

The return to school is an exciting one for all the children and staff. To make this a success, we at Featherstone Primary School are determined that all staff and children receive the necessary support as part of their return to school from September 2020.

In line with the school's vision, we will ensure that all staff, parents and governors work together to re-establish daily routines, expectations and recover missed curriculum learning. In partnership with Place2Be, we will also ensure that staff, families and children have the pastoral support that they need to do their jobs well.

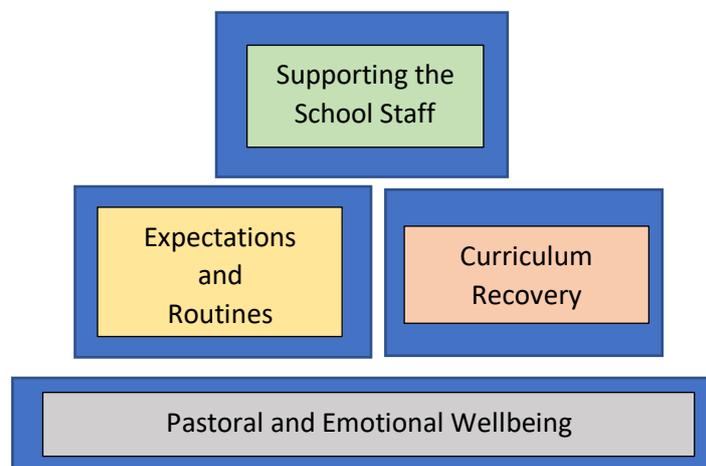
Our commitment to the above will mean that:

- leaders focus on ensuring that staff are well supported so that they can focus on the children.
- we will use our partner company Place2Be to support staff's mental wellbeing so that they are able to support children quickly.
- everyone in school makes it a priority to follow all of the measures in place as per DFE and PHE guidance so that everyone is safe.
- information is communicated regularly to parents so that they are kept informed of any changes.
- give a warm welcome to children and families that are new to the school so that they have a successful start.



## School COVID-19 Recovery Plan

Our recovery plan is planned into four areas. These are:



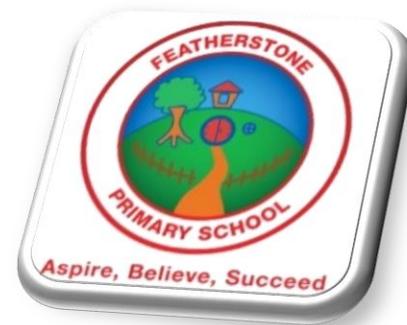
Our COVID-19 recovery plan places Pastoral and Emotional Wellbeing as the foundations to our recovery. COVID-19 lockdown placed strain on many of our staff and families. We understand that if everyone's mental health and emotional wellbeing is prioritised, then all of the other recovery areas will have the 'tools' and requirements to also succeed. We recognise that if we take care of everyone's mental health, including staff, then the expectations and curriculum will be well-facilitated.

The Levels of support for each recovery plan will focus on the following:

- Wider School Support
- Targeted Support
- Individualised Support

## Wider School Support for Staff and Pupils

- Launch the re-opening of the school so that children and families have a warm welcoming.
- Children who demonstrate changes in behaviour are to be referred to a DSL and the Pastoral Team through CPOMs.
- Mental health questionnaire to pupils as they returned to school so that we can screen how the children feel post-COVID-19.
- Mental health screening and support for all staff (Place2Think).
- Place2Talk to be relaunched to all pupils.
- Healthy Mind, Healthy Body lessons to continue and be timetabled each week. These will initially focus on pupils' feelings with returning back to school.
- End of day reflective time: these will be held in classes to avoid large groups of children gathering together and this will allow greater depth of conversation around messages of hope, togetherness and connections. Successes for the week are celebrated and recorded with certificates.
- Maintain communications and sharing of class work with parents via Twitter and the school's website to maintain that strong home-school connection.
- Pastoral support to focus on change, anxiety and mindfulness – any cause for concern to be referred to the Pastoral Team via CPOMs (Online safeguarding).
- Plan for the environments to be low stimulus (natural material) to support re-integration for SEND (and all other children) and should be used to celebrate the achievements of children as well as increase motivation.
- Year group 'bubble' assemblies still maintain a 'togetherness' and to celebrate school values.
- Continue with Featherstone Enrichment Awards.



## Pastoral and Wellbeing Support

## Targeted Support for Families and Pupils

- Targeted support for pupils tested as COVID-19 positive.
- Targeted support for staff returning following isolation.
- Family Support Worker to contact families who have experienced difficulty, trauma or changes in circumstances to offer support and signpost to additional advice.
- SENDCo to be in touch with families of children with identified SEND to detail support that is in place.
- Lockdown and remote learning for pupils working from home (online and offline).
- Community support to restart via Microsoft Teams/Zoom for isolated families or individuals who would benefit from participating.
- Attendance – monitor and put in place support for families where attendance is falling.

## Individualised Support for Families and Pupils

- Bereavement support for those children/families identified and supported by Place2Be.
- Counselling relaunched for other identified children. One-to-one sessions for children who need it for specific trauma; referral to external agencies as necessary.
- Referrals to external agencies where concerns have been identified (Surgeons, Think Family, Barnardo's, etc.)
- Provide/receive an update for CP/CIN/Early Help/Vulnerable families through contact with social worker and other external agencies.
- DSLs to have ongoing contact with their own caseload families - (CP/CIN/EHCP/LAC cases).
- DSL supervision meeting to continue on a weekly basis identifying and updating on vulnerable families/pupils.
- For vulnerable children/families who are self-isolating, one DSL to maintain checks through weekly telephone contact.
- Transfer of information for all vulnerable families through contact with social workers, family support workers or other external bodies.
- Through Family Support Worker, liaise with families who are identified as COVID-19 positive.

## Wider School Support for Families and Pupils

- Monday message from 'Y6 Pupil Pod Announcer' give a morning welcome, reminders and expectations for the week through speaker.
- Friday message from 'Y6 Pupil Pod Announcer' give an end of week update, stay safe on weekend and quick celebration.
- Children are reminded of the school's Core Values during weekly year group assemblies in the hall.
- All staff to be responsible for the behaviour and attitudes of all children, whilst also acknowledging an adjustment period.
- Continued use of house points system and zone board. This will enable staff to foster good learning behaviours and link this reward with the school Values.
- Regular reminders for those struggling to follow social distancing and hygiene measures. Ensure that children understand reasons for measures and remind those children not following expectations.
- Attendance issues: teachers to identify children who are not attending and notify Family Support Worker so that follow up calls can be made if necessary. Support around attendance provided as necessary.
- Site team to check all school areas on the 'one way system' and make changes where needed.
- Ensure and remind that parents are following the one-way system in school and keeping to the staggered times.
- Pupils to enter from different entrances and exits points. Ensure that families are leaving school site soon after
- Parking restrictions to continue on Glenville Drive; remind parents of road closure times.
- All parents to receive re-opening handbook so that they have full details of school protocols.



## Routines and Expectations

## Targeted support for Families and Pupils

- EYFS pupils to have a two-week staggered approach so that the transition process is planned to support their transition from Nursery to Primary School.
- Year 1 to have some continuous provision within their teaching and learning, as well as outdoor learning (Dreamy Hollow) so that the transition process is planned to support their transition from EYFS to Year 1.
- Conduct home visits for any children who the school has particular concerns around attendance.
- Regular contact with parents of individual children who are struggling to follow the school Values, routines and expectations; additional support provided for these children.

## Individualised Support for Families and Pupils

- Provide additional support materials and offer sessions beyond the school day for those requiring it.
- Specific praise needs to be given to those children that have adapted well (in their own context).
- Newly arrived pupils and children with EAL to have the support in place to make a good start to schooling.
- Reception children to be sent a welcome postcard from the EYFS staff together with welcome pack.
- Remote learning planned for all children, both online and offline including EAL pupils.
- In the event of a year group lockdown, if pupils have limited access to online material, then offline resources to be planned by teachers and given to the families.

## Wider School Support for Staff and Pupils

- Recognition that some content from previous year group will need to be covered/taught so that any gaps from previous year group can be closed. Teaching staff to use the Progression and Sequencing long term planning to do this.
- Teachers will use AfL prominently during and after lessons, including AfL documentation completed in July 2020 to help them pitch lessons correctly. This will help to close gaps and increase children's progress.
- September assessments to support identification of starting points and gap analysis.
- Stages One and Two of the 'Ensuring Maximum Progress for All' flowchart will be implemented for children who have a recent error or misconception. Same day rapid intervention will take place for those children.
- Additional staff recruited to help close gaps and provided support (Catch up Funding).
- A focus on basic Writing skills to quickly re-establish high standards – not necessarily explicit sessions, but a heavily promoted class culture. For example, sentence construction and handwriting.
- Writing is to be regular and across the curriculum. Lots of short-burst writing to promote writing stamina.
- Ice Cool Spelling to be re-arranged so that each year group are learning weekly spellings and are tested on the spellings and meaning of them.
- Read, Write, Inc. (RWI) to be taught daily following the RWI scheme. Revise sounds that children may have forgotten.
- Continue our end-of-the-day, teacher-led modelled reading time. It is important to foster the love of reading and book enjoyment, maintaining the focus on discussion and developing speaking and listening skills.
- Maths is to focus primarily on Number and Place Value, following the Maths Leader's LTP. There should be separate Arithmetic/Fluency sessions. Number bonds, multiplication and division facts should also be a priority.
- Children to be constantly reminded on the role of Place2Be within the curriculum and school.
- Healthy Mind, Healthy Body (HMHB) to focus on maintaining good mental health, emotional wellbeing and active fitness.
- Featherstone's broad, balanced, challenging and meaningful curriculum will continue to be planned, delivered and evaluated. Each teacher will use their long-term planning and medium-term planning to plan purposeful and relevant 'So What?' and 'Big Idea' outcomes that enthuse and inspire.
- Featherstone's curriculum will still promote cross-curricular opportunities so that high-quality and complementary learning takes place.
- Speaking and listening will be given a large priority in lesson intent to support and motivate children.
- Planned INSET meetings will prioritise curriculum areas that are in-line with the SDP.



**Curriculum  
Recovery**

## Targeted support for Staff and Pupils

- SENDCo and Family Support Worker to contact relevant families to discuss provision this year and share provision mapping (for example, ITPs) so they know what support their child will be receiving.
- Promote independent learning for those that have become particularly reliant on an adult (for example, through home learning).
- Ensure that all groups of pupils receive appropriate curricular support. For children who find learning more challenging, or those with specific needs, any adult scaffolding is withdrawn as appropriate so that emphasis is placed on children being independent learners.
- Children/families who do not have Wi-Fi/devices to facilitate home remote learning to be identified in September. Paper-based offline resources to be prepared for these families in the event of a year group lockdown.
- Teachers to provide a blended learning offer to enable learning to continue for those who are self-isolating. This learning mirrors that which is occurring in the classroom to enable children to return to school without having missed key concepts. SEND and EAL children are fully catered for.
- SENDCo to spend dedicated time in year groups with specific needs, i.e. EYFS and Y1, to identify SEND needs, advise, support and help manage SEND plans.
- Place2Talk sessions will be in place for those children who need the self-referral drop-in service.
- Stages Three and Four of the 'Ensuring Maximum Progress for All' flowchart will be implemented (5, 10 and 20-day challenges/Rapid Catch Up) for children who have been identified as having a 'longstanding gap in learning.'
- Parents' Evening to be planned via telephone meetings between teachers and parents.
- Parents will be sent progress report in November on strengths and areas of focus for their child.

## Individualised Support for Staff and Pupils

- SENDCo to identify and focus on specific children. This is to be reflected in the child's ITP/EHCP and the results of which are evident in intervention activities and booster support.
- Where needed, some children will have a reduced timetable in order to manage the school day calmly, safely and happily. This reduced timetable will increase in-line with individual children's needs.
- Place2Be counselling will be in place for children in-need of regular, one-to-one counselling sessions for more complex needs.
- Stage Five of the 'Ensuring Maximum Progress for All' flowchart will be implemented for children who have not progressed under the 5, 10 and 20 day challenges or the 'Rapid Catch Up.' SENDCo and external agency involvement where appropriate.

### Wider School Support for Staff

- All staff have been allocated a Place2Think screening session with our Place2Be Manager, which will give all staff an opportunity to speak in confidence about their mental health, emotional wellbeing, feelings and any other matters of relevance.
- Senior Leaders and School Managers have an open-door policy. All members of staff are welcome to speak to their Line Manager or a member of SLT/SMT at any time, due to the school's open-door policy.
- All staff have completed a Back to Work Risk Assessment to ensure their safe return to work during wider school re-opening.
- All visitors onto school site are kept to a minimum; where visitors are necessary, a thorough risk assessment is conducted to keep the staff and visitor safe.
- Upon returning to school, all staff received COVID-19 training, i.e. Infection Control and training around the school's wider risk assessment.
- The school has a fully qualified Mental Health First Aider who can support and advise on mental health and emotional wellbeing issues.
- SLT are mindful of staff workload and have taken that into account when asking teachers to plan and prepare home learning in the event of a year group lockdown. We are using the DfE recommended Oak National Academy resources and where needed, amending in-class resources.
- Staff have the technology available to work from home (remote access to school).
- Performance Management provides opportunities for formal 'touch-base' meetings with Line Managers as well as the more informal, regular catch-ups.
- Following a period of self-isolation, staff are re-inducted to work with a Return to Work Interview/Meeting.
- Staff work together to keep morale high; for example, virtual get togethers.
- All members of staff play a part in managing social distancing within school; there are also arrows, reminders and a one-way system in place.
- INSET for staff is via Microsoft Teams
- The Governing Board supports school leaders' decisions, being a critical friend and offering advice as needed.
- Leaders and Governors to apply the Virtual Meetings Policy to keep business going.



### Supporting the School Staff

#### Targeted Support for Staff

- The main office has additional social distancing measures in place such as a limited number of people in the room at once as do other rooms of the school, i.e. the staff room, meeting room and counselling rooms.
- Site Staff have adequate resources to manage enhanced cleaning throughout the day; the site team are supported in their roles of the increased cleaning.
- There is support in place for staff undergoing any COVID testing.

#### Individualised Support for Staff

- BAME/high risk staff, i.e. staff deemed as 'vulnerable,' who may have additional needs, have increased and specific measures in place.
- If a member of staff were to test positive for COVID-19, leaders would ensure that full support is in place in returning to school after their period of self-isolation.
- Risk assessments in place for staff who are pregnant and kept up to date with any new guidance.
- Staff needing to self-isolate due to their families/household are given the full support that they need and, if appropriate, facilities and equipment to work from home.