



Deanshanger Primary School - School Recovery Plan

Priority areas 2020/21

The School Recovery Plan sits alongside our School Improvement Plan (SIP). 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 SIP, provides a suite of materials detailing our approach to school improvement.

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>

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 Resources (Costs/CPD)	RAG of Action taken or Impact
To ensure safe working practices for all staff and pupils in accordance with DfE guidance	<ul style="list-style-type: none"> Risk Assessment developed and held as Appendix to recovery plan. 	Headteacher, SLT and Chair of Governors	To be developed in the summer break prior to 1 st September and reviewed weekly	
	<ul style="list-style-type: none"> Risk Assessment shared with all stakeholders 	Headteacher	At the start of the Autumn term	
	<ul style="list-style-type: none"> Risk Assessment to be reviewed and updated as and where necessary on a regular basis. This is likely to be on a weekly basis moving to fortnightly after a few weeks based on the new guidance received and any local recommendations (including the need for local lockdowns). 	Headteacher and SLT	Summer break and then ongoing	
	<ul style="list-style-type: none"> Control measures in place as identified in DfE guidance: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools Local outbreak plan to be shared with all staff: https://www.northamptonshire.gov.uk/coronavirus-updates/Documents/DRAFT%20Northamptonshire%20Outbreak%20Prevention%20and%20Control%20Plan%20-%20LRF%20Headline%20Summary.pdf 	All staff	Summer break Training Days (1 st and 2 nd September 2020)	
To minimise contact between individuals	<ul style="list-style-type: none"> To develop and maintain bubbles within the guidance set and ensure that all stakeholders are aware of our expectations. See DPS Risk Assessment for full details. In summary: Each year group forms a bubble. The year groups do not come in close contact with other year groups and social distancing is recommended between year group bubbles. Toilets are allocated to each bubble. Internal movement in the school is minimised with most movement around the school via external doors. Other expectations: the wiping down of shared resources, regular handwashing, staggered starts, breaks and home times, limited use of the staff room, meetings online and staff access to PPE, additional sanitising and handwashing stations, forward facing desks (for Y3 onwards), additional cleaning ... 	All staff	Summer break Training Days (1 st and 2 nd September 2020)	
Evaluation				
Autumn				
Spring				
Summer				

2. School Operations				
Target	Action	Responsibility	Timeframes/resources	RAG of Action taken or Impact
To ensure that pupils are transported safely on dedicated school transport	<ul style="list-style-type: none"> 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. 	Head teacher	Beginning of September 2020	
Ensure all pupils are in attendance where they are not shielding	<ul style="list-style-type: none"> Review and refine school attendance policy and procedures in response to Covid-19 	Head teacher	Summer break	
	<ul style="list-style-type: none"> Letter sent to parents clarifying attendance expectation and disseminating school policy and procedures for non-attendance 	Headteacher	End of Summer break	
	<ul style="list-style-type: none"> Liaise with families directly where there are concerns about attendance due to anxieties and unique family circumstances (shielding, self-isolation) and agree actions to improve attendance. 1:1 communication a required. Bespoke plans for children shielding and for families that do not yet feel able to send their children back to school. 	SLT/Learning Mentor/SENCo	Ongoing	
	<ul style="list-style-type: none"> Develop programme of pastoral support for reluctant attendees to address key issues and to develop programme to support mental health. Signpost 'Employer Assist'. Refer to Northamptonshire emotionally based school refusal programme and attendance support - https://northamptonshire-self.achieveservice.com/service/Contact_the_Educational_Inclusion_and_Partnership_Team#_ga=2.169984480.1761020645.1595932544-765889401.1543572999 	SLT/Learning Mentor/SENCo	Ongoing	
Ensure that staff return to work in accordance with contract of employment	<ul style="list-style-type: none"> Contact to be made with all staff to ensure that they will be able to return in September. Based on the feedback received, add in additional protective measure as required and possible. 	Head teacher	Mid-August	
	<ul style="list-style-type: none"> Induction programme developed for the new staff member to adhere to Covid-19 guidance 	Head teacher Phase Leader	September 2020	
	<ul style="list-style-type: none"> Agreed working practices developed for extremely clinically vulnerable staff through liaison with HR and union reps 	Head teacher	Mid-August	
	<ul style="list-style-type: none"> To contact HR immediately where any issues arise 	Head teacher	Ongoing	
	<ul style="list-style-type: none"> To identify a programme of mental health support for all staff and to implement this to in day school practice 	Headteacher and SLT	Ongoing Focus given in weekly staff meetings for mental health support and phase leader check ins on a daily basis	

Ensure effective deployment of staff	<ul style="list-style-type: none"> Identify key areas of need and ensure that staff are deployed as and where needs arise (recognising that movement between bubbles is limited) to consider and ensure that priority is given to - <ul style="list-style-type: none"> SEND requirements Social and emotional needs - a priority area for all classes and all children (PSHE resources have been shared by the coordinator and DfE mental health and wellbeing resources shared as part of September safeguarding updates) Behavioural needs Catch-up programmes and targeted children/groups The support of new children to the school <p>*These areas will be assessed informally and formally as the children return to school.</p>	Headteacher SENCo and Learning Mentor SLT	Prior to September 2020 and ongoing	
	<ul style="list-style-type: none"> Designated Safeguarding Lead (DSL) /Deputy Designated Safeguarding Leads (DDSLs) to be aware of the potential increase in incidents requiring referrals and to support staff as and where incidents occur. New Early Help information to be shared with Safeguarding team – to be accessed as and when required. DSL and DDSLs to monitor and have contact with children still at home. 	DSL DDSLs	Autumn Term and ongoing	
	Risk assessment to be shared with catering team - Fresh Start and Mid-Day supervisors to ensure that lunches run smoothly adhering to the additional measures. Plans built and reviewed regularly.	Head teacher, Deputy, Fresh Start team and MMS	Training day – September 2nd	
	<ul style="list-style-type: none"> Risk assessment, practices and protocols to be shared with visiting teachers (e.g. peripatetic, PE Coaches, school nurse team, supply teachers) prior to visit. 	Head teacher School Business Manager	September 2020	
	<ul style="list-style-type: none"> Develop clear guidelines for volunteers and share schools risk assessment to ensure adherence to government guidance and ensure safe working practices This is for later in the school year – there will not be any volunteers physically in the building initially but online sessions will be considered 	Head teacher SLT School Business Manager	September 2020	
	<ul style="list-style-type: none"> Resume Wrap Club (breakfast and afterschool provision), referring to guidance produced by DfE: 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 Agree and share with parents' our current stance on extra-curricular provision and develop action plan to identify implementation of provision and adherence to Risk assessment for the future (not in September). 	Head teacher SLT School Business Manager	September 2020	
Evaluation				
Autumn				
Spring				

Summer

3. Curriculum, behaviour and pastoral support

Target	Action	Responsibility	Timeframe Resources (Costs/CPD)	RAG of Action taken or Impact
Identify educational needs of pupils and respond accordingly	<ul style="list-style-type: none"> Assign lead responsibility for Covid catch-up fund to Head teacher, SLT, SENCo and Learning Mentor Investigate government promoted schemes to support catch up - Reception Year Early Language Programme and the National Tutoring Programme, and consider according to the 'offer' and the assessed needs of the children on their return 	Head teacher, SLT, Learning Mentor and SENCo	September 2020	
	<ul style="list-style-type: none"> Baseline pupils using SAT and NFER test papers in reading, maths, SPaG and writing (FoTM), analyse gaps in learning (NFER test analysis and Y2/Y6 SATS analysis) in Years 1 to 6 and implement most effective programmes to close gaps: 1-1 sessions, boosters, online learning with volunteers, new resources and staff working from home etc. 	Catch-up Funding Leads and all staff Shared with governors	Week beginning 14 th September 2020 and ongoing	
	Following assessments and class analysis, additional focus on vulnerable children – Pupil Premium, SEND, LAC, Child Protection ensure involvement with bespoke catch - up programmes. Additional support considered on an individual basis and in line with the catch-up funding received - This can only be put in place when individual needs are well understood as the children return. Accelerated progress during lockdown should be identified alongside gaps in learning and behavioural and well-being support.	Catch-up Funding Leads, SENCo and Learning Mentor, and all staff Shared with governors	September 2020 and ongoing	
	<ul style="list-style-type: none"> As above : Develop Catch up plan identifying targeted pupils, key gaps in learning, actions taken and the cost of programmes implemented funding is being used and the impact of this. Measurable targets to be set. Main focus on progress 	Catch-up Funding Lead	September 2020	
	<ul style="list-style-type: none"> 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 	EYFS / Year 1 Lead	Prior to September 2020	
	Children in Year 2 (and Year 3 for those children who did not pass the Phonics screening in Year 1, 2019) to undertake intensive support and sessions from day 1 - For 2020 to 2021 academic year only, schools will be required to administer a past version of the phonics screening check to year 2 pupils during the second half of the 2020 autumn term. Year 2 pupils	Year 2 / Year 3 Lead Catch-up Funding Leads	Autumn Term and ongoing	

Commented [SW1]: This might be controversial but I thought the COVID Catch Up funding was supposed to primarily focus on the children in Years 1 to 6 - the children who have potentially impacted adversely by Lockdown schooling?

Commented [SW2]: I'm not sure about the focus here on the EYFS children? Do we know whether all/some children who are coming to us in EYFS had access to provision during Lockdown? Perhaps am being harsh - I don't know?

	<p>who meet the expected standard in the autumn check will not be required to complete any further statutory assessments in phonics. Year 2 pupils who do not meet the expected standard in the autumn check will be expected to take the statutory check in June 2021. Further guidance for schools will be published by the Standards and Testing Agency in September 2020.</p>			
	<ul style="list-style-type: none"> Set up a new, exciting and motivational way to present and inspire early reading and phonics to our new EYFS children plus Year 1 (and possibly some children in Year 2). Create an inspiring horse box home for new reading materials (using Letters and Sounds) and reading challenge - Huxley Horse's Hack. Use 'Letters and Sounds' e-books for home learning and to reinforce phonics teaching in school. Review website information so resources are available to support parents with this learning. For example, videos of sounds. Once children have completed Huxley's Hack and passed Phonics Screening, teachers to ensure opportunities to read widely, and for enjoyment, regularly using Accelerated Reader, school library and online e-library via myON. Key reading VIPER skills are developed with vocabulary being extended. Reading areas and achievements are celebrated within school. 	EYFS/ Year 1/ Year 2 and Year 3 Lead/ Year 4, 5 and 6 Lead Headteacher SLT	Summer break for set up Autumn Term use (using library risk assessment guidance)	
Ensure the continuing delivery of a broad and balanced curriculum	<ul style="list-style-type: none"> New horizontal curriculum leadership model in place (Phase Teams and SLT) to ensure strength and focus in every phase Use DfE resources to make staff aware of the potential impact of COVID on child and adult wellbeing. Use resources to underpin the ethos of a 'Recovery Curriculum', in lessons and to share with parents. Review PSHE curriculum to ensure opportunities for the development and discussion of mental health and well-being are included (these can be well supported in Forest School sessions too) - resources shared with all staff. Ensure PSHE is taught to focus on mental health and well-being, team work, building relationships. Review Relationships and Sex Education (RHE) curriculum and policy Curriculum and develop plan for implementation prior to Autumn term in the School Improvement Plan (SIP). Ensure the impact statements are clear, show rigour and impact with ambitious targets. Consider requirements of Equality Act and Public Sector Equality Duty within our school community setting 	Phase Teams and SLT DSL and DDSLs	Autumn term 1	
	<ul style="list-style-type: none"> For all subjects, identify curriculum priorities – what do we need to teach now? Where necessary and appropriate, phase teams and SLT to identify key concepts to address gaps in knowledge and to share these with all staff. Supported by our new curriculum leadership model to ensure strength and focus in every phase and subject Ensure that the DfE's expectations for a broad and balanced curriculum is in place (matching the school's aims and values) 	Phase Teams, all staff and Head teacher	Beginning of the Autumn term	

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Commented [SW4]: Should this reflect our new subject leadership model with phase teams and SLT?

	<ul style="list-style-type: none"> For maths, look at videos and guidance ‘Teaching mathematics in primary schools’ published in July 2020. Use this guidance to help plan teaching statutory maths curriculum: https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools Review curriculum development to date. Where are we currently? Where do we want to be? Base this on return data and staff knowledge of individual and class needs. Develop clear action plan for curriculum development through a cycle of phase and staff meetings/training sessions (as outlined in the SIP) 			
	<p>Develop ICT capacity in school with hardware – iPad, laptops, tablets... This will support capacity in event of second or local lockdown. For example, due to bubble closing, localised Lockdown...</p> <p>Also, software. For example, capacity to read E-books at home and in school (myON - fiction books and school project non-fiction books linked to IPC topics/ Letters and Sounds Phonics). Times Table resources to help with Year 4 children undertaking Multiplication Tables Check. Electronic homework – Purple Mash, SPaG.com, Times Table Rockstars, Letter join.</p> <p>Ensure every teacher and pupil has a Microsoft Teams account and all members of staff are confident to use for pupil learning, team/parent meetings</p> <p>Ensure online safety expectations are revisited</p> <p>Expectations for home learning are built based on DfE expectations, staff capacity and the needs of the children</p>	Head teacher, SLT and Business Manager	<p>Quotes for resources during the summer break</p> <p>By the start of the Autumn term</p>	
	<ul style="list-style-type: none"> Develop action plan for phonics catch up identifying actions for all pupils, bottom 20% of learners and additional vulnerable pupils. Set up bespoke support for the children with additional support and with the full involvement of parents/carers 	Year 2/Year 3 Team Lead and team SLT SENCo and Learning Mentor	September 2020 and ongoing	
	<p>Ensure that music lessons are held in class groups but following clear protocols and practices are in place in line with government guidance as identified in section 3; this includes no group singing.</p> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p>	Phase Teams and SLT	Ongoing from September 2020	
	<ul style="list-style-type: none"> PE leads 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: https://www.gov.uk/government/publications/coronavirus-covid-19- 	PE Leads, Phase Teams and SLT	Ongoing from September 2020	

	guidance-on-phased-return-of-sport-and-recreation/guidance-for-the-public-on-the-phased-return-of-outdoor-sport-and-recreation			
	<ul style="list-style-type: none"> To continue to develop the remote learning offer to pupils unable to attend schools. This includes consideration of children who are unable to engage with online learning. Case studies detailing where successful remote learning has been seen, as compiled by LA, can be referred to and used to amend current practice 	All class teachers	Ongoing beginning Autumn 2020	
To have an agreed behaviour policy in place to meet potential 'new' needs	<ul style="list-style-type: none"> To review behaviour policy and amend to address behaviours seen on re-entry to school, sharing with all staff to ensure consistency of approach 	Headteacher SLT, staff and governors	September 2020	
	<ul style="list-style-type: none"> Letter sent to parents clarifying new behaviour policy and including any changes to sanctions and rewards. Ensure that this is shared near the beginning of term but based on qualitative judgements by the staff team on key priority areas 	Head teacher SLT	September 2020	
	<ul style="list-style-type: none"> Programmes developed to address key issues and shared with staff (as above) Consider the introduction of Trauma informed behaviour policy 	Learning Mentor	Autumn term	
	<ul style="list-style-type: none"> To liaise with Education Inclusion Partnership and Virtual School (for LAC) teams for specific and identified pupils at risk of exclusion. 	Learning Mentor DSL/DT	As and where required	
	<ul style="list-style-type: none"> Identify those children who are vulnerable and likely to struggle to reintegrate to school easily and plan additional pastoral support for these. 	Learning Mentor DSL/DDSLs	Prior to September	
To ensure provision is maintained for all pupils where Alternative Provision is in place.	<ul style="list-style-type: none"> 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. Liaise with AP to ensure that processes and procedures are in line with the school's and vice versa. Develop clear plan to show how pupils are transported from one provision to another in accordance with guidelines. Liaise with school transport (as necessary) 	Head teacher Learning Mentor DSL/DDSLs	Prior to September	
To ensure arrangements for parent meetings are in place and arrangements for school events are adapted to ensure parents feel fully involved in school life and community but following our strict risk assessment.	<p>Parents' Evenings and curriculum meetings are arranged and shared with parents with expectations shared with staff. Events like 'Future Job Day', Deanshanger Feast, Remembrance Day and Christmas are adapted so they can continue in some format.</p> <p>All information and dates to be shared in the Home/School diaries</p>	Head teacher Teachers / SLT	Autumn term and ongoing	
Evaluation				

Autumn				
Spring				
Summer				
4. Assessment and Accountability				
Target	Action	Responsibility	Timeframe Resources (Costs/CPD)	RAG of Action taken or Impact
Ensure that staff and pupils are prepared for Statutory Assessments (and internal assessments that lead into/support these)	<ul style="list-style-type: none"> Staff to re-familiarise themselves with assessment expectations, timetabling and material including: KS1 phonic screening checks Year 4 multiplication tables check KS2 and KS1 tests Statutory trialling <p>Staff to be fully aware that the main focus this year will be on progress from September starting points</p>	Head teacher All teaching staff Deputy Head and SLT	Ongoing from September 2020	
To be aware of accountability measures for academic year 2020/21	<ul style="list-style-type: none"> Data analysis from 2019-20 to be readily available and referred to, as a starting point, in conversation with outside agencies Early data from year group assessments to be compiled in conjunction with last available data from March 2020. Focus on end of EYFS or KS1 data when setting new targets for all children with additional strategies in place to match needs and progress Teaching and learning visits to focus on the progress and the targets set Performance Management and appraisal arrangements to take account of current circumstances and guidance within 'Full opening:schools'. 	Head teacher SLT Phase Teams Governing Body	Beginning of Term 1	
Evaluation				
Autumn				
Spring				
Summer				

5. Contingency				
Target	Action	Responsibility	Timeframe Resources (Costs/CPD)	Impact
Ensure continued Educational provision in the event of an outbreak	<ul style="list-style-type: none"> All staff to familiarise themselves with Northamptonshire’s Local Resilience Forum (LRF) Control Plan below: https://www.northamptonshire.gov.uk/coronavirus-updates/Documents/DRAFT%20Northamptonshire%20Outbreak%20Prevention%20and%20Control%20Plan%20-%20LRF%20Headline%20Summary.pdf 	Head teacher Chair of Governors		
	<ul style="list-style-type: none"> 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: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools Plans to include information sought from parents/carers in the July survey and feedback received during the lock down period 	Head teacher SLT Phase Teams SENCo and Learning Mentor All class teachers		
Evaluation				
Autumn				
Spring				
Summer				