Middle Woodford, Salisbury
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Woodford Valley C.E Primary Academy

Towards
Christian Life
Learning
and Love

DIOCESE OF SALISBURY

www.woodfordvalley.wilts.sch.uk

RECOVERY PRINCIPLE DOCUMENT

Recovery Principle	Objective	Actions	Cost implications	Success criteria
Creating a safe environment for all	To ensure that all members of the school community feel safe and reassured (as much as they can be) about Woodford Valley's approach to the full reopening of the school.	The SMT and Governing Body monitor, review and **regularly** update the Covid-19 Risk Assessment in light of Government, DfE and Public Health England (South West) guidance and communicate to all relevant stakeholders.	Cleaning materials Additional mid-day cleaning 1hr per day	The Covid-19 Risk Assessment reflects current guidance and is a dynamic document that evolves through an unpredictable and ever-changing situation.
		All staff to talk to the children about the measures required to keep them all safe. Include this in their class rules for the year		Staff and children are aware of how to behave safely, so that we keep each other safe. Updated (in light of Covid-19) Behaviour Policy shared and agreed by staff and governors (published on the school website)
		Re-establish boundaries and expectations regarding acceptable behaviour, this will include unhygienic behaviour and malicious, deliberate acts of transmission being treated with the utmost seriousness.		

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Supporting mental health and wellbeing	To ensure that children feel supported. To rebuild the relationships between school and home.	The Staff will monitor children's well-being and assesses their readiness to learn in the first two weeks back to school in September.	Reflected in the Provision map Sept 2020 Sch C 1:1 £480	Children feel happy to come to school and confident to talk about how they are feeling and use some strategies to help them to feel good about themselves. All staff understand that anxiety is a block to learning and that an 'anxious child is not a learning child.' Teachers plan lessons that prioritise enjoyment and engagement.
		Bespoke pastoral and in-class support are given to children and groups who require it, including our School Counsellor.		
		Parents and children are signposted to other forms of support through LA communication and links from school website.		
		Giving the children planned opportunities to talk and to discuss their feelings through well-designed Collective Worship, PSHE and RE curricula.		
		Ensure that 'enjoyment' and 'engagement' are central to curriculum planning and delivery.		
	To ensure that adults feel supported	Mental health and wellbeing as an agenda item regularly addressed in staff and teaching assistant meeting.	Sch C 1: 1 £480	Staff feel happy in the current situation and feel that the school is managing the best it can under the current restrictions.
		Informal chats with staff to ensure that they do not feel isolated as part of a pod and/or bubble. Providing opportunities for staff to see School Counsellor too. Fortnightly support staff meetings – to discuss how things are going in school.		

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Re-energising learners, their parents and staff	To re-build children's enthusiasm for learning.	Balance the need for children to experience rapid initial success to build up their confidence with planning greater learning challenges in their learning.		Children to enjoy the rigours of a broad and balanced curriculum in which they reach their full potential
	To re-engage parents as partners in their child's development.	Provide a telephone parents consultation before the end of term 1		Parents feel more informed to support their child if the school goes into another lockdown.

Parents feel more confident in the potential role as class teacher, if another lockdown occurs. |
		Reassure parents that they did a good job during lockdown and endeavour to prepare them as best as we can for a potential further lockdown		
	To re-engage all staff by making the recovery curriculum part of every staff meeting.	Staff to discuss how the recovery plan is working and suggest adaptions after looking for cohort, key stage and whole school trends		The ongoing adaptation of a Recovery Plan that reflects current practice which leads to greater progress.
Identifying gaps and setting goals	To re-emphasise the importance of deep learning, rather than skating over the curriculum to satisfy coverage.	All adults to assess where the children are and what they need next. This may include altering the existing curriculum for each class in which they are given time to spend longer on aspects that they find difficult and shorter periods of time on areas that they are comfortable with.		At the end of the year, the curriculum will not have been 'caught up', but the receiving teacher will know where the children are so that the Recovery Curriculum 2021-22 can be adjusted if necessary.

	To continue to give the children high quality feedback to enhance learning and progress.	Adults to 'mark at the point of recording' wherever possible, this includes oral feedback, peer marking and TAs marking, so that marking has relevance and the children can be given time to refine their responses. Look at Marking and Feedback policy.		No time is wasted! - All staff know what the children can do and what they need next. Marking and feedback policy reviewed and all staff are aware of it.
	To plan opportunities for pupils to articulate their learning.	Focus on talk and debate – give children opportunities to collaborate and safely interact with others. Give children thinking and reflection time. Insist on children responding in full sentences in both speech and when recording.		Children rediscover their confidence in speaking and listening to others and value others' opinions. Use the curriculum for this- P4C opportunities and PSHE
	To support the bespoke needs of children with SEN (please refer to the school's provision maps)	SENCo to produce a provision map that adapts and responds to the children's needs as they return in September. This will be supported by the Wiltshire Educational Psychology Service.		To ensure that children with additional needs have plans in place that positively impact on their learning.
	To use Coronavirus catch-up premium to employ a teacher to do catch up twice a week	Teachers to identify pupils in their classes who need extra support and will have intervention sessions with the Catch up teacher and with TAs. This will be reviewed termly and SMT to look at progress of pupils and to discuss with class teachers the progress that has been made. Pupils to be included on the provision map and greater concerns discussed with the SENCo. To purchase Wordshark and Number shark to help support catch up of pupils	£9500 £2500 £1030	Pupils to make progress in their learning and given the opportunity for intervention. Pupils with more concerns are identified and provision to be put in for them.

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Prioritising the Curriculum **'The curriculum is the servant of the child, not its master' - Barry Carpenter**	Class timetables are created to meet the needs of the class.	**Children *may* need short bursts of teaching and learning. The class needs to build up their learning stamina as they are unable to concentrate for sustained periods of time.***		Learning has been well-crafted and designed to meet the needs of my class. *Please note: the approach will vary due to the time of the day and curriculum area.*
	To adjust the curriculum for cohorts that best meet their needs following the lockdown.	Class teachers and subject leaders to work together to ensure that each class are working on the curriculum priorities that the children need.		Children are given time to work on identified weaknesses and given less time on areas of the curriculum that they find more straightforward.
	To quickly assess and plan from the children's September starting points (this cannot be done before September)	Teachers to plan from where the children are in September, this will be communicated in staff meetings so that everyone feels supported. Expectations need to be high, so that there is no wasted time working on the previous year's objectives if this is not needed.		Teachers able to plot a route through any gaps in the children's learning.
Supporting home learning	To assess the home-learning experienced by pupils during the lockdown and the potential for future home-learning	Each teacher surveyed the parents' opinions on the home learning during lockdown and how we can improve it.		Analysis of questionnaire to give a clear indication of future accessibility to on-line learning
	To choose a platform from which home-learning can be quickly accessed when	MN and DY/DR to investigate the use of Microsoft Teams for home		A home-learning platform which meets our needs will be chosen that also meets a sustainability model (so if there

	needed (E.g. if a class needs to self-isolate due to a child in that class testing positive for Covid 19) To investigate the SeeSaw learning platform	learning opportunities- agreed in Sept 20. Teachers to start setting homework on the platform so that pupils and parents are aware of how to access it and how to use it. Reception class to continue to use Tapestry to support learning of pupils at home. For the learning platform, SeeSaw to be investigated with the possibility of it being used as another home learning tool		is not a full or partial lockdown, the school can still use the platform to deliver improved outcomes for children).
	Once a platform has been chosen, teachers to be confident in its use	Teachers to become familiar with the platform and introduce it to the children in their class – Children to use it in school as appropriate and in preparation for use at home.		Teachers and children to be confident in use of the platform to ensure a smooth transition to home-learning, as and when necessary.
	The school to buy additional laptops to support the most vulnerable pupils who cannot access online learning at home.	Using some of the Catch Up funding, 6 laptops were purchased so that vulnerable pupils could access home learning from home.	£2700	Laptops available for families to use and pupils able to continue with their learning from home.
Additional action relevant to school need.			£16690	