materials detailing our approach to school improvement. This plan takes precedence over the SDP document during the Autumn term 2020. The SDP actions from 2019/20 will be reviewed during the autumn term to determine which priorities remain given the impact of lockdown on school improvement work in the spring and summer terms of 2020.

The School Recovery Plan is organised into 5 sections as detailed in the Government guidance document, the link to which is found below:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

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| Area 1 | Mitigating Risk                            |
| Area 2 | School Operations                          |
| Area 3 | Curriculum, behaviour and pastoral support |
| Area 4 | Assessment and accountability              |
| Area 5 | Contingency for outbreaks                  |

## 1.Mitigating Risk

| Target  | Action   | Responsibility                   | Timeframe<br>Resources (Costs/CPD)  | RAG of Action taken or Impact |
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| To ensure safe working practices for all staff and pupils in accordance with DfE guidance | <ul style="list-style-type: none"> <li>Risk Assessment developed and held as Appendix to recovery plan.</li> </ul>   | EHT and HoS                      | To be developed prior to 1 <sup>st</sup> September and reviewed weekly        |                               |
|   | <ul style="list-style-type: none"> <li>Risk Assessment shared with all stakeholders – All staff, parents, FGB, unions via LA H&amp;S Team, school based union reps</li> <li>PD Day 1<sup>st</sup> Sept – online MS Teams meeting to outline any changes to RA during summer and answer questions from staff.</li> </ul>  | EHT                              | Draft shared in final week of summer term.<br>At the start of the Autumn term |                               |
|   | <ul style="list-style-type: none"> <li>Risk Assessment to be reviewed and updated as and where necessary on a regular basis</li> </ul>   | ELT/SLT in consultation with EHT | ongoing   |                               |
|   | <ul style="list-style-type: none"> <li>Control measures in place as identified in DfE guidance:<br/><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a></li> <li>Local outbreak plan to be shared with all staff:<br/>Shropshire Schools resource pack read</li> </ul> | All staff                        | ongoing   |                               |
| To minimise contact between individuals   | <ul style="list-style-type: none"> <li>To develop and maintain class bubbles in line with risk assessment</li> </ul>   | HoS                              | Prior to end of July 2020   |                               |

### Evaluation

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## 2. School Operations

| Target  | Action  | Responsibility  | Timeframes/resources               | RAG of Action taken or Impact |
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| To ensure that pupils are transported safely on dedicated school transport                    | <ul style="list-style-type: none"> <li>To liaise with school transportation to ensure year groups bubbles can be adhered to where required or alternative provision is in place</li> </ul>  | EHT/Shropshire transport  | Beginning of August 2020           |                               |
|   | <ul style="list-style-type: none"> <li>To promote active travel plans as and where possible within the school community in accordance with LA initiatives. Active Travel plan incentives developed in school and promoted within the community</li> </ul>   | EHT   | September 2020                     |                               |
| Ensure all pupils are in attendance where they are not shielding/self-isolating on PHE advice | <ul style="list-style-type: none"> <li>Review and refine school attendance procedures in response to Covid-19 – circulate coding for COVID related absences to administrator(s)</li> <li>Write to parents to remind that from Sept 2020 school attendance is once again compulsory. Share Shropshire Education Access flyer with all parents showing telephone contact for any anxious parents who need reassurance.</li> </ul> | EHT   | July/August 2020                   |                               |
|   | <ul style="list-style-type: none"> <li>Further letter sent to parents clarifying attendance expectation and disseminating school policy and procedures for non-attendance</li> </ul>  | HOS   | September 2020                     |                               |
|   | <ul style="list-style-type: none"> <li>Liaise with families directly where there are concerns about attendance due to anxieties and agree actions to improve attendance</li> </ul>  | Federation Early Intervention Practitioner/HoS/EHT as appropriate to build any existing relationships | Ongoing                            |                               |
|   | <ul style="list-style-type: none"> <li>Develop programme of pastoral support for reluctant attendees to address key issues and to develop programme to support mental health</li> <li>Refer any non-attendance of vulnerable pupils or EHE pupils to Shropshire EWO</li> </ul>  | Family support worker/HoS/administrator support   | ongoing                            |                               |
| Ensure that staff return to work in accordance with contract of employment                    | <ul style="list-style-type: none"> <li>Contact to be made with all staff to ensure that they will return in September</li> </ul>  | EHT/HoS   | Prior to start of Autumn term 2020 |                               |
|   | <ul style="list-style-type: none"> <li>Induction programme developed for new staff to adhere to Covid-19 guidance, including for NQTs, identifying required support programme</li> </ul>  | EHT<br>HoS/<br>NQT Lead   | September 2020                     |                               |
|   | <ul style="list-style-type: none"> <li>Agreed working practices developed for extremely clinically vulnerable staff through liaison with HR and union reps</li> </ul>   | EHT   | Prior to start of Autumn term 2020 |                               |
|   | <ul style="list-style-type: none"> <li>To contact Shropshire HR immediately where any issues arise</li> </ul>   | EHT   | ongoing                            |                               |
|   | <ul style="list-style-type: none"> <li>To identify a programme of mental health support for all staff and to implement this to in day school practice – continued purchase of SAS staff well-being package</li> </ul>   | EHT/Mental Health Lead/HoS/EIP  | Ongoing                            |                               |

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| Ensure effective deployment of staff | <ul style="list-style-type: none"> <li>Identify key areas of need and ensure that staff is deployed as and where needs arise considering:<br/>SEND requirements<br/>Catch-up programmes and targeted children</li> </ul>   | HOS/Federation<br>SENCo/LSAT<br>SLT<br><br>EHT | Prior to September 2020<br><br>November onwards following baseline assessment and funding info. from DFE |   |
|                                      | <ul style="list-style-type: none"> <li>Designated safeguarding lead/Deputy Safeguarding lead to have dedicated time to address potential increase in incidents requiring referrals and to support staff as and where incidents occur</li> </ul>  | DSL<br>DDSL                                    | Autumn term  |   |
|                                      | <ul style="list-style-type: none"> <li>Risk assessment, practices and protocols to be shared with visiting teachers (e.g. peripatetic music, AIP, SEN team, supply teachers) prior to visit.</li> </ul>  | Administrator<br>HoS                           | September 2020   | EHT shared guidance from Shropshire – Professionals visits to schools |
|                                      | <ul style="list-style-type: none"> <li>Develop clear guidelines for volunteers and share schools risk assessment to ensure adherence to government guidance and ensure safe working practices.</li> </ul>  | HoS<br>Administrator(s)                        | September 2020   |   |
|                                      | <ul style="list-style-type: none"> <li>Resume breakfast and/or afterschool offer, referring to guidance produced by DfE:<br/><a href="https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak</a></li> <li>Agree and share with parents policy for extra-curricular provision. Review charging scheme due to additional staffing/reduced numbers</li> </ul> | HoS/EHT<br><br>SBM/administrator<br>HoS<br>EHT | September 2020   |   |

#### Evaluation

Autumn

Spring

Summer

### 3. Curriculum, behaviour and pastoral support

| Target  | Action   | Responsibility   | Timeframe<br>Resources (Costs/CPD)                                    | RAG of Action taken or<br>Impact |
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| Identify educational needs of pupils and respond accordingly      | <ul style="list-style-type: none"> <li>Appoint lead with responsibility for Covid catch-up fund.</li> </ul>  | EHT/HoS/SBM  | November 2020   |                                  |
|   | <ul style="list-style-type: none"> <li>Baseline pupils and most effective programmes to close gaps: 1-1 sessions, boosters etc.</li> </ul>   | SENCO/HoS/Class teachers/LSAT<br>Catch-up Funding lead | Baseline summative assessments – week 3<br>September 2020 and ongoing |                                  |
|   | <ul style="list-style-type: none"> <li>Following analysis of summative and formative assessment (Baseline) develop catch-up plan identifying targeted pupils, actions taken and the cost of any planned programmes</li> <li>Implement plans</li> <li>Measure the impact of the interventions from baseline</li> </ul>  | Catch-up Funding lead                                  | September 2020  |                                  |
|   | <ul style="list-style-type: none"> <li>In EYFS, develop a curriculum to focus on prime areas in and addressing gaps in language, early reading and mathematics with focus on developing phonic knowledge and extending vocabulary</li> </ul>   | EYFS Lead/HoS  | Prior to September 2020   |                                  |
|   | <ul style="list-style-type: none"> <li>Teachers to identify gaps and to ensure opportunities to read widely, develop vocabulary and knowledge are identified</li> </ul>  | teachers<br>HoS<br>LSAT                                | Autumn term   |                                  |
| Ensure the continuing delivery of a broad and balanced curriculum | <ul style="list-style-type: none"> <li>Review PSHE curriculum to ensure opportunities for the development and discussion of mental health and well-being are included</li> <li>Ensure PSHE is taught to focus on mental health and well-being, team work, building relationships.</li> <li>Review RSE Curriculum and develop plan for implementation prior to summer term</li> </ul> | DSL/DDSL<br>Mental Health/PSHE lead/HoS<br><br>HoS/EHT | Autumn term 1   |                                  |
|   | <ul style="list-style-type: none"> <li>Hold pupil progress meetings to discuss baseline assessments &amp; each pupil's well-being.</li> <li>For all subjects, Identify curriculum priorities – what do we need to teach now? Where necessary and appropriate, subject leads to identify key concepts to address gaps in knowledge and to share these with all staff.</li> </ul>      | LSAT/HoS/EHT/<br>EIP/LSAT<br><br>Subject Leaders       | October 2020<br><br>October 2020                                      |                                  |
|   | <ul style="list-style-type: none"> <li>Review curriculum development to date. Where are we currently? Where do we want to be?</li> <li>Develop clear action plan for curriculum development</li> </ul>   | EHT/HoS  | Autumn term   |                                  |
|   | <ul style="list-style-type: none"> <li>Develop Action plan for phonics catch up identifying actions for <b>all</b> pupils and any additional vulnerable pupils</li> </ul>  | EHT/HoS/English Leader for federation                  | October 2020  |                                  |

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|   | <ul style="list-style-type: none"> <li>Where music lessons are held, clear protocols and practices are in place in line with government guidance as identified in section 3: <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a></li> </ul>   | HoS/Shropshire Music Service                                    | Ongoing from September 2020  |  |
|   | <ul style="list-style-type: none"> <li>PE lead to develop guidance for all staff on the teaching of P.E to mitigate risk of spread and to ensure systems of control. Reference to be made to sport England guidance: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/guidance-for-the-public-on-the-phased-return-of-outdoor-sport-and-recreation">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/guidance-for-the-public-on-the-phased-return-of-outdoor-sport-and-recreation</a>.</li> <li>Attendance at the SSSP virtual conference</li> </ul> | PE lead   | Ongoing from September 2020  |  |
|   | <ul style="list-style-type: none"> <li>To continue to develop the remote learning offer to pupils unable to attend schools.</li> <li>Create remote learning policy</li> </ul>   | EHT/HoS/ All Class teachers                                     | Ongoing beginning Autumn 2020 – Twilight PD Day session 17 <sup>th</sup> September 4-6pm |  |
| To have an agreed behaviour regulation policy   | <ul style="list-style-type: none"> <li>To share new behaviour regulation policy (attachment/trauma informed) which will support staff to address behaviours seen on re-entry to school, sharing with all staff to ensure consistency of approach</li> </ul>   | EHT/LSAT/SENCO /HoS   | PD day 1 <sup>st</sup> September 2020  |  |
|   | <ul style="list-style-type: none"> <li>Letter sent to parents clarifying new behaviour policy and including any changes to sanctions and rewards</li> </ul>   | HoS/LSAT  | Following FGB approval of behaviour regulation policy Nov 2020                           |  |
|   | <ul style="list-style-type: none"> <li>Bespoke support programmes developed to address key issues/individual pupil needs and shared with staff as necessary.</li> </ul>   | Early Intervention Practitioner                                 | Autumn term and ongoing  |  |
|   | <ul style="list-style-type: none"> <li>To liaise with Education Inclusion Team, Education Access and Virtual School (for LAC) teams for specific and identified pupils</li> <li>Ensure high quality PEPs are completed for all LAC pupils</li> <li>Ensure weekly attendance data for all LAC pupils is returned to appropriate LA.</li> </ul>   | Early Intervention Practitioner / HoS/LSAT<br><br>Administrator | As and where required  |  |
|   | <ul style="list-style-type: none"> <li>Identify those children who are vulnerable and likely to struggle to reintegrate to school easily and plan additional pastoral support for these.</li> </ul>   | Early Intervention Practitioner / HoS/LSAT                      | Prior to September   |  |
| To ensure provision is maintained for all pupils where Alternative Provision is in place. | <ul style="list-style-type: none"> <li>Education Plans to be developed by schools for those pupils attending Alternative Provision (AP), to identify clear timetable of provision particularly where a pupil is attending more than one AP.</li> <li>Liaise with AP to ensure that processes and procedures are in line</li> </ul>  | LSAT/SENCO/EHT  | Prior to September   |  |

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|  | <p>with the school's and vice versa.</p> <ul style="list-style-type: none"> <li>• Develop clear plan to show how pupils are transported from one provision to another in accordance with guidelines.</li> <li>• Liaise with school transport</li> </ul> |  |  |  |
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| <b>Evaluation</b> |  |  |  |  |
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| <b>4. Assessment and Accountability</b> |  |  |  |  |
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| Target | Action | Responsibility | Timeframe<br>Resources (Costs/CPD) | RAG of Action<br>taken or Impact |
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| Ensure that staff and pupils are prepared for Statutory Assessments | <ul style="list-style-type: none"> <li>Staff to re-familiarise themselves with assessment expectations, timetabling and material including:<br/>KS1 phonic screening checks<br/>Year 4 multiplication tables check<br/>KS2 tests<br/>EYFS assessment</li> </ul> | All teaching staff | Ongoing from September 2020 |  |
| To be aware of accountability measures for academic year 2020/21    | <ul style="list-style-type: none"> <li>Baseline analysis Sept 2020, and any autumn data from 2019 to be readily available and referred to, as a starting point, in conversation with outside agencies.</li> </ul>   | EHT/HoS/           | From October onwards        |  |

**Evaluation**

**Autumn**

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**5. Contingency**

| Target | Action | Responsibility | Timeframe<br>Resources (Costs/CPD) | Impact |
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| Ensure continued educational provision in the event of an outbreak | <ul style="list-style-type: none"> <li>• See also section 3 above re: remote learning.</li> <li>• To develop an action plan detailing how high quality remote learning can be delivered immediately should pupils be required to self-isolate or if there is a local lockdown. Details of considerations and what should be contained within the contingency action plan are contained within DfE guidance:<br/><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a></li> <li>• Through consultation with staff create a Remote Learning policy making clear expectations of all stakeholders.</li> <li>• All staff to familiarise themselves with the use of ClassDojo for home learning offer</li> <li>• Use of school website to communicate key policies and how to access home-learning provision</li> <li>• Communicate policy to parents</li> <li>• Train children (age appropriate) in how to upload home-work for feedback.</li> </ul> | EHT/HoS/LSAT/SEN CO and all teaching staff. | By end of September 2020 |  |
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