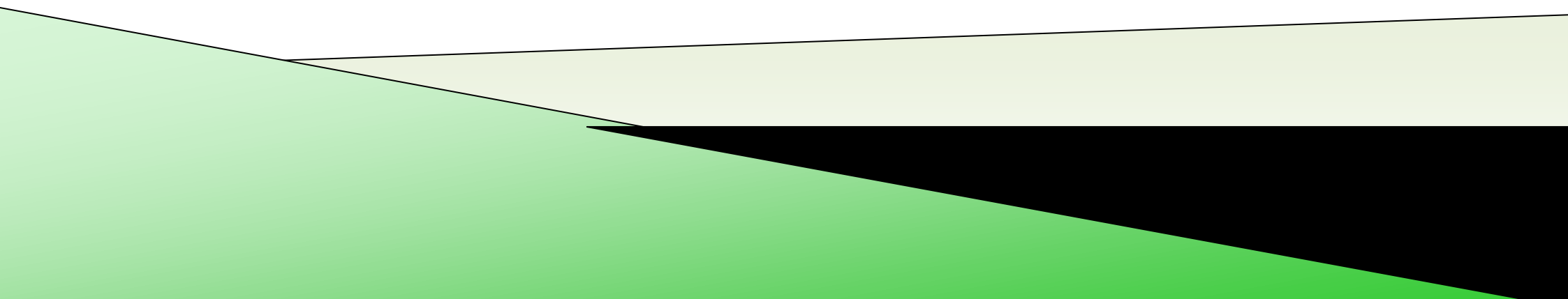


Hamstreet Primary Academy Recovery Action Plan

From September 2020



Recovery Action Plan 2020/2021

This plan has been developed by staff and other stakeholders to support the full opening of Hamstreet Primary in September 2020 to all year groups following the COVID-19 lockdown crisis in March 2020. This will be an important move back towards normal life for many children and families.

Many children have not been in school for over six months and some have not fully engaged with the home/remote learning that has been provided throughout this time. Because of the lack of education many children have suffered we have developed a recovery plan to identify the gaps in learning, especially in basic literacy and numeracy knowledge, and develop strategies to overcome what may be a huge challenge. We recognise that time out of school has been detrimental for children's cognitive and academic development, particularly for disadvantaged children, which can affect both current levels of learning and children's future ability to learn.

We want children to return to a safe and secure environment where they will continue to feel confident and be enthusiastic successful learners. By developing and delivering this action plan the whole school community are committing to ensuring that any damage done during lockdown can be as minimal as possible. All the actions detailed in the plan must be delivered with regard to the current measures and guidelines put in place to minimise the risk of infection in school – these are set out in the staff Sept return plan and additional staff guidance.

ACE Academy vision is:

Hamstreet Primary Academy will support local communities in the education of children to develop respect for themselves, each other, their families, and the environment. At Hamstreet Primary Academy our vision is to offer a rich, broad and balanced curriculum which provides pupils with a first class, exciting and creative experience. We will develop thoughtful and responsible young people with high self-esteem and with the motivation, skills and knowledge to succeed in life.

Be P R O U D and be the best - you can!...

P *Ositive*
R *Espectful*
O *Utstanding*
U *Nderstanding*
D *Etermined*

We want Hamstreet Primary Academy to be the best place for the children who come here to learn; where they are surrounded by adults who are positive and show a love for learning; where we dare to be bold and different!

All who work at our academy believe that it is vital that we are all responsible for improving the basic skills of all children and we wish to improve the quality of education for all.

Government guidelines (Guidance for full opening – schools, 2 July 2020) advised:

Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.

Schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading

Aim to return to the school's normal curriculum in all subjects by summer term 2021.

Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.

Plan on the basis of the educational needs of pupils

Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.

Develop remote education so that it is integrated into school curriculum planning

Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

EYFS

Teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development and they should assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Consider how all groups of children can be given equal opportunities for outdoor learning.

Key stages 1 and 2

School leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, PE/sport, RE and RHE.

The points above will be taken into consideration alongside our own evaluations to plan the key actions to be delivered over the coming months.

2020/21 Key Actions

Personal development/attitudes

- Focus on children's wellbeing and involvement and restore the mental wealth of children
- Creating a safe, secure and positive environment
- Revisit and develop Building Learning Power (BLP)

Curriculum planning:

- Identifying gaps in children's knowledge and skills
- Planning and delivering an appropriate curriculum which addresses the gaps and re-establishes good progress

Teaching & Learning

- Quality first teaching
- Focus on SEN & Pupil premium children

EYFS

- Create a fun, engaging and sympathetic environment that supports children in their transition into school
- Plan, introduce and adapt the EYFS curriculum as necessary
- Focus on Characteristics of Effective Learning (Playing and Exploring, Creating and Thinking Critically, Active Learning)

Personal development and attitudes:			
Priority	Action	Lead/support	Monitoring/review
Focus on children's wellbeing and involvement and restore the mental wealth of children	<ul style="list-style-type: none"> • Provide increased opportunities for talking/discussion about lockdown experiences, positives & negatives of home learning, impact on families, etc. • Importance of pupil voice – listening to children's thoughts and views. • Regular focussed PSHE sessions e.g. using PSHE Association resources • Identify children in need of extra support for their mental health and well-being • Develop a Resilience team to increase the capacity in-house of staff able to offer support and help (for children and their colleagues) • Plan interventions /activities to address needs arising (maybe whole class, group or individual) • Ensure parents are part of the recovery process with their children e.g. parent surveys, what are parent anxieties, etc. 	<p>Vice Principal (Helen Glancy) FLO (Becca Daynes)</p> <p>Any overlap with SEN issues to be discussed with SENCo (Ella Baxter)</p>	<p>Weekly updates from the Well-being team to amend plans as needs change.</p> <p>SENCo to update on interventions planned, delivered & impact</p>
Creating a safe, secure and positive environment and re-establish relationships	<ul style="list-style-type: none"> • Building sense of belonging – part of the whole school community and class bubble • Use the SWAN (Safe, Welcoming, Altogether, Nurturing) approach/strategies • Teachers to use the many well-known strategies that are effective for the year group they teach • Provide time and space for the children opportunities to reflect and to be physically active outdoors 	Key Stage Leaders (Maggie Keenan, David Lukehurst, Paul Birch)	Principal – regular general classroom observations to monitor environment
Revisit and develop Building Learning Power (BLP) for children to become better learners	<ul style="list-style-type: none"> • Focus on the process of learning to learn • Revisit the strategies to ensure the children remember the importance of these qualities • Children develop the following skills - tenacity, resourcefulness, imagination, logical, self – discipline, self-awareness, collaboration and inquisitive. • Encourage children to speak 'Learnish' • Focus on PROUD values and the language around these qualities. 	Vice Principal (Helen Glancy)	Regular updates from senior staff at LMT meetings to ensure they see BLP in action across the phases

Curriculum planning			
Priority	Action	Lead/support	Monitoring/review
Identifying gaps in children's knowledge and skills	<ul style="list-style-type: none"> Using a variety of strategies and 'tried & tested' methods to assess and identify the gaps in children's knowledge and skills in core subjects. To include: <ul style="list-style-type: none"> Teacher assessment from daily teaching & learning Informal assessments e.g. year group times tables tests, spelling quizzes, handwriting exercises Limited number of 'light touch' summative assessments e.g. reading comprehension Make use of PATT data by using the information from the previous year groups (Terms 5&6) objectives to identify the common gaps in learning Develop whole class, group or individual plans interventions to be delivered in class to address the gaps Continuous cycle of assess and review to identify further gaps. Maintain positive relationships established with parents in their role as co-educators (i.e. to emphasise the value of home-school link) and ensure effective communication continues through class emails. 	Core Subject Leaders (Dave Lukehurst, Amelia Walsh, Paul Birch) to review planning	LMT ↓ Trust Board
Planning and delivering an appropriate curriculum which addresses the gaps and re-establishes good progress	<ul style="list-style-type: none"> Initially focus on English, maths and scientific knowledge and skills during Term 1 Child-initiated learning – topics may be planned for a day, 2 days or over a week. Use children's interests to 'hook' into their learning to address the gaps in knowledge and skills Be flexible and if needed focus on just one area for development over a whole day Other curriculum areas e.g. art, PE, to be included in the daily/weekly timetable Other foundation subjects and RE to be included into the core learning where appropriate and may be linked to child-initiated activities. Planning to reflect the ever changing needs and gaps arising over time – weekly plans to be loaded onto staff network 	ACE Vice Principal (Joe McGuire) to review weekly planning	Feedback to LMT and individual staff as required. ↓ Trust Board

Core subject leaders have produced separate detailed action plans for Maths and English

Teaching and Learning			
Priority	Action	Lead/support	Monitoring/review
Quality first teaching	<p>The following to be part of daily practice in every classroom to ensure quality first teaching:</p> <ul style="list-style-type: none"> • Key objectives and non-negotiables (from PATT data) to be the priority once gaps are identified • Clear expectations of all children • Regular gap analysis • Verbal feedback to children • Explicit scaffold teaching to grow confidence as a learner • Effective questioning • Establish quality classroom climate • Effective timetabling to make sure appropriate intervention received at appropriate time • Use of LSAs & other support staff across each phase to use expertise effectively • Rearrange groupings dependent on need/intervention • BLP embedded throughout the school day in all activities 	<p>Vice Principal (Helen Glancy) & Key Stage Leaders (Maggie Keenan, David Lukehurst, Paul Birch) – assess at virtual PPA meetings whether phase staff</p> <p>Principal (Jane Macey) to review during classroom climate learning walks.</p>	<p>Feedback to LMT ↓ Trust Board</p>
Focus on SEN & disadvantaged (Pupil Premium) children	<ul style="list-style-type: none"> • Consider the specific needs of these vulnerable groups and plan for interventions as needed • Group/individual plans to be developed accordingly 	<p>Vice Principal (Helen Glancy) SENCo (Ella Baxter) to review the plans for these groups/individuals to ensure they address specific need</p>	<p>Feedback to LMT ↓ Trust Board</p>

A separate Pupil premium plan and SEN plan will be developed alongside this action plan once these children's needs have been identified and interventions planned.

EYFS			
Priority	Action	Lead/support	Monitoring/review
Create a fun, engaging and sympathetic environment that supports all children in their transition into school life. Focus on transition until pupils are settled.	<ul style="list-style-type: none"> • Provide a range of engaging and fun transition activities to help the children settle. • Monitor well-being and involvement using the Leuven Scales. • Work closely with parents (who may be anxious) to develop good relationships. • Analyse input from all stakeholders to gather as full a picture as possible of every child. 	<p>Maggie Keenan</p> <p>Input from all staff</p>	<p>Daily/Weekly discussions between EY staff.</p> <p>↓</p> <p>LMT</p>
Plan, introduce and adapt the EYFS curriculum as necessary	<p>Once children are settled:</p> <ul style="list-style-type: none"> • Carry out EExAT baseline • Identify extra support required • Begin Phonics and Maths programmes 	<p>Maggie Keenan</p> <p>All EY staff</p>	Daily class observations especially during initial introduction of programs.
Focus on Characteristics of Effective Learning (Playing and Exploring, Creating and Thinking Critically, Active Learning)	<ul style="list-style-type: none"> • Ensure that both the indoor and outdoor environments, including the woods, provide high quality continuous provision that enhance the children's learning opportunities. 	<p>All EY staff</p> <p>Principal to monitor during Learning Walks.</p>	Feedback to class teachers and LMT