

The Linden Centre Recovery Plan - September 2020

Reset- for Safety

Objective What do we want to achieve?	Key tasks What will we do?	Cost	Who	Monitoring / Evaluation
Ensure a safe as possible environment for pupils and staff	Use adapted Risk Assessment from DL – see detailed risk assessment	None	All colleagues	SLT / Centre Leads
	Children and staff in each centre should operate as one bubble.	None	All staff and children	SLT / Centre Leads
	Limit assembly groups to their centres.	None	All staff and children	SLT / Centre Leads
	Students and parents should line up (socially distanced when arriving and collecting)	£50 – floor markings	Parents Children Staff	SLT / Centre Leads
	Staff will continue as one bubble within their centre and can use spaces within	None	All staff	SLT / Centre Leads

	<p>the centres (socially distanced)</p> <p>Ensure new routines of handwashing are in place.</p> <p>Visual illustrations to be put around the school.</p>	<p>Soaps / hand towels</p> <p>None</p>	<p>All staff and children</p> <p>Admins</p>	<p>SLT / Centre Leads</p> <p>SLT / Centre Leads</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>Knowledge of staff responsibilities</p> <p>Prevent / CSE training</p>	<p>Basic Safeguarding Awareness – whole staff training on 15th September 2020.</p> <p>KCSiE 2020 - staff training on INSET 1st September –</p> <p>Updated procedures at The Linden Centre - staff handbook</p> <p>Complete annual CPD – Prevent / CSE</p>		<p>All staff T+W Safeguarding Team</p> <p>DL All staff</p> <p>DL All staff</p> <p>All Staff</p>	<p>DSL / Head Teacher</p> <p>Head Teacher</p> <p>Head Teacher</p> <p>DSL / Head Teacher</p>

Recover- for Wellbeing

Objective what do we want to achieve?	Key Tasks What will we do?	Budget Implications how much time/money/people do we need to allocate?	Responsibility: Who will make sure that we do it?	Monitoring/Evaluation: who will check and feed back on how things are going?
Establishing values and group collaboration	Focus on wellbeing and mental health for the first 2.5 weeks.	Daily 30 minutes per class (2x15 mins)	Teacher/Tas	Centre Lead
	Ensure that class assemblies happen daily and celebrate learning.	Daily (15 minutes)	Teachers/Tas	Centre Lead
	Staff to follow The Linden Centre core values of #NurtureDevelopEmpower and discuss these within PHSE and RHSE sessions.		All staff	SLT
	Importance of children staying active for wellbeing. Sports Coach will be employed in order to teach PE to each bubble once a week. Sports will continue to work with children in bubbles and teach one P.E session a week.	Daily 20 minutes plus PE sessions.	Teachers Tas Sports Coach	Centre Lead
	Staff will continue the daily games and activities with children during free time.	Daily	Teachers Tas	Centre Lead

	Daily Debrief sessions for whole team	Daily (2x30 minute sessions)	Whole team	SLT/Centre Lead
Bereavement/ Attachment Support for any identified trauma experienced	Emotion Coaching Level 1 training for all staff Questionnaire for all staff and children with regards to their experiences during Covid. Anna Freud – Education Return Training (whole staff) resilience, loss, Psychological First Aid, Loss and Trauma.	BSAT training £249 Additional resources DL to be trained	DL All staff DL / All staff All staff	SLT Centre Lead Head Teacher
Wellbeing of pupils and staff are a priority.	Create a ‘Well-being Team’ led by Terri Evans and Maxine Adams (Pupil Premium and Pupil Welfare). Each staff member to create champion links with those in their class. Time to Talk at lunchtimes/staff meetings available for staff Sign post staff to support groups	Pupil Welfare support TE/MA All colleagues T+W council HR	TE/MA All staff aware All children and staff HR	Teachers Centre Lead Head Teacher (DL)

	<p>Council Employee Assistance Programme</p> <p>Hire Student, Parent and Colleague Welfare/Support Leader for the school / welfare support.</p>	<p>T+W Council HR</p> <p>All sites</p>	<p>All staff</p> <p>HR All staff</p> <p>Head Teacher</p>	<p>Head Teacher (DL)</p> <p>HR</p>
<p>Connect with school community</p>	<p>Share with parent's plans being made in school to address children's wellbeing and readiness to learn.</p> <p>Publish our 'Recovery Curriculum' on the school website.</p> <p>Engage parents in the transition back to school – transition session for all pupils in the final week of term.</p> <p>Invite response from parents on what may be needed to support their child – survey of</p>	<p>Time to update website / send emails.</p> <p>Time to update website / send emails.</p> <p>Virtual transition for parents / welcome the staff handout.</p> <p>Time to update website / send emails/ create questionnaire.</p>	<p>Parents, Children and Staff</p> <p>Parents, Children and Staff</p> <p>Parents, Children and Staff</p> <p>Parents, Children and Staff</p>	<p>Connect with school community</p>

	experiences before the next academic year. Shared with class teachers			
Understanding of the impact of Covid on our students and ourselves.	Staff training on RRR (Recovery, Reset and Reform). This is delivered by T+W BSAT and includes wider support from across T+W council.	Inset day 1 3 hours training	All staff	

Rebuild- for Learning				
Objective what do we want to	Key Tasks What will we do?	Budget Implications how much	Responsibility:	Monitoring/Evaluation: who will check and feed

achieve?		time/money/people do we need to allocate?	Who will make sure that we do it?	back on how things are going?
Smooth and effective transition R- 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>☑ Good early years practice also means a day not interrupted by unnecessary compartmentalisation.</p> <p>☑ Ensure that the Early Learning Goals are addressed and mastered before moving on to a Primary curriculum.</p>	Year 1 transition book	LC (KS1 phase leader) SM (Yr 1 teacher)	LC KL
Ensure skills for learning are made explicit in classrooms and school community	Staff to develop 'Growth Mindset Classrooms' to reconnect with key learning skills. Talk about the importance of developing a Growth Mindset. Focus carefully on the language children use. E.g. instead of 'I am not good at this' try 'I am not good at this YET but I will	NONE	All Staff	

	<p>learn.' Instead of, 'This is good enough' try 'Is it my best work? Can I improve it?' Avoid deficit talk of 'catching up", "being behind", or "missing work'. Instead, focus on teaching children about their brain's ability to grow and model and praise mistakes as an opportunity for brain growth. Focus on providing rich and open ended tasks and focus on them and their interests. Use expertise to set engaging, exciting and challenging work that connects with pupils' meaning, purpose and passion.</p>			
<p>Ensure Assessment of current understanding</p>	<p>Staff to follow HF's new Marking and Feedback policy Summative assessment will not be used in Autumn 1. Non-threatening formative assessment techniques will be key in identifying where children are and to highlight specific gaps in learning. Techniques include quizzes, observations, self-assessments, written responses, think-pair-share, oral responses etc. Use HfL material for maths and English Reading TAFs each year group guidance (Featured in Martin Galway staff training) Writing- the school will purchase the Back on Track English recovery planning based on tracking back and 'catch up, keep up' and staff will use 'progression document' which is genre</p>	<p>NONE</p>	<p>All Staff</p>	<p>Book looks to check new policy is being used and progress seen in books (SLT) Pupil voice Informal conversations with staff</p>

	<p>specific and the Hfl writing strand tracker when our English curriculum resumes (Feb time)</p> <p>Maths- highlighting the Year group on a page document and careful use of the ready to progress criteria and assessment tasks featured in the latest Maths DFE guidance document which also includes staff CPD videos</p> <p>Hfl destination questions as part of formative assessment</p>			
Accelerate learning of expectations of previous school year	<p>Subject leaders have created documents to outline the key skills expected to reach ARE from the previous year</p> <p>Staff will use these objectives and carefully adapt planning through use of formative assessment and pre-teaching. Assess, Plan, Do, Review Cycle.</p> <p>Handover documents carefully outline what was taught prior to schools closing</p>	NONE	All Staff	
Ensure a broad range of curriculum subjects taught in the Autumn Term	<p>Although schools are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), timetables will still incorporate a broad range of curriculum subjects.</p> <p>Music led by Mrs Kee will take place in bubbles</p> <p>P.E will be led by Super Star Sports, including lunch time provision, again timetabled in bubbles</p>	NONE	All Staff	

	Science and R.E (core subjects) will be taught weekly (including daily collective worship) A themed approach for Art/DT and topic will take but with a focusing on delivering the non-negotiable skills.			
Ensure opportunities for Outdoor Learning	Within planning, highlight opportunities for outdoor learning. Look at https://www.forestschoollassociation.org/what-is-forest-school/ and investigate setting up a forest school	Forest school starter costs – to consider going forwards	KL All Staff	
Ensure adequate provision for pupils with SEN as well as pupils who need extra support	An intervention plan has been created by PB Handover meetings to highlight key needs/provision Weekly plans should highlight expectations for individual SEN children/focused support Once children are back in school and formative assessments have been made, staff to decide which interventions (carried out in class) would be beneficial to support children, such as Power of 2 in maths.	None	PB All staff	
Reading	Whole school training led by Martin Galway on the teaching of early-reading/phonics and reading in KS2 (September 2020) Guided reading timetabled daily Class reader timetabled daily Ensure pupils are heard read by an adult as much as possible over the course of a week Emphasise home- school link with parents re reading expectations	Adviser time Supersonic Phonics	All Staff Reading scheme books: LC and SH	

	<p>Training on organising the reading scheme books to meet new Ofsted expectations. Use of Supersonic Phonics to support delivery of Letters and Sounds Use of new Reading TAFs</p>			
Writing	<p>All staff following the HfL English Back on Track planning Staff CPD linked to Back on Track planning High presentation expectations- staff to plan and follow 'Letter Join' scheme. Extended writing opportunities planned for across the curriculum (non negotiable skills from previous year included whenever writing) Moderating writing produced from the whole school book project carried out in the first 2 weeks will help identify an early whole school picture</p>	Letter Join handwriting scheme	All Staff	<p>AM: Moderating writing in staff meeting Identify any whole school</p>
Spellings/ Phonics	<p>Follow new spelling scheme provided as part of Hfl Back on Track planning Discrete spelling sessions included in weekly timetables (KS1 and Yr3 especially) KS1 to have additional phonic sessions/interventions where needed Year 3 to have daily phonic sessions timetabled for the first half term and then review progress Staff to include key spelling resources within the classroom environment to support independence</p>	NONE	All Staff	Spellings/ Phonics

<p>Maths</p>	<p>Continue to use HfL planning BUT ensure additional pre-planning and planning is heavily adapted to ensure that it is relevant and ready for the next lesson. Next lesson=next steps</p> <p>Additional fluency sessions included in weekly timetabling. Look at 'Year on a page' highlighted by previous teachers – identify any previous gaps in learning.</p> <p>Very important for all staff to use the new government planning.</p> <p>Staff to watch videos attached to the guidance. Destination questions used carefully to assess learning.</p>	<p>None</p>	<p>All staff</p>	