



Jenny Short July 2020

Inspir.ed

07782256322

jennyshort@inspir-ed.net

Announcements made 2nd July 2021 will influence the strategic planning for 2020/21

- All schools will receive funding for Catch Up provision but how this will be distributed has yet to be revealed.
- EEF Guidance on Effective Interventions is recommended.
- Extra funding will be given for the most disadvantaged and vulnerable pupils
- Ofsted inspections suspended in the Autumn term, and the extent to which they are reinstated from January 2021 under review. Ofsted may visit selected schools in the Autumn term to discuss provisions being made.
- Return to a more "normal curriculum" expected from Easter 2021 and until then DFE have made recommendations re the focus for academic recovery . NB Specific curriculum provision for Relationships and Health Education (RHE)in primary schools remain statutory from Easter 2021.
- There will be no national data for 2020 and any accountability process requiring reference to data will refer to 2019 national comparisons.
- Statutory assessment will take place 2021 at KS1 and KS2 and EYFS profile will be completed as the new EYFS Baseline Assessments have been deferred until September 2021
- Assessments of Pre Key Stage standards , and of those 2020/21 Y2 pupils who missed the Y1 Phonics screening 2020 remain under review by STA.
- DFE acknowledges the need to address the well being issues that have inevitably arisen as a result of school closure and lockdown and specifically asks that pupils are supported in
 - a) their needs to re-engage with friends and relationships that have been fractured
 - b) their personal reactions to Covid -19 issues that have affected them personally
 - c) improving their own approaches to personal well being and positive mental health.
- The needs of identified SEND pupils may well have increased in the context of well being.

NB The following Inspir.ed suggestions are intended to provide an informed framework for discussion in schools seeking to formulate an effective strategic plan for the next academic year which will, of necessity be one of recovery and re-engagement. It remains important that leaders in schools tailor their responses with reference to their own contexts and the interpretation of their own assessment of the needs that now exist in their communities.

My *personal* view is that any plan to recover the time lost and to re-engage young people as successful learners following the traumas of the past four months must be both strategic and holistic. It cannot be a "quick fix and back to normal asap" model, and whilst it should take full account of identifying and recovering the emotional and social wellbeing of learners as well as attempting to fill the academic gaps that school closures have opened up, it must not be considered to be the case that we fix the emotional needs and get on with the academic as soon as possible thereafter. The Maslow and the Blooms aspects of schooling must be addressed in tandem not in sequence, and the emotional support required for sustained effective learning has to continue long after the immediate effects of the Covid pandemic fade, and we hopefully return to a "new normal".

With this in mind I strongly recommend that any such plan is built around practices that are closely attuned to pupils' learning and developmental needs, and strongly driven by the following essential elements of provision:

1. Supportive environments that foster a sense of community through positive relationships, a sense of belonging and purpose.
2. Curriculum, teaching and assessment strategies that are well structured and appropriately scaffolded, and make highly effective use of direct instruction and formative assessment.
3. Social and emotional learning that fosters the positive habits and mindsets of appropriate behaviours and good learning.
4. Support systems and resources available within and beyond the classroom that address, and seek to prevent, the academic and the health and social issues that typically divert learning and development following times of trauma and stress.

Possibilities for a robust RECOVERY/RE-ENGAGEMENT PLAN for a primary school

Operationally the school aims to:

Properly assess and balance the risks associated with Covid-19 infection in the wider community by acting according to agreed principles that minimise contacts between groups, and by implementing procedures that reduce the levels of transmission.

Educationally the priorities are to:

- *re-engage the school community so that all pupils can return safely to full time education in school for the academic year 2020/21*
- *ensure that appropriate curriculum experiences are personalised to accurately identified needs, so that over time all can resume their learning journeys, and can gain their rightful status as effective, authentic learners*

Objectives: By the end of the Summer 2020 term are to:

1. Rebuild stakeholder trust in the organisation as a place of safety and healthy development
2. Provide support and advice to parents of pupils returning to school in the summer term (Resource ref: Trauma Informed schools)
3. Maximise the number of pupils in YR, Y1 and Y6 that return to school for the rest of the summer term and provide key activities to support them both academically and emotionally once there.
4. Provide continuing home learning support for parents and carers of pupils in current Y2-5 and all other pupils not attending school that focus on key areas of learning identified as being crucial in order to access the next stage of learning on their return in September.

** Initial DFE guidelines in April/May suggested specifically that pupils in EYFS maintain activity based learning in all areas of learning*

**For Y1 and Y6 in school and all primary year groups learning at home to focus on:*

- talk (speaking and listening) , reading and P. E. / outdoor learning

**Additionally in Y1*

- ensure Early Reading catch up and relearning if forgotten*
- reteach phonics and use associated books for reading practice*

**Specifically in Y6*

- ensure they are ready to access the secondary curriculum in maths and English*
- provide opportunities to celebrate end of Primary Stage appropriately*
- arrange transition activities with Secondary Schools that make good use of virtual communications with new teachers and familiarisation with the new environment.*

5. Ensure that every pupil who will be on roll in September 2020 Y1-6 is formally assessed to determine the nature of a) their specific social and emotional needs following the period of lockdown and b) their attainment in reading and maths compared with a standardised norm for the end of their current academic year.
6. Conduct detailed item analysis of the summer term well-being assessments and standardised tests in reading and maths so that strengths and areas for development in reading and maths at this point in time are known for every child.
7. Plan appropriate transition arrangements (information exchanges and pre visits either actual or virtual) for those pupils joining the school who will be joining in YR, and those leaving the school (Y6) who will be in Y7 in September 2020. If the Y2 pupils are leaving an Infant school to join a Junior School then similar transition arrangements between schools is needed.
8. Plan appropriate transition arrangements for Y1-5 (assessment data and teacher meetings actual /virtual)
9. Make it possible for ALL pupils Y1-5 to return to school to say goodbye to current teacher and meet their new teacher
10. Offer two virtual whole school assembly sessions weekly to maintain community contact and a final assembly at the end of term that uses the same technology.
11. Ensure all staff have regular, adequate space and time for meetings, discussions, planning both in the short and longer term. Use virtual technology to re-establish weekly team /staff meetings to determine the strategic planning and to share the load with leaders.
12. Discuss with all staff before the summer holiday their personal plans for holidays and determine if these will require quarantine of 14days on their return and if this will impact upon their ability to return to school at the beginning of term

Aims to enable all pupils to return to full time education from September 2020;

It is essential that:

- health and safety aspects to meet the expectation that all pupils in all year groups will return to school in September have been considered, and changes to the physical environment are implemented by start of the Autumn Term.
- social "bubble" arrangements for pupils and all adults in them are clearly communicated to all stakeholders in advance of return to school and that contact between defined groups is avoided.
- visitors to the school and those moving between schools to provide specialist support are managed effectively
- routines and rotas are in place, and communicated effectively, for travelling to and from school on designated, public or private transport, for site arrivals and departures, disposal and management of any PPE equipment used on arrival, classroom, playtime, lunchtime, and toileting arrangements.
- classroom routines and rituals are clarified and implemented including expectations of staff distancing (arriving and leaving, hand sanitising, snacks, social safety and toilets, as well as seating and reasonable precautions re. peer interactions.)
- good practice is established around the publicised broader aims to "catch it, bin it , kill it".
- opportunities to use technology and virtual platforms for meetings between stakeholders, and for activities such as whole school assemblies, are fully explored and utilised.
- appropriate, regular, deep cleaning routines are established.
- a clear policy for swift action to be taken in the event of an emergency related to Covid -19 infection is in place and communicated to all.
- a designated person is responsible for actions taken immediately should infection become apparent in any individual during the school day, and that appropriate PPE equipment is available for use by that person, in the event of such an emergency.
- clear procedures are in place for rapid identification of symptoms of infection, should they present in any individual whilst on site, and that immediate isolation, and subsequent actions to be taken, are known by all stakeholders.
- full use is made of all available tracking and tracing methods to determine next steps.
- A procedure is in place that defines who makes the relevant decision over further lockdown measures in the event that two or more pupils present symptoms within any 14 day period.

It will be helpful if;

- accurate indications of both emotional and academic needs of adults and pupils returning to school have been obtained in advance to inform planning for adapted curriculum provision,
- the details of the circumstances of those who will be unable to return in September are known, so that the best provision can be made for distanced learning with resources available.

Principles of re-engagement should establish clearly that ;

- education from September 2020 is no longer optional but required by statute
- there is an expectation that the planned curriculum will remain ambitious and broad
- any remote learning arranged will align closely with mainstream schooling and will be of the highest possible quality
- teachers will make use of existing flexibility within the curriculum provision to create time to re establish learning in key content missed during lockdown and will prioritise reading as an essential skill for catch up.
- return to a "normal" curriculum with associated expectations is expected in the summer term 2021 but until then planning will be informed by thorough assessment of individual and group needs.
- essential skills in phonics and reading, writing and maths as defined by the year group, together with vocabulary knowledge will be the focus in all year groups
- a return to sporting opportunities in and beyond the school will be informed by guidelines from Sport England and the Association for PE

Catch up, Induction and Curriculum Objectives by September 2020: (Consider how best to use the summer holidays)

Leaders:

1. Communicate clearly and consistently the expectation that all pupils will return to full time schooling at the beginning of the Autumn term 2020 including those who previously were exempt by virtue of the need to shield. (Exemption removed Aug 1st 2020 and only very exceptional cases will qualify)
2. Ensure that the specific needs of any/all members of the school community who continue to require shielding are fully known, and determine how these might be met with resources available.
3. Determine who needs catch up provision and consider the nature of the support required that is possible within the resources available.
4. Determine how existing classroom assistants and other adults might be re deployed. (EEF Guidance : Best Use of TAs)
5. Recruit sufficient numbers of individuals who will provide catch up tuition to pupils who need it, and identify sources of specific support for those deemed to be most disadvantaged.
6. Facilitate safety checks and initial training of any tutors required , and plan how the ongoing development of skills they need to acquire for effective tuition to take place will be organised over time
7. Determine and communicate to all how tutors will operate, how they will be will be guided and informed by teachers, how they will feed back information to teachers about pupils in their groups; how their work will be linked with the classroom curriculum provision and focused on accurately identified need.
8. Agree effective strategies for adult communication of planning and the practicalities of managing information exchange between all stakeholders.
9. Provide practical well-being support and guidance to staff and parents/carers of ALL pupils returning in September (Resource ref: Trauma Informed schools)

Teachers:

1. Clarify the extent of personal "bubbles" and how this will be managed on a daily basis.
2. Establish if any pupil in their care is remaining at home and will require arrangements for distanced learning and integration.
3. Plan an appropriate period of induction (up to 10 days?) for their class on return in September to
 - a) redefine relationships, routines and expectations based upon the changed environment and what is known about specific social and emotional well being needs of the children in their care,
 - b) to re-engage all of them as effective, active learners in a school setting and instil a sense of agency in their motivation to learn.
4. Plan appropriate cross curricular contexts for the Autumn term that offer the best possible opportunities for all pupils to embed and practise the key aspects of reading , maths and writing identified as being critical to their personal catch up programmes, that will

enable them to access their key academic learning in 2020/21. Ensure that activities are planned around this essential practise and repeated application of learned skills.

5. devise *initial* catch up plans for individuals and groups according to identified need as indicated in end of term assessments and transition information.

Objectives before half term in the Autumn November 2020;

1. **Leaders:** Monitor regularly the effectiveness of the quality of teaching and learning in whole class and catch up tuition group and individual work.
2. **Teachers:** Use proven teacher assessment techniques to accurately support learning and ensure that pupils strengths are recognised and areas for development supported by reactive, informed teaching
3. **Teachers:** Establish baseline standardised scores in Reading and Maths for pupils current year group, using tests designed to be used at the beginning of the year and then twice more (again at Easter 2021 and Summer 2021) and complete item analysis that informs curriculum priorities and learning focuses in tuition for every child
4. **Teachers:** Review and revise catch up plans with individuals and groups according to new information

Objective by Christmas 2020:

1. Whole staff review of progress made in catch up and recovery programmes.

Objectives by Easter 2021

1. Whole staff review of progress made in catch up and recovery programmes.
2. All pupils deemed ready to re-engage with the previously planned 2021 curriculum for the Summer term
3. Assessments inform teaching and learning plans for summer term and prepare pupils for statutory assessments in EYFS profile KS1 and KS2
NB arrangements for those working below and those due for phonics screening in Y2 who missed Y1 are remaining under review by STA.

INTENT	IMPLEMENTATION	BY	BY WHEN	COST	IMPACT
--------	----------------	----	---------	------	--------

