



Archibald First School – COVID-19 Recovery Strategy

Academic Year 2020-2021

Background & Key Approaches

As our children return to school, we will ensure that we continue to provide access to a broad and balanced curriculum for our pupils. Our aim for our curriculum remains the same: to provide the highest quality primary education that delivers our school vision and curriculum intent.

A Recovery Curriculum for our Children and School Post Pandemic

At Archibald, our children's wellbeing lies at the heart of everything that we do. We acknowledge that the children will have had different experiences since March 2020. However, the common thread running through all of this is the change and/or loss of routine, structure, friendships, opportunity and freedom. This change and potential loss can trigger a wide range of emotions and reactions from our children, all of which will be specific to an individual child.

We know that an unsettled child is not in a place to learn effectively therefore as a school we are carefully planning, executing and reviewing our approaches in order to ensure we determine the most effective way to support your child's ability to learn. This approach will also underpin and support academic expectations for your child.

What is the Recovery Curriculum?

Professor Barry Carpenter (Professor of Mental Health in Education at Oxford Brookes University) has developed the 'Recovery Curriculum', as a response to the losses described above. This is a way for schools to help children come back into school life, whilst also acknowledging and being mindful of the experiences that they may have had.

We want our children to be happy, feel safe and cared for and to be able to fully engage in their learning. We have decided that a way to achieve this for the children is to acknowledge the importance of helping them settle back into school life by re-establishing relationships, building our community and providing time & space and not solely focusing on the curriculum and learning.

Mental Health **& Wellbeing**

Whole School Recovery Strategy – Mental Health & Wellbeing

Pupils				
Action	Rationale	Intended Impact	Review	
<ul style="list-style-type: none"> Wellbeing CPD days and staff time Forest School Circle Time/PSHE 	To provide some of our pupils and staff with support and opportunities to express any possible heightened anxieties or any other issues around COVID-19	Our pupils’ emotional needs are well supported by school staff.	Autumn: Forest School opportunities extended across the school. PSHE strategies and resources shared by JM.	Spring: Lockdown 3 has meant routines and structures have been disrupted. Introduction of Team Live Communication sessions to improve wellbeing of pupils.
Regular PSHE sessions carried out in classes across school based upon the needs of the children with guidance from Mrs Marshall (PSHE co-ordinator).	To give our pupils appropriate opportunities to discuss their feelings and express how they are feeling so that appropriate support can be put in place.	Our pupils are emotionally literate and are well supported to transition back in to school life.	Autumn: PSHE strategies and resources shared by JM. Wellbeing Questionnaire led by JM across school community.	Spring: Lockdown 3 has disrupted the transition back into school life. PSHE strategies and resources shared by JM for blended learning opportunities. Children’s Mental Health Week wb 1.2.21 Safer Internet Week wb 8.2.21
Regular ‘welfare check-ins’ are incorporated in to daily lesson structures (Bubble Time, Emotion cards etc.).	To ensure that teaching staff explore additional opportunities as part of their every-day teaching to check in on pupils’ wellbeing.	Our pupils are emotionally literate and are well supported to transition back in to school life.	Autumn: PSHE strategies and wellbeing resources shared by JM. Phone calls home during Lockdown 3.	Spring: Lockdown 3 has restricted how staff can support pupil’s wellbeing. Phone calls home during Lockdown 3. Introduction of Team Live sessions for children who

				are unable to access a school place due to COVID.
Lesson routines and structures are now back in place. Children work within year group bubbles after initial 2 weeks with class bubbles only, which enabled us to build learning stamina gradually.	To build pupils' stamina for learning gradually and ensure that they can digest their learning properly within a safe, secure and purposeful learning environment.	Our pupils are able to access and understand their learning.	Autumn: Children beginning to get back into their routines, enjoy the structure of the school day and engaging with the vibrant school curriculum.	Spring: Lockdown 3 has meant routines and structures that had been established have changed dramatically. Staff have been praised for their Remote Learning provision and the parity between those in school and at home. (See Forms data: 80% feel reassured; 86% feel workload is appropriate etc.)
Teaching assistant support is reorganised across school and additional supply teaching assistants are appointed to ensure that each individual class has TA support.	This ensures that each class has additional adults deployed to help support pupils both with their learning and wellbeing needs.	Our pupils are adequately supported to access their learning by support and teaching staff.	Autumn: TA support has been invaluable as part of our Recovery Strategy to enable all children to access the 'Quality First Teach' whilst also being supported through targeted interventions.	Spring: TA support has been invaluable as part of our Recovery Strategy and also ensuring quality provision in school and for those accessing remote education.
Homework has been adapted and refined to meet the needs of pupils to include short, focussed activities which consolidate learning from school and addresses any gaps in learning.	Research from John Hattie who collated research over ten years around educational initiatives in schools, states that pupils completing short tasks each night (10-15 minutes)	Pupils' learning is enhanced through accessing homework activity timetables.	Autumn: Homework has been well received by parents/carers with a balance of reinforcing basic skills, pre-teach and	Spring: Remote education activities have been manageable for our families and we are due to

	which consolidate learning from school has equal impact to one or two hours of homework.		also topic/project work.	collect feedback wb 25.1.21. (See Forms data: 80% feel reassured; 86% feel workload is appropriate etc.)
AFS extra-curricular provision gradually being established again after COVID-19 disruption to meet the needs of pupils since returning to school (Art, French, Tae-Kwan Do etc.)	This is to ensure that the experiences which pupils are accessing in school are tailored to meet their specific needs.	Pupils' learning experiences are enhanced by enrichment activities which further engage them in their learning.	Autumn: AFS extra-curricular provision was well attended during Autumn term.	Spring: Due to lockdown 3 in Spring 1 we have suspended all extra-curricular activities to reduce the risk of transmission of COVID-19.
Focus on sharing story books which are linked to anxiety, loss/bereavement and emotional literacy - 'Agents of Hope' texts ('No Outsiders'). These are discussed and analysed with the children to encourage them to identify their own emotions about the recent changes.	To discuss these issues with our children and give them strategies and tools to overcome their anxieties.	Our pupils will know strategies to help them overcome their anxieties.	Autumn: Virtual Book Club established by Mrs Nisbet and shared on the school website and SeeSaw. Class Teachers building these texts into the planning and delivery.	Spring: Virtual Book Club continues to develop. Class Teachers continue to build these texts into the planning and delivery.
School Lunches – Hot lunches re-introduced for Y1 and Y2 in September before introducing Y3 and Y4 on a staggered timings system in October. This ensures all children can receive a hot dinner in the dinner hall if they choose to.	To provide our children with hot, nutritional lunches which should sustain them throughout the school day and ensure that they are in the best place to learn.	Our pupils will access healthy, nutritious, hot meals at school which will help them with their learning.	Autumn: Hot lunches were available in Autumn term to most of the children throughout the school with only 1 class each week receiving a hot lunch box offer in their classroom.	Spring: Spring lockdown 3 has reduced numbers within the school building. All children accessing a school place (approx. 30% of the school population) eat their dinner in the dining hall with the option of hot dinners.

<p>Children working within their own class for the first two weeks back in September to build positive relationships between children, class teachers and support staff working within their class bubble. This should ease children back into school life before going straight in to formal lessons and to address emotional needs first.</p>	<p>To support pupils with their emotional wellbeing and settle them back in to school life before beginning the process of academic recovery and to ensure that our pupils are emotionally ready before we start delivering focussed teaching.</p>	<p>Our pupils are well settled back in to school life.</p>	<p>Autumn: Children settled back into school life and able to complete transitions from class to class for Maths and Literacy smoothly.</p>	<p>Spring: Children are in small groups of 15-20 to reduce the risk of transmission of COVID during lockdown 3. This has disrupted school life as a lot of the children are being educated remotely or through blended learning approaches.</p>
<p>Starting from Autumn 2: Weekly Celebration assemblies for the whole school over the Teams or Zoom application on a Friday at 2.30pm.</p>	<p>This is to build pupils' self esteem and celebrate their achievements, whilst also continuing a routine which the children are used to before lockdown.</p>	<p>Our pupils celebrate their successes and recognise their strengths and talents.</p>	<p>Autumn: Not been able to established.</p>	<p>Spring: Teams meetings and technology established in school to promote wellbeing and inclusion. Teams meeting being rolled out for School Council meetings.</p>
<p>Starting from Autumn 2: Weekly year group assemblies are organised for regular check ins with members of SLT. Mon – LT, RW, KP: KS1 alternate weeks Mon – HN, SM, RN: KS2 alternate weeks Tuesday – Reading Slot Wed – PSHE within classes Thurs – CB Fri – RT whole school celebration</p>	<p>To enable members of SLT to check in with all pupils from across school (at a social distance) at some point in the teaching week.</p>	<p>Our pupils are given the opportunity to share their emotions and staff can put appropriate support in place where needed.</p>	<p>Autumn: Not been able to established.</p>	<p>Spring: Not been able to established. Lockdown 3 put in place nationally has disrupted school life.</p>

<p>Online home learning strategy and 'blended learning policy' is in place which includes clear video teaching content from teaching staff to support our pupils from home if they should need to access this.</p>	<p>To deliver home learning to our pupils if they need to isolate at home for issues relating to COVID-19.</p>	<p>School's home learning offer is in place to enable pupils to learn through an online learning platform</p>	<p>Autumn: SeeSaw and Tapestry both needed in Autumn 2 for Reception and Year 2. Families and children praised the systems in place.</p>	<p>Spring: SeeSaw and Tapestry used daily across the school community due to Lockdown 3. Plenty of anecdotal evidence of how well this is working from our families. (See Forms data: 80% feel reassured; 86% feel workload is appropriate etc.)</p>
<p>Communal and classroom learning environments streamlined, tidied and reorganised.</p>	<p>To reduce 'cognitive load' in pupils and ensure that classrooms are pleasant, organised, uncluttered spaces for all of our children.</p>	<p>Pupils' 'cognitive load' is catered for and classroom environments support pupils' learning</p>	<p>Autumn: Not achieved.</p>	<p>Spring: Not achieved.</p>
<p>Class Texts shared during the two identified slots within the school timetables AND for 'Cheeky fives' as in line with the reading policy.</p>	<p>To ensure that pupils across school have an enjoyable, relaxing and consistent.</p>	<p>Pupils enjoy class texts together through dedicated reading slots AND additional reading times.</p>	<p>Autumn: Achieved.</p>	<p>Spring: Achieved.</p>

Staff				
Action	Rationale	Intended Impact	Review	
<p>Revisit Keep, Tweak or Bin model with staff in Spring 2 2021 to establish how we can refine our practices.</p>	<p>To learn from current practices in school to improve work / life balance of staff in the future and prioritise what is important.</p>	<p>Routines and procedures in school will be streamlined to support staff work / life balance.</p>	<p>Autumn: N/A</p>	<p>Spring: TBA</p>
<p>'Performance Management' process of teachers and teaching assistants are redesigned and restructured in to 'Support and CPD' meetings to establish how staff are, what are their strengths and how can we support and invest in them this academic year.</p>	<p>To focus on staff support and investment as opposed to setting targets which are unhelpful and lead to staff feeling unnecessary pressure.</p>	<p>Staff feel listened to and well supported by SLT.</p>	<p>Autumn: All teachers and some teaching assistants have received PM. They have been provided with opportunities to identify their strengths and areas to develop as</p>	<p>Spring: Review PM with staff after lockdown 3 may have made some objectives difficult to achieve or maybe they need to be readjusted. PMs for the remainder of the</p>

Every member of staff will be met with by a member of SLT where they are able to discuss their feelings and concerns.			part of the school team.	teaching assistants who did not receive a PM in Autumn.
Staff meetings only to be held when they are absolutely essential and minimised as much as possible during the pandemic.	To ensure that staff have as much time as possible after school to prepare for their lessons the next day and to provide any marking or feedback as necessary.	Staff will have more time after school to carry out assessment and planning tasks which will directly benefit pupils.	Autumn: Email communication to share school information. A lot of time provided to staff to ensure quality first teach and AfL can be maximised for children returning after the loss of learning in 19/20 academic year.	Spring: Any staff meetings have been held in large halls in phases to reduce the risk of transmission. Only operational need meetings or safeguarding meetings have taken place. All other communication has come through emails.
Wednesday staff briefings are to be cancelled until further notice. Staff memos and emails are to be used to deliver key messages to all members of the staff team.	To avoid staff congregating together in the same space and to give staff as much time as possible to prepare for their lessons and the day ahead.	Staff will have more time before school to carry out assessment and planning tasks which will directly benefit pupils.	Autumn: AfL and planning for Quality first teaching has maximised the children's learning opportunities as seen in the PPM Strengths and Weaknesses Autumn review.	Spring: Lockdown 3 has disrupted the school curriculum slightly. However, through robust blended learning and remote education we strive to deliver an ambitious and broad curriculum. (See Forms data: 80% feel reassured; 86% feel workload is appropriate etc.)
Year group teaching teams are to allocate time to each other to upload work for home learning. In addition, support staff have all been trained to use Seesaw /	This will enable home learning provision for our pupils at home to continue.	Staff will have more time before and after school to focus on assessment and planning tasks.	Autumn: Staff feel well supported with remote learning and blended	Spring: Staff have had CPD on all remote learning and support platforms with CB offering

<p>Tapestry for this purpose. In the event of a single child or a small number of children self-isolating only explanations and resources will be uploaded. Staff are NOT asked to upload teaching videos at this point.</p> <p>We have removed the following from directed hours: subject leader time, Staff meeting and briefing to ensure staff have more time to provide our home learning support where necessary.</p>			<p>learning systems in place.</p>	<p>additional opportunities to use SeeSaw and Teams.</p>
<p>Additional teaching assistant support is arranged to ensure that each class across school has support.</p>	<p>To ensure that bubbles remain as classes, minimising staff who have to work across 2 sets of children and to allocate as much support as possible for children in each class.</p>	<p>Each class teacher will have a member of support staff to assist with learning needs of pupils and deliver catch up / interventions.</p>	<p>Autumn: Additional TA support has ensured quality first teach is delivered alongside targeted interventions to make up for the loss of learning during 19/20 academic year. Evidence found in Autumn PPM Strengths and Weaknesses document.</p>	<p>Spring: Additional TA support has continued and helped to alleviate workload as staff deliver in school learning to key workers and vulnerable children as well as offering a robust remote learning package to all children who cannot attend school during lockdown 3.</p>
<p>Staff are asked about their wellbeing and senior leaders act upon this feedback in order to improve procedures in school.</p>	<p>To improve procedures and protocols and to improve staff wellbeing.</p>	<p>Staff are supported and have the opportunity to raise their concerns. The risk assessment is a dynamic document which is adapted and refined to meet the changing needs of school.</p>	<p>Autumn: Staff are constantly updated and consulted regarding the risk assessments. Staff wellbeing is checked in by SLT</p>	<p>Spring: Staff childcare issues are considered during lockdown 3 to ensure work-life balance during this particularly difficult time.</p>

			and other colleagues.	
Lunch orders organised in phases to come to school once per week where staff can purchase their lunch and raise morale collectively.	To raise staff morale.	Staff morale is raised.	Autumn: Not achieved.	Spring:
Staff room times allocated to each phase to allow staff to chat to colleagues whilst socially distancing.	To enable the staff to converse with their colleagues whilst having their lunch or a drink, which will raise staff morale, whilst having the space to socially distance.	Staff wellbeing is prioritised to enable staff to chat to colleagues (socially distanced)	Autumn: Staff are able to access the kitchen facilities and also a breakout room has been established in the DHT/SENCo office to offer any staff who miss their allocated slot in the staff room another place to have their lunch and chat to colleagues in a socially distanced manner.	Spring: Staff are able to access the kitchen facilities and also a breakout room has been established in the DHT/SENCo office to offer any staff who miss their allocated slot in the staff room another place to have their lunch and chat to colleagues in a socially distanced manner.
As a thank you for the work undertaken during COVID staff members have a 1 day off token that a can be arranged with RT.	To acknowledge the hard work of staff over the last few months and allocate everyone some special time away from school to lift staff morale.	Staff wellbeing and work life balance is positively impacted.	Autumn: Staff in during COVID have their one day off token.	Spring:
Staff have been given comprehensive curriculum documents from subject leaders for all subjects in July 2020, which will assist with planning and establishing clear expectations.	Teaching staff have clear, comprehensive planning guidance to work from to assist with the delivery, progression and expectations of their own lessons, which will save them time when planning with their year group partner.	Staff are able to plan and deliver high quality, progressive and cohesive curriculum content.	Autumn: Coverage of curriculum recorded across the school and plans made to account for any missed learning opportunities in	Spring:

			Spring or Summer term.	
Staff will receive support by senior leaders (December 2020) on how to use analyse assessment information to inform their planning and areas of focus for pupils.	Staff have clear and consistent understanding of how to use assessment information to inform their planning.	Staff will use assessment information diagnostically to inform planning.	Autumn: As evidenced in Autumn PPM review staff are familiar with the needs to the children they teach and have planned accordingly.	Spring:
Families				
Action	Rationale	Intended Impact	Review	
Member of SLT to continue to be outside of school each morning and afternoon to welcome families to school, to speak to parents, carers and children and to answer any questions and for ease of communication.	To ensure that parents and carers have the opportunity to speak to members of the leadership team either before or after the school day	Families are welcomed each morning and the staggered start is closely monitored.	Autumn: Achieved.	Spring: Achieved.
School will ensure clear and regular communication to keep the community updated on the latest information from school.	To ensure that families are kept up to date with all of the latest information from school regularly.	Families are well informed about recent initiatives or changes to practice in school.	Autumn: Email SeeSaw/Tapestry Text messages Letters School website Twitter Newsletters	Spring: Email SeeSaw/Tapestry Text messages Letters School website Twitter Newsletters
Reciprocal family phone consultation Parents' Evenings organised on various dates throughout October & November.	To ensure that families are kept up to date with the progress of their children and for teaching staff to have a conversation around the best ways that school can support children and	Families have the opportunity to ask questions about their child's progress since coming back to school in September.	Autumn: Achieved.	Spring:

	parents with pupil wellbeing and catch up.			
Online learning offer has been enhanced to include video teaching via the SeeSaw platform to take the pressure from parents and carers who are working from home whilst looking after their children in the event of a bubble closing or a child having to self-isolate.	To ensure that pupils are given clear exemplification and guidance for what to do in their online learning which takes some pressure away from parents and carers.	Home learning will include video teaching/lesson inputs to enable pupils to access this clearly from home without intense parent input.	Autumn: SeeSaw and Tapestry both needed in Autumn 2 for Reception and Year 2. Families and children praised the systems in place.	Spring: SeeSaw and Tapestry used daily across the school community due to Lockdown 3. Plenty of anecdotal evidence of how well this is working from our families. (See Forms data: 80% feel reassured; 86% feel workload is appropriate etc.)
Family Support Office (Diana West) available to support children from families who are struggling with their emotional wellbeing.	To support families to improve their child's wellbeing and reintegration into school life.	Specific families are supported to improve the wellbeing of their child through a collaborative approach involving school and home.	Autumn: Achieved.	Spring: Continue to contact children and intends to use Teams to communicate with children who are learning remotely.
Welfare check phone calls carried out by senior leaders to specific families. SLT also use emails to liaise with specific families too.	To check in with specific families over the phone to ensure welfare needs are being met.	Families have the opportunity to talk to school about their welfare needs and school can put appropriate support in place.	Autumn: Achieved.	Spring: Achieved.
Parents Evenings in Spring term will take place over 'Microsoft Teams' – including curriculum events, Reception transition meetings, Reception provision meeting, Phonics screening check meeting, Y2 SATs meeting, Y4 times table meeting, Maths calculation policy etc.	To keep parents and carers updated with the latest initiatives and areas of focus in school.	School family are informed and up to date with the latest in school initiatives.	Autumn: N/A	Spring: TBC

<p>COVID-19 Support Plan – For families who have to self-isolate, particularly families who have a confirmed positive case of COVID-19, a support plan will be in place, including:</p> <ul style="list-style-type: none"> • Telephone contact and welfare checks • Digital technology check • Pupil premium (FSM) check • Resources check (Art and drawing supplies etc) • Single parent check • SEND check • Pupil premium plus check 	<p>To ensure that families have the appropriate support and resources in place if isolating at home.</p>	<p>Families have appropriate resources to deliver home learning as well as welfare support.</p>	<p>Autumn: Achieved. Limbo Learning website tab established. Some children liaising with class teacher via SeeSaw/Tapestry.</p>	<p>Spring: Achieved. DfE laptops allocated to children and families to support blended and/or remote learning.</p>
<p>COVID-19 Return to School Strategy – For families who have just come back from self-isolation. This will include:</p> <ul style="list-style-type: none"> • Emotional wellbeing check • Strategy and agreement in place for how the positive case family will be treated after returning to school • Strategy for how changes in routines etc will be shared with returning pupils and families • Self-isolating families celebrated in ‘Thank You Assembly’ 	<p>Families will feel that their children have a clear route back in to school life and will be well supported to reintegrate.</p>	<p>Families are well supported to reintegrate back in to school life after self-isolation.</p>	<p>Autumn: Plenty of communication from school via: Email Text messages Website Class teacher welfare calls SeeSaw/Tapestry</p>	<p>Spring: Lockdown 3 nationally has reduced our school numbers to approximately 35%. (wb 25.1.21 = 34.7%) All families have received updates and been well supported through the remote learning and support provision.</p>
<p>Age appropriate ideas for activities (Using Phonics Play, WRM, Oak Academy etc.) will</p>	<p>This will ensure that children who are self-isolating whilst waiting for testing</p>	<p>Families can immediately access appropriate resources for home</p>	<p>Autumn: Achieved.</p>	<p>Spring:</p>

be uploaded on a weekly basis on to the website via the 'Limbo Learning' tab to ensure families can access remote education activities whilst waiting for test results.	or results all have something to access throughout their period of isolation.	learning and feelings of isolation are minimised.		N/A due to National Lockdown 3.
Age appropriate and interactive remote education will be provided via SeeSaw for children and families who are isolating due to a positive case of COVID or close contact with someone who has COVID.	This will ensure that children who are self-isolating maintain communication with their class teacher. Furthermore, they will have access throughout their period of isolation to resources that mirror the learning that would be taking place within the classroom.	Families can immediately access appropriate resources for home learning and feelings of isolation are minimised.	Autumn: Limbo Learning SeeSaw/Tapestry YR and Reception both had to close their bubbles and the feedback was very positive from our children and families regarding the resources and bespoke online learning package.	Spring: (See Forms data: 80% feel reassured; 86% feel workload is appropriate etc.) Anecdotal evidence from families has been very positive regarding learning platforms for blended and remote learning alongside the introduction of Teams.
Messages regularly shared and celebrated through the school's social media channels	Families are kept up to date with the latest information from school.	Families are kept up to date with the latest information from school.	Autumn: Achieved via newsletters, twitter, working walls etc.	Spring: Communication via SeeSaw/Tapestry is key to remote and blended learning. In addition, these platforms provide plenty of opportunity to celebrate the successes across the school community.
The Parent Teacher Association to organise a 'Zoom Quiz' for parents, carers and families. Christmas Quiz?	To provide an event for the school community in the absence of the Christmas Fayre and other events.	Sense of school community is reintroduced and opportunity to families to talk to other members of the school community.	Autumn: Not achieved. Quiz for staff prior to Christmas was enjoyable and	Spring: Teams Live communication sessions have fostered a sense of school community.

Archibald Advent Calendar? Clue/surprise
each day linked to Christmas

boosted staff
morale.

Screen-breakers
have helped
families to balance
home learning with
play and leisure.

Curriculum Deficit Strategy

Curriculum Deficit Strategy

Reading

Action	Rationale	Intended Impact	Review	
<p>Salford Reading Test carried out with all children (December 2020) to establish a clear reading and comprehension age baseline from children from Year 1 to Year 4 (some pupils may have regressed since before lockdown.)</p>	<p>To establish a clear reading baseline for Year 1, 2, 3 and 4 children in order to allocate appropriate reading books, identify where to pitch teaching of whole class reading and also plan further reading interventions for Spring term 2021.</p>	<p>Clear reading age baseline is established alongside teacher assessment from 1 to 1 reading sessions, guided reading groups and Literacy lessons.</p>	<p>Autumn: Salford Reading Tests cancelled as we decided to use Teacher Assessments based on a range of evidence. Reading groups established and children making progress with the reading (see PPM Autumn review)</p>	<p>Spring: Reading groups are established but disrupted by lockdown 3.</p>
<p>Staff to read one to one with all pupils and identify key areas of reading focus which will be used to inform subsequent teaching of reading. Furthermore, staff will endeavour to build positive lines of communication between school and home regarding each child's reading attainment and progress.</p>	<p>To identify clear areas of focus for reading provision in each class and use this to inform the teaching of reading.</p> <p>To build positive home-school partnerships to encourage a 'love for reading'.</p>	<p>Staff will gain a sense of where pupils are with their reading and where to focus their teaching.</p> <p>Staff and parents/carers will have a better understanding of the child's reading progress and attainment as well as sharing the expectation to read regularly (5 times a week).</p>	<p>Autumn: Staff are aware of their pupils' attainment and progress (see PPM Autumn review).</p> <p>Reading Worms have encouraged pupils, families and staff to communicate more about the child's attainment, progress and reading habits.</p>	<p>Spring: Reading sessions in school are established but disrupted by lockdown 3.</p> <p>Use of Collins Connect and OUP enable our families to read according to their child's book band remotely.</p>
<p>Appropriate phonics home reading and scheme home reading books allocated to pupils (some pupils may have regressed since before lockdown.)</p>	<p>To ensure that pupils are given appropriate reading books which will help them to learn and make progress.</p>	<p>Appropriate reading books are accessed by pupils.</p>	<p>Autumn: Staff are aware of their pupils' attainment and progress (see PPM Autumn review).</p>	<p>Spring: Reading books are not currently being given out due to lockdown 3.</p>

				Use of Collins Connect and OUP enable our families to read according to their child's book band remotely.
Daily extended whole class and guided reading sessions delivered every day in school – Pupil feedback to inform questioning and activities with AfL opportunities for Class Teachers throughout the sessions.	Pupils are taught specific reading skills which focuses on areas of need.	Reading teaching is focussed upon specific areas of pupil need.	Autumn: A range of reading opportunities have been established for pupils (Literacy, Comprehension, Guided Reading, 1 to 1, Class Texts etc.).	Spring:
Regular reading sessions with class novel delivered.	Reading is made high priority across school.	Pupils enjoy reading and see it as a special time of the day.	Autumn: Due to lack of assemblies our pupils and staff have more time in the classroom which enables Class novels to be delivered at the end of the school day where traditionally it would have been assembly time.	Spring:
Phonics				
Action	Rationale	Intended Impact	Review	
One to one phonics assessments carried out with individual children and up to date baselines established (some pupils may have regressed since before lockdown.)	To establish clear phonics baselines which will inform phonics teaching.	Pupils will make accelerated progress in phonics.	Autumn: KS1 (Y2) Phonics results were 84.5% See Autumn PPM Review for evidence regarding progress and attainment made in phonics across the school community.	Spring: Phonics sessions in school are established but disrupted by lockdown 3. Phonics Play resources and planning has

				continued to be shared via remote and blended learning opportunities.
Phonics trackers updated for each child (at the end of each half term). Phonics reading books and phonics teaching sessions will be informed by these phonics trackers.	To establish clear phonics baselines, which will inform phonics teaching.	Pupils will make accelerated progress in phonics.	Autumn: Progress in Phonics is good across the school community (see PPM Autumn Review for findings)	Spring: Phonics and reading sessions in school are established but disrupted by lockdown 3.
Additional phonics homework will be in place for pupils in Year 1 and Year 2. Lexia Superstar certificates will be awarded on a weekly basis.	To allocate more teaching time to phonics in order to help pupils catch up for lost learning time.	Pupils will make accelerated progress in phonics.	Autumn: Lexia established and engagement seems good across the school community who have access. Forms survey wb 25.1.21 TBC.	Spring: Homework systems are established but disrupted by lockdown 3. Online subscriptions to Lexia and free access to Phonics Play have been well received by our children and families.
Phonics teaching structure augmented to include application activity or game to enhance pupil engagement.	To enhance pupil engagement in phonics.	Pupils will make accelerated progress in phonics.	Autumn: Phonics is taught and applied in a range of contexts to enable the children to become secure in the knowledge and understanding.	Spring: A robust remote learning offer continues to provide parity between children who access a school place and those working remotely. Pupils continue to receive a range of phonics activities where they can use and apply their knowledge and skills.

Pupils who have not passed phonics screening check in Year 2 and Year 3 will continue to access a phonics home reading book which is matched to their phonics ability.	To consolidate pupils' phonics understanding and enable them to apply their learning.	Pupils will make accelerated progress in phonics.	Autumn: Accelerated progress and attainment was achieved in phonics across the school community. See PPM Autumn review for findings.	Spring:
Writing				
Action	Rationale	Intended Impact	Review	
Baseline assessments based on teacher assessment after Quality First Teach. Extended pieces of writing being produced across Year 1-4 every other week in order to establish key areas of teaching focus. Further baseline assessment information will be collated in December 2020 when we complete cross-moderation within phases.	To establish clear baselines for where pupils are in their writing and which areas need to be focussed upon.	To enable pupils to catch up in writing and plug learning gaps.	Autumn: Writing assessments cancelled as we decided to use teacher assessments instead alongside Chris Quigley grids. See PPM Autumn review for more information.	Spring:

<p>Initial focus on key skills in teaching of writing:</p> <ul style="list-style-type: none"> • Phonics • Letter formation • Punctuation • Spelling of tricky words/common exception words • Focus on quality not quantity • Provide lots of opportunities for modelling of writing 	<p>To enable pupils to focus on basic skills which they may have regressed in during lockdown</p>	<p>To address any learning gaps in writing and accelerate pupil progress.</p>	<p>Autumn: Handwriting books purchased for Y1-4 and families given February deadline to complete.</p> <p>Regular extended writing opportunities seen in Autumn 2 'Book Look'</p> <p>Phonics sessions differentiated for children and Y2 results were positive (84.5%)</p>	<p>Spring: Handwriting, phonics and extended writing sessions in school are established but disrupted by lockdown 3.</p> <p>Remote Learning survey action point is for staff to provide more modelling for extended writing opportunities.</p>
<p>Daily extended handwriting and letter formation practice.</p>	<p>Pupils are given the opportunity to develop their handwriting skills.</p>	<p>Presentation and quality of work is improved.</p>	<p>Autumn: Handwriting sessions delivered in school.</p> <p>Handwriting books purchased for Y1-4 and families given February deadline to complete.</p>	<p>Spring:</p>
<p>Writing continues to be embedded with children being 'writers' in all aspects of the curriculum. Genres of writing are embedded in topic work away from the 'taught' lessons so that children apply and use their writing skills.</p>	<p>Writing curriculum enhances learning experiences of pupils and brings in learning elements from many different areas.</p>	<p>Pupils' learning experiences in writing lessons are enhanced and writing curriculum offer is improved in quality.</p>	<p>Autumn: Broad, balanced and ambitious curriculum offer children the opportunity to write in a range of genres and with a clear purpose. See PPM for further evidence.</p>	<p>Spring:</p>
<p>Key 'Hooks' in to writing established through Enquiry Based curriculum to make</p>	<p>Purpose for writing is made clear for all pupils.</p>	<p>Pupils' writing quality improves.</p>	<p>Autumn: Broad, balanced and ambitious</p>	<p>Spring: Extended writing opportunities have</p>

the experience of writing more purposeful and engaging for pupils.			curriculum offer children the opportunity to write in a range of genres and with a clear purpose. See PPM for further evidence.	been disrupted by lockdown 3, however extended writing sessions should still be being delivered in school and via Remote Learning
Maths				
Action	Rationale	Intended Impact	Review	
Utilise WRM Recovery curriculum planning documents for all year groups to ensure previous year's learning is integrated and addressed prior to new learning.	Pupils will have the opportunity to revisit the previous academic year's learning and address and misconceptions before moving onto new learning.	Pupils develop a secure progression of skills and knowledge within Maths.	Autumn: WRM has helped support our staff to deliver 'recovery lessons' to consolidate the prior academic year's learning.	Spring: Maths curriculum delivered remotely and in school. WRM resources have continued to support our staff, pupils and families with quality online resources for remote learning.
White Rose Maths End of Autumn term assessments carried out (December 2020) to establish which any misconceptions or gaps in learning that have not been addressed over the course of the Autumn term (some pupils may have regressed since before lockdown.)	WRM Autumn Term Assessments alongside our tracker and Chris Quigley Milestone grids will provide staff with an accurate baseline for the pupils they teach.	Clear sense of the impact of the WRM Recovery curriculum where the previous academic year's learning has been integrated within current year group's learning.	Autumn: WRM assessments completed alongside Chris Quigley assessment grids. Staff and pupils are aware of the gaps in learning which will be addressed in the planning and delivery of Maths.	Spring: Maths curriculum delivered remotely and in school.
Staff training on approach to maths recovery delivered by Kym Mullick (Maths co-ordinator 19-20) in July 2020.	Staff have a clear and consistent understanding of how to approach maths recovery planning.	Pupils are given access to provision which is directly tailored to their learning needs.	Autumn: Maths recovery in place with guidance from Mrs Mullick and WRM	Spring:

			curriculum planning.	
Focus on pupils using the CPA model in order to consolidate understanding of key concepts.	This will enable pupils to understand mathematical concepts at a much deeper level through the use of different mathematical representations.	Pupils will gain a deeper understanding of mathematical concepts.	Autumn: CPA models evident throughout the school during book looks. See PPM Autumn review for further evidence.	Spring: Maths curriculum has been disrupted by lockdown 3.
Webinars produced in Autumn 2 to families regarding the calculation strategies used within each year group This will allow Concrete-Pictorial-Abstract models to be emphasised and shared as well.	To ensure a consistent message between school and home regarding maths calculations and CPA models.	Pupils will become secure in 4 operations and parents/carers will be able to support with maths homework whilst utilising the school calculation policies.	Autumn: Not achieved.	Spring:
Other Subjects (Science, History & Geography)				
Action	Rationale	Intended Impact	Review	
Science - Science unit Chris Quigley Milestone grids assessments used to inform teaching and used to plug learning gaps.	Clear baselines established before the end of a teaching unit in Science. There will then be enough time before the end of the unit (2 weeks) to address learning gaps.	Pupils' learning gaps in Science are addressed.	Autumn: Staff and pupils are aware of any gaps in learning. These will be addressed through planning and delivery of next Science units.	Spring: Science curriculum delivery has been disrupted by lockdown 3. Science Monitoring – SM Spring 1
Teaching staff will focus on the SC1 'Working Scientifically' skills, investigative types whilst delivering the content. Staff will be using the key language and concepts on Humanities AND making links with previous learning.	To enable teachers to identify missed learning in foundation subjects and deliver some missing key content in pre-teaching units.	Pupils' learning gaps in foundation subjects are addressed.	Autumn: Staff and pupils are aware of any gaps in learning. These will be addressed through planning and delivery of next Science units.	Spring: Science curriculum is being delivered remotely and in school. Activities amended to reflect the change in delivery.



Whole School Recovery

Whole-School Recovery Strategy

Area	Challenges	Strategies	Review	
Mental Health & Emotional Wellbeing	<ul style="list-style-type: none"> - Anxiety linked to Coronavirus - Separation anxiety due to a number of weeks with parents/ carers - Possible trauma and loss linked to Coronavirus - Anxiety linked to differences at school (different classroom, staff, timetable, routines) 	<ul style="list-style-type: none"> - Social stories sent to identified vulnerable children before they return outlining what school will be like. What will be the same? What will be different? How will we keep them safe? - Video from staff in school showing them what the new 1-way system will look like so that they can discuss this with parents/ carers at home. - Smaller groups, where possible with a staff member who is familiar to them. - Regular check-ins with children. - Circle Times and PSHE opportunities exploring worries. - Continued dialogue with parents/carers to be aware of issues at home and resources shared by school to support. 	<p>Autumn: Children reintegrated really well into school life again with all the strategies implemented successfully. After initial 2 weeks with class teachers we began to set for mix year groups for Literacy and Maths, which strengthened our school community further.</p>	<p>Spring: Lockdown 3 has disrupted the children's return to school routines. More vulnerable pupils are accessing school places than last time around to hopefully prevent possible traumas.</p>
Routines: The School Day & Stamina for Learning	<ul style="list-style-type: none"> - Changes to routines and timetables - Limited choice of activities - In own 'bubble' so not mixing with peers and siblings - Attention span may be reduced - Differences to classroom environment to support social distancing - Soft furnishings to be removed as well as toys with loose parts 	<ul style="list-style-type: none"> - Staggered drop offs and pick-ups, lunches and breaks with clear communication to parents/ carers about this. - Parents/ carers aware of new protocols in school. - Visual timetables ensure children are secure in their learning environment and aware of what each day entails. - Explain new way of working to children and how the school will operate differently. - Regular breaks 	<p>Autumn: Children and families quickly became acclimatised with the new routines and protocols. Regular breaks and visual timetables helped reintegrate children into school life.</p>	<p>Spring: Children and families have adapted well to remote and blended learning opportunities with restricted numbers accessing a school place.</p>

Transition Strategies	<ul style="list-style-type: none"> - Children have missed Summer Term of learning - Usual transition processes are not able to take place 	<ul style="list-style-type: none"> - Some EYFS learning opportunities integrated into Autumn Term of Year 1 to support children to 'catch-up' and revise basic skills. - Handover meetings between all staff to communicate expectations and curriculum coverage so far. 	Autumn: Transition days in July 2020 helped children identify their new teachers, classrooms and protocols. Handovers took place and gave staff a good understanding of the child academically and holistically.	Spring: N/A.
Personal & Social	<ul style="list-style-type: none"> - Re-establishing relationships - Re-setting boundaries - May have become less independent 	<ul style="list-style-type: none"> - Use of stories to explore PSHE themes. - Explain to children any changes to expectations and reinforce expected behaviours. - Introduce to children any new safety features in school and the reasons for these. - Encourage parents/ carers to promote independence at home in preparation for returning to school. - Advise parents to dress children in clothes which can be easily removed and put back on by the children themselves and promote Velcro shoes unless the child can do their shoe laces on their own. 	Autumn: Children reintegrated into school life and routines really well. They seemed to crave boundaries and structure whilst also thoroughly enjoying re-establishing relationships and exploring the vibrant curriculum.	Spring: Lockdown 3 has disrupted the routines and opportunities for children to establish their relationships further in school. Use of Teams and our remote learning platforms has attempted to maintain positive relationships and lines of communication with those children who are not accessing a school place. Action: ensure staff continue

				to deliver No Outsiders
Health & Self Care	<ul style="list-style-type: none"> - Priority of good hygiene, including 'catch it, bin it, kill it' - Regular handwashing and/or hand sanitising - Limited toilets and sinks - Children requiring intimate care due to toileting accidents - Dealing with First Aid incidents - Children or staff may exhibit symptoms of Coronavirus 	<ul style="list-style-type: none"> - Play songs and watch videos which promote the slogan 'catch it, bin it, kill it'. - Play songs and watch videos to encourage correct handwashing. - regular cleaning of toilets and sinks facilities. - Children encouraged to change themselves. - Staff to wear PPE to deal with First Aid incidents. - Parents/ carers contacted if staff feel child's welfare is compromised due to situation. - Clear plan in place should a child or member of staff exhibit symptoms and the protocol that will be followed as a result, including the use of PPE, isolation of child or staff member, testing and subsequent isolation of 'bubble'. 	<p>Autumn: Achieved. Staff reminded about protocols when a child exhibits symptom and use of PPE. Clear plans to use remote learning executed successfully when Y2, Y3 and Reception has to isolate.</p>	<p>Spring: Lockdown 3 has resulted in these priorities being emphasised further. Remote and blending learning opportunities have been well received across the school community. (See Forms data: 80% feel reassured; 86% feel workload is appropriate etc.)</p>
Phonics	<ul style="list-style-type: none"> - Sounds may have been forgotten or incorrectly learned 	<ul style="list-style-type: none"> - Revise all age appropriate sounds and constantly revise gaps in learning. - Lots of opportunities to segment and blend. - Revisit tricky words. - Parents/carers directed towards Phonics Play resources. - Lexia subscription purchased for all children who need to access phonics activities. 	<p>Autumn: Phonics progress and attainment very good. *See PPM Autumn for further details.</p>	<p>Spring: Lockdown 3 has disrupted the delivery of our phonics teaching and learning. Families and children are adapting well to the remote and blended learning opportunities.</p>
Reading	<ul style="list-style-type: none"> - Need to quarantine books to ensure we have a large enough collection for children across the school community 	<ul style="list-style-type: none"> - Children will receive two books per week (books handed out Monday). These will then be collected in (returned Thursday) and 'quarantined' for 72 hours before being sent out again. 	<p>Autumn: Reading progress and attainment was</p>	<p>Spring: Lockdown 3 has prevented children from taking home</p>

	<ul style="list-style-type: none"> - Some children may not have continued to read 	<ul style="list-style-type: none"> - Whole class reading, discussing strategies to decode the text and spot tricky words. - Discussion of class texts. 	<p>very good over Autumn term. *See Autumn PPM review. New incentives with Reading Worms worked well and created enthusiasm across the school community.</p>	<p>books on a regular basis. Collins Connect and OUP have offered children and families a remote reading library platform to explore books suitable for their level. Class texts continue to be shared with children in school, remote learners and blended learners too.</p>
Handwriting	<ul style="list-style-type: none"> - Children may have forgotten letter formation or been incorrectly taught 	<ul style="list-style-type: none"> - Revision of formation of all letters before progressively addressing gaps in learning and moving through Nelson Handwriting units. - Handwriting books established and timetabled 	<p>Autumn: Handwriting sessions timetabled throughout the school using Nelson resources. Handwriting books established and additional homework handwriting books purchased for KS1 & KS2.</p>	<p>Spring: Lockdown 3 has disrupted our handwriting sessions and was an observation from the previous lockdown. Nelson homework handwriting books due back in February but difficult to assess learning and move onto the next book as most children are working remotely.</p>

Maths	<ul style="list-style-type: none"> - Children may have forgotten number formation or been incorrectly taught 	<ul style="list-style-type: none"> - Revise correct number formation using number rhymes (Reception). - Revisit number concepts using WRM recovery curriculum resources. 	Autumn: Achieved.	Spring: WRM curriculum continues to be delivered using home learning resources. Maths teaching and learning is well received by children who access a school place, remote and blended learners.
Physical Education	<ul style="list-style-type: none"> - Some children may not have had regular physical exercise - Unable to do P.E. sessions in the Hall (Autumn 1) 	<ul style="list-style-type: none"> - Increased break times where children are encouraged to be active. - Opportunities for outdoor physical exercise and planned activities which can be completed while socially distancing and without a need for lots of shared resources. 	Autumn: Achieved. Outdoor PE enjoyed by whole school community and NPESSS began in Autumn 2 to aide delivery of PE and support staff CPD. Hall space is still not used due to COVID risk assessment identifying the risk of aerosols.	Spring: Lockdown 3 disrupted outside agencies coming in such as NPESSS and any extra-curricular PE/sport. PE sessions continue in school as planned being led by class teachers. Remote learners are enthusiastic about PE video resources from NPESSS, Lee Sterry and #ThisisPE.
Humanities	<ul style="list-style-type: none"> - Limited experiences outside of the home 	<ul style="list-style-type: none"> - Use of technology such as 360° videos and virtual reality to explore different places while travel options are limited. 	Autumn: Achieved.	Spring: Staff continue to use these

			e.g. Y2 visit to the Synagogue through MS Teams.	tools to bring the learning to life.
Arts & Design	- Limited space and staffing	- Activities will have to use the resources available or be done in a way which ensures continued social distancing.	Autumn: Achieved.	Spring: Lockdown 3 has resulted in staff thinking carefully about the art sessions they plan so the remote learners are not under pressure to gather a lot of resources.
Assessment	- Children will have had different learning experiences and levels of support at home	- Class Teachers will complete baseline assessments throughout Autumn 1 using teaching assessment alongside Chris Quigley Learning Milestones grids to assess where the children are in phonics, number, reading and writing.	Autumn: Rigorous assessments completed across the school community using RWM and phonics teacher assessments. Y2 phonics screen was a success and children who did not pass have made good progress towards a summer term phonics screen. Assessment strengths and weaknesses analysed by SLT.	Spring: AfL continues to take place for children who access a school place and the remote learning through our virtual learning platforms (SeeSaw & Tapestry). Different learning experiences and levels of support however does make it difficult to assess accurately.

			*See PPM Autumn review for further details.	
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SEND Strategy

SEND Strategy

Action	Rationale	Costings	Review	
SENCO liaised with parents of SEN children before and after the return to school.	Ensure families and SEN children are fully prepared for the school return.		Autumn: Achieved.	Spring: Achieved.
Autumn term SEN reviews are being held by phone, using Microsoft Teams and in socially distanced meetings.	Ensure SEN reviews can still be completed to provide the SEN child and family with the best possible support.		Autumn: Achieved.	Spring: Achieved.
Continued liaison with professionals, who may come into school (with cross-referenced risk assessments), others are providing support through phone calls, video calls and emails.	Ensure SEN children and families are fully supported by utilising expertise from various professionals and agencies.		Autumn: Achieved.	Spring: Achieved.
Changed the pupil profile format to include pupil and parent voice more clearly.	Ensure child and parent can voice their thoughts and feelings about the SEN support available to them.		Autumn: Achieved.	Spring: Achieved.
Visuals, such as timetables, are consistent throughout the school with the symbols remaining the same from Nursery to Year 4.	Ensure SEN child receives consistent visual prompts throughout their time at Archibald First School, which will help them to feel safe and secure within the school environment.		Autumn: Achieved.	Spring: Achieved.
Emotion key-rings are being used to help children identify their emotions and what strategies they can use to help them.	Assist children who are having difficulties regulating their emotions and de-escalate conflicts.		Autumn: Achieved.	Spring: Achieved.
SENCO to receive minutes of all pupil progress meetings to establish clear support for these pupils going forward.	Clear advice and guidance given to staff for how to best support pupils with additional learning needs.	N/A	Autumn: Achieved.	Spring:

Safeguarding Strategy

Safeguarding Strategy

Action	Rationale	Costings	Review	
Schools to provide training and monitor that staff are recognising signs of any potential safeguarding concerns. Annual safeguarding training in October in line with KCSIE 2020.	To ensure that staff are reminded of safeguarding practices and understand that there may be additional signs to look for after the children have been away from school for so long.	N/A *See CES SLA	Autumn: Alison Cairns delivered Safeguarding CPD to all staff. Fabricated or Induced illness CPD delivered to AFS staff.	Spring: Self-Harm CES bitesize CPD delivered to AFS staff. Talk to Me NSPCC resource shared with staff to complete. DSL network meetings attended by RT & CB (Jan 2021) DSL Refresher attended by CB (Jan 2021).
Ensure regular audit of CPOMS and reflection on any patterns which are developing post school shut down/partial closure – SLT to monitor	To ensure that safeguarding recording is robust and that we are monitoring patterns of behaviour / incidents.	N/A	Autumn: Achieved.	Spring: CPOMS categories CPD TBC CPOMS Audit TBC
Specific intervention timetable led by Diana West to support children with their wellbeing, safety procedures, confidence, anxieties etc.	To ensure that we are meeting the pastoral needs of our pupils who need this support.	N/A	Autumn: Achieved.	Spring: Achieved despite lockdown with attempts being made to utilise MS Teams to support children with their wellbeing sessions with Mrs West.
Education Welfare meetings and attendance take place in phases on alternate weeks.	To improve attendance and punctuality for pupils in specific families.	£1000 per annum.	Autumn: Not required to date	Spring: Not required to date

AFS to seek support from EWO either through CES or procurement through GST school if needed.				
Alison Cairns to run CPOMS training in Autumn 2 to ensure that staff are recording consistently and following up with actions.	To improve safeguarding practices.	N/A	Autumn: Not achieved.	Spring: RT & CB have received CPOMS CPD during DSL network meeting (Jan 2021)
Pastoral and family support work provided for specific families via the Early Help team. Where appropriate liaise with children's services/make appropriate referrals. https://www.scie.org.uk/care-providers/coronavirus-covid-19/safeguarding/children	To ensure that families who need additional support / pupils who need access to therapeutic approaches have this support in place.	N/A	Autumn: See DW work	Spring: See DW work
Regular safeguarding updates carried out in briefings and staff meetings as per the annual safeguarding plan 2020-2021 – Bitesize training delivered and handouts shared.	To ensure that safeguarding remains high priority in school and that staff remain aware of signs to look out for.	N/A	Autumn: Achieved. e.g. Fabrication or Induced Illness from CES.	Spring: Achieved. e.g. Self-Harm from CES. NSPCC – Talking to Children