



## Post-Covid19 Recovery Curriculum

East Hoathly CE Primary School

September 2020



## Our Vision



We aim to establish a happy Christian community school, based upon the love of God and one's neighbour, where every child is provided with a toolkit for life-long learning through high quality teaching. They will have a love of learning with high standards of achievement, fostered through traits of resilience, respect for all, equality and inclusion.

### Luke 6:31 **Respect**

We expect outstanding behaviour; promoting respect, kindness, patience and friendship as Jesus has shown us.

"Treat others as you would like to be treated"

### Psalms 68:3 **Enjoyment**

The value of a happy, safe, secure and purposeful environment in which children feel comfortable in their learning.

"Be happy at school"



### Proverbs 14:23 **Excellence**

We pursue excellence in all we do. We expect outstanding teaching and standards of achievement

"Be the best you can be"

### 2 Corinthians 13:11 **Working Together**

We recognise the importance of collaboration and inclusion. Celebrating everyone's talent in order to develop high self esteem in all, enabling all to flourish.

"We are all special, unique and talented"

### James 1:12 **Resilience**

We foster resilience and a love of learning through an exciting creative curriculum utilising new technologies.

"You never know what you can do until you try"

### Proverbs 1:5 **Creativity**

We develop responsible creative thinkers who are self motivated with a curiosity for learning.

"Understand your learning and how to improve"

Achievement for all  Learning Together  Learning for Life

This document has been created with the Governors, leaders, teachers and support staff of East Hoathly Primary School. The aim is to quickly identify the needs of children on their return to East Hoathly School in September 2020 and to design the curriculum around those needs, taking the following information into account:

- ❖ Mental health and emotional wellbeing of the individual children.
- ❖ Celebrating successes (both academic and non-academic) achieved during the lockdown period, extended school closure and summer holidays.
- ❖ Gaps developed through minimised social interaction with peers
- ❖ Re-establishing of routines, expectations for behaviour for learning and learning resilience.
- ❖ Lack of transition period into new classes with staff who are new to the children.
- ❖ Gaps in learning for core and foundation subjects across the curriculum

This document considers needs for each year group, as well as the global needs of all children in the school.

# Recovery Curriculum

Research and foundations taken from: 'A Recovery Curriculum: Loss and Life for our children and schools post pandemic.' By Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University, UK. <https://www.evidenceforlearning.net/recoverycurriculum/>

**THE 5 LEVERS OF RECOVERY**

**LEVER 1: RELATIONSHIPS**  
We will not necessarily expect our children to return joyfully. Many of the relationships that were thriving, such as with friends, teachers, supporting adults may need to be invested in and restored. We will plan for this to happen, not assume that it will.

**LEVER 2: COMMUNITY**  
We will recognise that your child's curriculum will have been based at home for a long time. We will listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

**LEVER 3: TRANSPARENT CURRICULUM**  
Our children may well feel they have lost time with their learning at school and we want to show them that we understand this and that we will help them to become confident learners at school.

**LEVER 4: METACOGNITION**  
In different environments, children will have been learning in different ways and may have developed different styles of learning. It is vital that we acknowledge this.

**LEVER 5: SPACE - TO BE, TO REDISCOVER SELF, AND TO FIND THEIR VOICE ON LEARNING IN THIS ISSUE**  
It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

*The common thread that runs through the current lived experiences of our children, is **loss**. From loss emanates three significant dynamics that will impact majorly on the mental health of our children. Anxiety, trauma and bereavement are powerful forces. For them all to appear at once in an untimely and unplanned fashion is significant for the developing child. Our children are vulnerable at this time, and their mental-health fragile.*

*Those 5 losses, of **routine, structure, friendship, opportunity and freedom**, can trigger the emergence emotionally of anxiety, trauma and bereavement in any child. The overall impact cannot be underestimated. It will cause a rapid erosion of the mental health state in our children. The Recovery Curriculum is built on the 5 Levers, as a systematic, relationships-based approach to reigniting the flame of learning in each child.*

*The loss the children experienced during this pandemic will have caused issues around attachment – in their relationships in school that they have forged over years; these will be some of the strongest relationships the young people have, but bereft of the investment of those daily interactions, will have become fragile. Our relationships curriculum must restore the damage of neglect; it must be a Curriculum of Recovery.*

Levers of Recovery	What the research says	What this means for Pioneer Schools – Pupils	What this means for Pioneer Schools – Community	What this means for Pioneer Schools – Staff
<b>Lever 1: Relationships</b>	We can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.	<ul style="list-style-type: none"> <li>• Extensive relationships education using PSHE Jigsaw resources from previous year group planning</li> <li>• Time for 1:1 and small group discussions</li> <li>• Guidance from Thrive practitioners around Whole School and Whole Class Thrive activities to re-establish friendships</li> <li>• Re-establish or establish Eye Thrive – staff take time to notice every individual in school and make them feel noticed and welcomed</li> </ul>	<ul style="list-style-type: none"> <li>• Signposting of support for families</li> <li>• DSL support where required</li> <li>• Re-establishing of relationships on school playground – SLT to be available to families for discussion and sharing of concerns</li> <li>• Openness from the school regarding procedure and policy in place</li> </ul>	<ul style="list-style-type: none"> <li>• Signposting of support – SLT available to provide emotional support to staff.</li> <li>• Re-training of use of Jigsaw resources and SLT support with planning activities for different year groups</li> <li>• Time given for liaison with parents, 1:1 and small groups.</li> <li>• Safeguarding training reissued in INSET day with reference to Recovery Curriculum.</li> <li>• Re-establish or establish Eye Thrive – staff take time to notice every individual in school and make them feel noticed and welcomed</li> </ul>
<b>Lever 2: Community</b>	We must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.	<ul style="list-style-type: none"> <li>• Sharing of lockdown experiences</li> <li>• Validating and attuning of concerns and worries that children held and continue to hold</li> <li>• Communication with parents and carers around the needs of individuals</li> <li>• Transition plans in place for return – activities and videos from teachers</li> <li>• Links with after school clubs re-established when possible</li> </ul>	<ul style="list-style-type: none"> <li>• Invitation from school for parents to share home learning experiences – both positive and negative.</li> <li>• Engage with the child in the transition activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Time given to allow for meetings with individual parents as needed around children's specific needs</li> <li>• SLT available to listen to staff needs and support with planning for reshaping of tasks</li> </ul>



<p><b>Level 3:</b> <b>Transparent Curriculum</b></p>	<p>All of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.</p>	<ul style="list-style-type: none"> <li>• Sharing of planning for the term to reassure children that missed units of work will be covered</li> <li>• Some personalised homework linked to identified gaps in learning to be provided</li> <li>• Explicit teaching about mental health and wellbeing given high priority within medium term plans</li> <li>• Opportunities planned for children to voice what they have missed or forgotten</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing of Recovery Curriculum plan and Medium Term Planning with parents via newsletters to ensure transparency</li> <li>• Parent Forums in place to discuss curriculum going forward.</li> <li>• Sharing of information from DfE as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Support in assessing gaps through short quizzes and formative assessment</li> <li>• Resources purchased or sourced to allow for ease in planning personalised homework tasks (e.g. Google classrooms, My Maths etc)</li> <li>• Time to plan with colleagues and gain advice from Thrive lead and practitioners</li> </ul>
<p><b>Level 4:</b> <b>Metacognition</b></p>	<p>In different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners</p>	<ul style="list-style-type: none"> <li>• Sharing and validation of learning experiences in place through PSHE sessions</li> <li>• Re-establishing school routines through role play, creation of class rules, making expectations clear.</li> <li>• Extensive praise awarded around learning and social interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Re-establishing school routines identified through school communication to parents</li> <li>• Rationale provided for decisions made and Parent Forums created for this purpose</li> <li>• Re-sharing of policies and signposting these on the website to ensure clarity</li> </ul>	<ul style="list-style-type: none"> <li>• Re-sharing of school policies with staff to ensure clarity</li> <li>• Support from SLT with daily challenges and individuals posing specific challenges or displaying specific needs.</li> </ul>
<p><b>Level 5:</b> <b>Space – to be, to rediscover self, and to find their voice on learning in this issue</b></p>	<p>It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.</p>	<ul style="list-style-type: none"> <li>• Pupil voice avenues made available so that children can share views on processes</li> <li>• Priority placed on mental health and wellbeing and pupil voice within PSHE sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires made available so that parents and carers can share views</li> <li>• Support for families signposted through website and newsletters</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires made available to allow staff to share thoughts and feedback</li> <li>• Processes evaluated in staff meetings</li> </ul>

Global Needs of all children					
Concern	Action	Cost	Person responsible	Date to be completed	Evaluation
					End of Sept 2020
<p><b>Ability of children to manage feelings and behaviour whilst in school</b></p> <p>Children have spent so long without school routines that they may display behaviours not accepted in school</p>	<p>Review of behaviour policy</p> <p>Development of assembly and collective worship plans around school rules, expectation and behaviour</p> <p>Review of PSHE curriculum with emphasis on relationships and reasonable behaviour. Utilising the Jigsaw Recovery resources saved here: <a href="#">Jigsaw Recovery Resources for KS1 and 2</a></p> <p>Use of Whole school approach for Thrive with activities and approaches made explicit for each age range.</p> <p>Promotion of positive mental health, how to help yourself and what to do if you are worried through discussions with peers, circle times, additional PSHE lessons throughout Term 1 and 2, communication to parents.</p> <p>Liaise with school nursing service as required.</p>	None	<p>HOS/ExH/Govs</p> <p>HOS</p> <p>HOS/AHTs/CTs</p> <p>Sian L</p> <p>CTs/TAs/HOS</p>	<p>1.9.2020</p> <p>1.9.2020</p> <p>1.9.2020</p> <p>18.9.2020</p> <p>Throughout term 1 and 2</p>	<p>PSHE curriculum in place and activities evidenced in topic books – use of Jigsaw resources in class.</p> <p><b>Impact:</b> Pupils are behaving well and instances of poor behaviour are few. Full analysis of first 3 weeks TBC</p>
<p><b>New children in the classes due to mixed age groupings</b></p> <p>Children may be anxious about the new cohort they spend their day with.</p>	<p>Team building activities to bond the group</p> <p>Circle time activities around getting to know each other</p> <p>PSHE lessons around respecting others and their differences</p>	None	HOS/CT/TAs	18.9.2020	<p>Circle time activities completed with new groups, bubble playtimes mean children have to mix together.</p>

					<b>Impact:</b> Pupils are integrating well and have settled quickly. Pupil Questionnaire TBC in October.
<p><b>Fine motor skills</b></p> <p>All age groups will need fine motor skills practice and handwriting.</p>	<p>Fine motor activities built into provision in EYFS and Y1/2</p> <p>Promotion of pen licences for KS2</p> <p>Parent forum to teach parents how to support children with handwriting and fine motor.</p> <p>Appropriate writing equipment purchased – e.g. jumbo pencils, pencil grips etc</p>	<p>£50 towards writing equipment</p>	<p>DP/CT/TAs</p>	<p>Throughout T1 and 2</p>	<p>Promotion of handwriting and presentation supporting motor skills. Lots of fine motor activities completed in EYFS. Writing equipment purchased as required.</p> <p><b>Impact:</b> KS2 pupils focused on handwriting (SDP KP), fine motor skills developing as expected. Parent Forum TBC later in the year.</p>
<p><b>Focus levels and ability to concentrate for longer periods</b></p> <p>Children’s ability to focus and concentrate for longer periods of time is likely to have been eroded due to lack of time in school</p>	<p>Brain breaks – e.g. wake up, shake up</p> <p>Activities designed to gradually extend focus levels, e.g. listening games</p>	<p>None</p>	<p>CTs/SENCO</p>	<p>Throughout terms 1 and 2</p>	<p>Lots of outside learning taking place wherever possible for all age groups.</p> <p>Brain breaks and afternoon breaktime in place.</p> <p><b>Impact:</b> Pupils are behaving well and instances of poor learning behaviours are few.</p>



<p><b>Transition from home</b></p> <p>Those who have not been in school are likely to find the transition back challenging</p>	<p>Reissue the transition PowerPoint from school with specifics for September.</p> <p>Children with particular concerns or anxieties to be communicated to new teacher during teacher transition meetings so that provision can be put in place.</p> <p>Vulnerable children to be allowed to visit the classroom prior to the first day back in September to alleviate anxieties.</p> <p>Photos of classrooms to go on the website during the September INSET days</p>	None	CTs/ DP	5.9.2020	<p>Powerpoint reissued</p> <p>Individual strategies in place as required for entering school. Vulnerable children visited the classroom to aid transition. Photos on the website for all to view. Those requiring intervention have been swiftly supported through Thrive and class TA support.</p> <p><b>Impact:</b> the vast majority (at least 90%) of children are coming into school well and managing the transition between home and school.</p>
<p><b>Families shielding</b></p> <p>Children and families who have been shielding are likely to need support in transitioning back into school</p>	<p>Reissue the transition PowerPoint from school with specifics for September.</p> <p>Children with particular concerns or anxieties to be communicated to new teacher during teacher transition meetings so that provision can be put in place.</p> <p>Liaise with school nursing service regarding individuals</p>	None	CTs/ DP	21.7.2020	<p>Risk assessments completed for individual staff and pupils</p> <p><b>Impact:</b> All who need to be informed are aware of measures in place. Alterations made to practice as required (e.g. desk screen purchased)</p>
<p><b>Assemblies</b></p> <p>Whole school assemblies are a key time to share experiences</p>	<p>Design of assembly plans needs to be around PSHE, Reading, whole school reading books</p>	None	HOS	1.9.20	<p>Assembly plans around the theme of 'Friendship' with Bible stories linked</p>

<p>and messages. These may not be possible.</p>	<p>Need designing for use in the classroom</p> <p>Use Jigsaw assemblies</p> <p>Link to Bible stories and the Christian values</p>				<p>Accessible assemblies for in the classroom</p> <p><b>Impact:</b> Assembly plans have allowed for in-class delivery mirroring previous timetable. Pupil questionnaire TBC in October</p>
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## Nursery

Concern	Action	Cost	Person responsible	Date to be completed	Evaluation
					<b>End of Sept 2020</b>
<p><b>Ability of new children to settle</b></p> <p>Usual practice regarding settling in sessions prior to starting has not been possible.</p>	<p>Virtual tour to be created and put on website</p> <p>First week back as a settling period rather than straight in</p> <p>Links with Y5 when possible – reading focus</p>	<p>Possible cost for tech support with video</p>	<p>DP/SD/HOS</p>	<p>10.9.2020</p>	<p style="background-color: yellow;">All children attending have settled in and separating from their main carer.</p> <p style="background-color: yellow;">The younger 2 year olds that were due to start have not been able to settle even with parents in the garden and they have chosen to wait until they are a little older. All settles for the other new starters went well.</p>
<p><b>Lack of physical activity</b></p> <p>Some children will have had limited physical exercise during closure</p>	<p>Active and physical activities – increase in PE sessions and extensive use of the nursery garden and school field</p> <p>Planning to include Yoga, Youtube activities – Jump Start Johnny</p>	<p>None</p>	<p>DP/HL/LP</p>	<p>Throughout terms 1 and 2</p>	<p style="background-color: yellow;">We have Harry Lawrence leading on PE and there is separate planning with age appropriate tasks throughout the term.</p> <p style="background-color: yellow;">They are using the new covered area so accessing outside all the time.</p>
<p><b>Communication</b></p> <p>Lack of communication with peers may have led to regression in communication skills</p>	<p>Language link for 4years old and links with Toddler Talk where required</p> <p>Opportunities for role play promoted throughout nursery</p>	<p>None</p>	<p>DP/HL/LP</p>	<p>Throughout the year</p>	<p style="background-color: yellow;">Still watching some children with little speech will monitor and decide where we will go in T2 or T3 depending on our findings.</p> <p style="background-color: yellow;">Lots of acting the story of the week out to help</p>

					promote role play and imagination.
<p><b>Socialising</b></p> <p>Lack of communication with peers may have led to regression in social skills</p>	<p>Outside activities promoted within nursery</p> <p>Games involving sharing and turn taking promoted, with modelling from adults</p> <p>Encouragement from staff for children to explore wider friendship groups within nursery</p> <p>Link with Y5s when possible,</p> <p>Use the Jigsaw PSHE resources and ideas to help plan for the gaps we notice for each individual child when they are back in September</p>	None	DL/HL/LP/LH	Throughout the year	<p>We has a focus on how we talk to our friends and feelings and how that might make us feel.</p> <p>Looking at getting a few more resources to help extend this.</p> <p>I have been using the jigsaw resources and ideas when planning.</p>
<p><b>Children to understand their emotions and feelings</b></p> <p>Lockdown likely to be unsettling for young children</p>	<p>Circle times, group and paired games, adults modelling discussions</p> <p>Use the Jigsaw PSHE resources and ideas to help plan for the gaps we notice for each individual child when they are back in September</p>	None	DL/HL/LP/LH	Throughout the year	<p>Talking at circle time. Using the emotion resources and seeing if they are able to identify what each one is and how it makes them feel.</p>
<p><b>Ability of children to successfully separate from parents and careers</b></p> <p>Some will not have been away from parents throughout the closure and lockdown period meaning leaving them will be tricky.</p>	<p>To keep drop off and pick up at the Nursery gate to allow children to settle quicker and gain more independence.</p> <p>Settling sessions for week 1</p>	None	DL/HL/LP	Throughout the year	<p>All children are settle and happy to walk in to nursery saying good bye.</p>

Reception					
Concern	Action	Cost	Person responsible	Date to be completed	Evaluation
<p><b>Ability of children to successfully transition from home to school having had 6 months out of nursery provision</b></p> <p>Usual transition plans have not taken place. Home visits will not be able to take place in September</p>	<p>Virtual meetings 1:1 with each family and the Reception teacher.</p> <p>Transition activity pack posted home for the children to then bring into school in September</p> <p>Introductory video on the website for all children to be able to see the class teacher and the classroom.</p> <p>Extended Transition period in September – stay and play session included and the increase in time spread over a 2 week period.</p>	None	SD/HOS	18.9.2020	<p>End of Sept 2020</p> <p>Most children now separating from carers well. Use of self registration supporting this.</p> <p>Impact: Pupils are settled in the classroom.</p>
<p><b>Understanding of gaps in children’s communication and language skills</b></p> <p>Lack of time with peers could widen the gap for some children</p>	<p>Speech and language link assessments to be completed for whole cohort in T2. Complete earlier for anyone demonstrating high levels of concern.</p>	Cost free provided by CITES this year	SD/HOS/SENCO	14.12.2020	<p>End of Sept 2020</p> <p>Assessments to be completed in T2.</p>
<p><b>Ability of the children to understand their emotions and feelings</b></p>	<p>Circle times, group and paired games, adults modelling discussions</p> <p>Use the Jigsaw PSHE resources</p>	None	SD/LS	Throughout the year	

Lockdown likely to be unsettling for young children					
<p><b>Ability of children to successfully separate from parents and carers</b></p> <p>Some will not have been away from parents throughout the closure and lockdown period meaning leaving them will be tricky.</p>	<p>Transition plans in place</p> <p>Many are known to school and have been attending nursery</p> <p>Options for part time as required</p>	None	SD/LS/HOS	31.10.2020	<p>Most children now separating from carers well. Use of self registration supporting this.</p> <p>Impact: Pupils are settled in the classroom.</p>
<p><b>Ability of families new to the school to settle in</b></p> <p>Difficulties in establishing friendships for children not from EH nursery</p> <p>Engaging parents in the learning and reassuring them of child's wellbeing</p>	<p>Promotion of friendships within the class</p> <p>Year 6 buddies (virtually if not face to face)</p> <p>Regular information and photos sent home to parents to reassure them</p>	None	SD/LS	Throughout terms 1 and 2	<p>Newer pupils attended own stay and play sessions. Virtual home visits identified links with pupils within the class.</p> <p>Impact: New pupils and families are settling and beginning to develop friendships.</p>
<p><b>Ability of teaching staff to manage assessment of children</b></p> <p>Bubble constraints and potential needs of the children meaning that less time is available for baselining</p>	<p>Opt out of national baseline so that time can be dedicated to teaching not testing</p>	None	SD/HOS	31.10.2020	<p>In class assessments are being completed through games and play.</p> <p>Impact: EYFS staff are getting to know the children and their knowledge gaps.</p>



Year 1					
Concern	Action	Cost	Person responsible	Date to be completed	Evaluation
<p><b>Ability of children to be able to access year 1 curriculum</b></p> <p>Specific children are not at ARE for Reception and likely to have regressed during closure. Specific teaching of basics of RWM and phonics will need re-teaching with specific, smart APDR targets for the group.</p>	<p>Wendy Burns to be allocated to the group for a full 2 mornings each week for term 1 at least to allow for targeted intervention (not whole group at once)</p> <p>‘Star-select’ style teaching of a carousel of activities with some teacher-led and some independent learning.</p> <p>Reading and number buddies with older children (when possible)</p>	SEND TA time	KW/SD/SL – create and share targets and teaching plans with WB	Throughout T1	<p><b>End of Sept 2020</b></p> <p>Wendy completing group intervention with children who require it.</p> <p>Impact: these children are having targeted intervention.</p> <p>Children completing IND activities.</p> <p>Impact: Children are taking ownership of learning.</p> <p>Children have buddies within the classroom.</p> <p>Impact: Year 1 children are settled well in classroom.</p>
<p><b>Ability of children to maintain appropriate behaviours for year 1 classroom</b></p> <p>Differences between EYFS and Year 1 is likely to be a challenge.</p>	<p>Money utilised to create an EYFS space within the Learning Zone so that the children can have access to EYFS curriculum</p> <p>support during afternoons with TA/mornings with WB</p> <p>Further resources purchased for Y1/2 outside area to allow for EYFS style learning</p>	Share of the £1200 allocated	SD/KW/Lizzie/JW – source and design the space as required.	September 1st	<p>Space set up and fully in use.</p> <p>Impact: Children are able to maintain appropriate behaviours in most situations for a Year 1 classroom as they are given</p>

	<p>ESBAS advice regarding any further support to be given</p> <p>Plastic fencing to section off areas in the playground for further</p> <p>Year 2 buddy for modelling good behaviour</p>				<p>opportunities for EYFS learning.</p>
<p><b>Support for class teacher and TA to manage the group</b></p> <p>Class teacher is successful NQT+1. To be supported by HOS and AHT to ensure wellbeing</p>	<p>Weekly meetings with AHT and HOS to evaluate progress and learning elements.</p> <p>Information fed back to JP</p>	Time	VL/SD/KW – allocate weekly meeting times.	September 1st	
<p><b>Gaps in phonic knowledge</b></p> <p>Significant gaps in phonic knowledge for all children at all ability levels</p>	<p>Use of the phonics tracker to carefully assess children’s retention within first 2 weeks</p> <p>Recapping session for phonics planned throughout the week – double phonics sessions daily</p> <p>Individual phonics intervention groups planned for those in particular need</p> <p>Phonics practice sent home to parents with individualised targets</p>	Time – extra phonics sessions	KW/LH/HR/HOS	Assessment w/b 19.10.2020 to assess progress	<p>Individual Phonics intervention in place for children who need it. Two phonics groups to begin in Week 4 with support of student to ensure children are working at the appropriate phonics level.</p> <p>Impact: Children are making appropriate Phonics progress.</p>
<p><b>Understanding of gaps in children’s communication and language skills</b></p> <p>Lack of time with peers could widen the gap for some children</p>	Language link assessments to be completed for those previously a concern or those under speech and language guidance	Cost free provided by CITES this year	KW/HOS/SENCO	31.10.2020	

<p><b>Gaps in number knowledge including number recognition</b></p> <p>Significant gaps in number knowledge for all children at all ability levels</p>	<p>Recognition and early maths built into the provision</p> <p>Liaison between home and school around needs and practice to occur at home</p> <p>Transition information from Reception to include evidence of learning showing the standard</p>	None	KW/SD	Throughout term 1 and 2	<p>First three weeks spend on Place value and number in maths lessons.</p> <p>Impact: This area of maths knowledge has been re assessed.</p>
<p><b>Ability of children to manage the change in use of books for learning</b></p> <p>Without a full year of Reception and no transition time, children may find change challenging</p>	Use of learning journeys rather than books (observations and photos will be key to this)	None	KW/LH/HR/WB	Throughout terms 1 and 2	<p>Observations and photos used often in Maths lessons and English lessons.</p> <p>Impact: Children were not over whelmed with the work expected of them in Year 1.</p>
<p><b>Regression in reading skills likely</b></p> <p>Due to the closure, many children will not have been reading frequently</p>	<p>Parent forum (virtual), communication with parents early in term 1. Emphasis given on home support for reading being vital</p> <p>Packs sent home over the summer with individualised activities</p>	Printing costs	KW/SD/HOS	19.9.2020	

Year 2					
Concern	Action	Cost	Person responsible	Date to be completed	Evaluation End of Sept 2020
<p><b>Gaps in phonic knowledge</b></p> <p>Significant gaps in phonic knowledge for all children at all ability levels</p>	<p>Use of the phonics tracker to carefully assess children's retention within first 2 weeks</p> <p>Recapping session for phonics planned throughout the week – double phonics sessions daily</p> <p>Individual phonics intervention groups planned for those in particular need</p> <p>Phonics practice sent home to parents with individualised targets</p>	Time – extra phonics sessions	KW/LH/HR/HOS	Assessment w/b 19.10.2020 to assess progress	Use of catch up funding tutoring to support identified pupils
<p><b>Ability of children to be able to access year 2 curriculum</b></p> <p>Lack of face to face teaching since March likely to lead to gaps and regression in learning</p>	<p>Recapping Y1 learning in depth – Year 1 objectives covered within plans as well as Y2.</p> <p>5 finger tips for writing promoted and revisiting basics for writing, talk for writing established in planning</p> <p>Revisiting basics of numbers – number bonds to 10, writing numbers to 100 etc</p>	None	KW/HOS	Throughout the year	<p>Individual Phonics intervention in place for children who need it.</p> <p>Impact: Children are making appropriate Phonics progress.</p> <p>5 finger tips are being reinforced during English lessons.</p> <p>Impact: Children are beginning to show progress in writing.</p>

<p><b>Understanding of gaps in children's communication and language skills</b></p> <p>Lack of time with peers could widen the gap for some children</p>	<p>Language link assessments to be completed for those previously a concern or those under speech and language guidance</p>	<p>Cost free provided by CITES this year</p>	<p>KW/HOS/SENCO</p>	<p>31.10.2020</p>	
<p><b>Regression in reading skills likely</b></p> <p>Due to the closure, many children will not have been reading frequently</p>	<p>Parent forum (virtual), communication with parents early in term 1. Emphasis given on home support for reading being vital</p> <p>Packs sent home over the summer with individualised activities</p>	<p>Printing costs</p>	<p>KW/SD/HOS</p>	<p>19.9.2020</p>	

**Year 3**

Concern	Action	Cost	Person responsible	Date to be completed	Evaluation
					<b>End of Sept 2020</b>
<p><b>Gaps in phonic knowledge</b></p> <p>Significant gaps in phonic knowledge for all children at all ability levels</p>	<p><b>Use of the phonics tracker to carefully assess children's retention within first 2 weeks</b></p> <p>Recapping session for phonics planned throughout the week – double phonics sessions daily</p> <p><b>Individual phonics intervention groups planned for those in particular need</b></p> <p>Phonics practice sent home to parents with individualised targets</p>	<p>Time – extra phonics sessions</p>	<p>KW/ML/HR/SL/HOS</p>	<p>Assessment w/b 19.10.2020 to assess progress</p>	<p><b>Have completed phonics tracker with highlighted Year 3 children. Group work with HR to cover gaps in knowledge.ML</b></p>
<p><b>Knowledge and application of times tables</b></p> <p>Children will likely have regressed in times table knowledge</p>	<p><b>Use of Timestables Rockstars and Purple Mash resources in class and at home</b></p> <p><b>Importance reiterated to parents and individualised practice tasks set for homework</b></p>	<p>None additional (Purple Mash subscription in place)</p>	<p>ML/KV/HR/HOS</p>	<p>Throughout the year</p>	<p><b>All logins sent home and opportunity to log on and practise at school.ML</b></p> <p><b>Times Table 10 mins activities early work. ML</b></p>

	Regular (at least 3x weekly) practice in school with weekly testing and rewards.				
<p><b>Length of time and freedom at home given around online gaming and social media</b></p> <p>Likely that children have had more exposure to gaming and social media during lockdown. Parents working from home may not have been able to fully supervise this</p>	<p>Jigsaw and Purple Mash resources utilised in PSHE and ICT sessions to explicitly teach about issues</p> <p>Launch of Digital Monitors to promote healthy online habits</p> <p>Use of Thinkuknow website for further resources.</p> <p>Internet safety focus in Anti-bullying week (November)</p>	Badges for monitors - £10	ML/HOS	Throughout the year	
<p><b>Ability of children to be able to access year 3 curriculum</b></p> <p>Children likely to have regressed in key learning areas</p>	<p>Recapping of Y2 curriculum during units of work – covering Y2 objectives with planning and teaching</p> <p>Accuracy of writing skills is a concern, particularly grammar. Use Pobble to inspire writing and recap explicit grammar learning</p> <p>Ensure bank of resources available to support maths learning to allow for consolidation</p> <p>Informal assessments to take place using short quizzes and formative techniques</p>	None	ML/HOS/BH/KV	Throughout the year	<p>Free write opportunities to assess spelling and grammar gaps. ML</p> <p>Equipment easily accessible during maths lessons to ensure children are secure with new concepts.ML</p> <p>Short quiz on number unit to check understanding.ML</p>
<p><b>Ability of children to maintain appropriate behaviours for KS2 classroom</b></p> <p>Differences between KS1 and KS2 is likely to be a challenge.</p>	<p>Buddy up Y3 with Y4 child to act as role model</p> <p>Clear rules for behaviour set up from September</p> <p>Review of behaviour policy</p>	None	ML/KW/HOS	Throughout the year	<p>Expectations of behaviour explained using behaviour chart and class discussion. ML</p>



	Individuals who are likely to find this tricky identified in transition meeting on 21/7/2020				Learning buddies set up for some Year 3 children. ML
<b>Understanding of gaps in children's communication and language skills</b>  Lack of time with peers could widen the gap for some children	Language link assessments to be completed for those previously a concern or those under speech and language guidance	Cost free provided by CITES this year	ML/HOS/SENCO	31.10.2020	

#### Year 4

Concern	Action	Cost	Person responsible	Date to be completed	Evaluation End of Sept 2020
<b>Knowledge and application of times tables</b>  Children will likely have regressed in times table knowledge	Use of Timestables Rockstars and Purple Mash resources in class and at home  Importance reiterated to parents and individualised practice tasks set for homework  Regular (at least 3x weekly) practice in school with weekly testing and rewards.	None additional (Purple Mash subscription in place)	ML/KV/HR/HOS	Throughout the year	Logins sent home and accessible in class. ML  Times table sheets sent home. ML  10min Times Table activities book early work.ML
<b>Length of time and freedom at home given around online gaming and social media</b>  Likely that children have had more exposure to gaming and social media during lockdown. Parents working from home may not have been able to fully supervise this	Jigsaw and Purple Mash resources utilised in PSHE and ICT sessions to explicitly teach about issues  Launch of Digital Monitors to promote healthy online habits  Use of Thinkuknow website for further resources.	Badges for monitors - £10	ML/HOS	Throughout the year	

	Internet safety focus in Anti-bullying week (November)				
<b>Ability of children to be able to access year 4 curriculum</b>  Children likely to have regressed in key learning areas	Recapping of Y3 curriculum during units of work – covering Y3 objectives with planning and teaching  Accuracy of writing skills is a concern, particularly grammar. Use Pobble to inspire writing and recap explicit grammar learning  Ensure bank of resources available to support maths learning to allow for consolidation  Informal assessments to take place using short quizzes and formative techniques	None	ML/HOS/BH/KV	Throughout the year	Free write opportunities to assess spelling and grammar gaps.ML  Equipment easily accessible during maths lessons to ensure children are secure with new concepts.ML  Short quiz on number unit to check understanding.ML
<b>Understanding of gaps in children’s communication and language skills</b>  Lack of time with peers could widen the gap for some children	Language link assessments to be completed for those previously a concern or those under speech and language guidance	Cost free provided by CITES this year	ML/HOS/SENCO	31.10.2020	

Year 5					
Concern	Action	Cost	Person responsible	Date to be completed	Evaluation
					End of Sept 2020
<p><b>Academic resilience</b></p> <p>Children likely to have reduced academic resilience and ability to cope with mistakes</p>	<p>Use of PSHE resources to teach explicitly about resilience</p> <p>Practicing of mistake-making and resolving this</p> <p>Reinstatement of responsibilities as soon as physically possible – e.g. Buddies, monitor jobs</p>	None	LH/JT/HOS	Throughout the year	<p>Regular PSHE lessons have enabled children to talk about their worries and learn how to deal with trying to keep safe and keep going.</p> <p>Classroom jobs given out and children are happy to carry these out.</p>
<p><b>Knowledge and application of times tables</b></p> <p>Children will likely have regressed in times table knowledge</p>	<p>Use of Timestables Rockstars and Purple Mash resources in class and at home</p> <p>Importance reiterated to parents and individualised practice tasks set for homework</p> <p>Regular (at least 3x weekly) practice in school with weekly testing and rewards.</p>	None additional (Purple Mash subscription in place)	LH/KV/JT/HOS	Throughout the year	<p>Baseline assessment carried out for times table knowledge and homework set to go home.</p> <p>Children are confident in maths lessons.</p>
<p><b>Length of time and freedom at home given around online gaming and social media</b></p> <p>Likely that children have had more exposure to gaming and social media during lockdown. Parents working from home may</p>	<p>Jigsaw and Purple Mash resources utilised in PSHE and ICT sessions to explicitly teach about issues</p> <p>Launch of Digital Monitors to promote healthy online habits</p> <p>Use of Thinkuknow website for further resources.</p>	Badges for monitors - £10	LH/HOS	Throughout the year	<p>Esafety lessons reminded children about how to be safe online.</p> <p>2 Digital leaders got role and raring to go.</p>

not have been able to fully supervise this	Internet safety focus in Anti-bullying week (November)				
<b>Ability of children to be able to access year 5 curriculum</b>  Children likely to have regressed in key learning areas	Recapping of Y4 curriculum during units of work – covering Y4 objectives with planning and teaching  Ensure bank of resources available to support maths learning to allow for consolidation  Informal assessments to take place using short quizzes and formative techniques	None	LH/HOS/BH/KV	Throughout the year	Children on the whole – 90% seem very confident with year 5 concepts and ones needing support – have 1:1 adult support and 1 star challenge, meaning they are recapping on Year 4 knowledge.

Year 6					
Concern	Action	Cost	Person responsible	Date to be completed	Evaluation End of Sept 2020
<p><b>Academic resilience</b></p> <p>Children likely to have reduced academic resilience and ability to cope with mistakes</p>	<p>Use of PSHE resources to teach explicitly about resilience</p> <p>Practicing of mistake-making and resolving this</p> <p>Come in early mornings for boosters with reward of shared breakfast at end of term</p> <p>Reinstatement of responsibilities as soon as physically possible – e.g. Buddies, monitor jobs</p>	None	LH/JT/HOS	Throughout the year	<p>Children have settled in extremely well and completing their work. Learning to use the 6 B's more and be independent.</p>
<p><b>Length of time and freedom at home given around online gaming and social media</b></p> <p>Likely that children have had more exposure to gaming and social media during lockdown. Parents working from home may not have been able to fully supervise this</p>	<p>Jigsaw and Purple Mash resources utilised in PSHE and ICT sessions to explicitly teach about issues</p> <p>Launch of Digital Monitors to promote healthy online habits</p> <p>Use of Thinkuknow website for further resources.</p> <p>Internet safety focus in Anti-bullying week (November)</p>	Badges for monitors - £10	LH/MT/HOS	Throughout the year	<p>Continuous ad-hoc and planned for online safety lessons. Meetings with specific parents as required.</p>
<p><b>Ability of children to be able to access year 6 curriculum</b></p> <p>Children likely to have regressed in key learning areas</p>	<p>Recapping of Y6 curriculum during units of work – covering Y6 objectives with planning and teaching</p> <p>Ensure bank of resources available to support maths learning to allow for consolidation</p> <p>Informal assessments to take place using short quizzes and formative techniques</p>	None	LH/HOS/BH/KV	Throughout the year	<p>Year 6 boosters have begun and are becoming more confident.</p> <p>Boosters have begun 3 mornings a week allowing more time this year for Year 6 to catch up.</p>

	Communication about SATs to be done sensitively and included in parent communication when released from government				
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