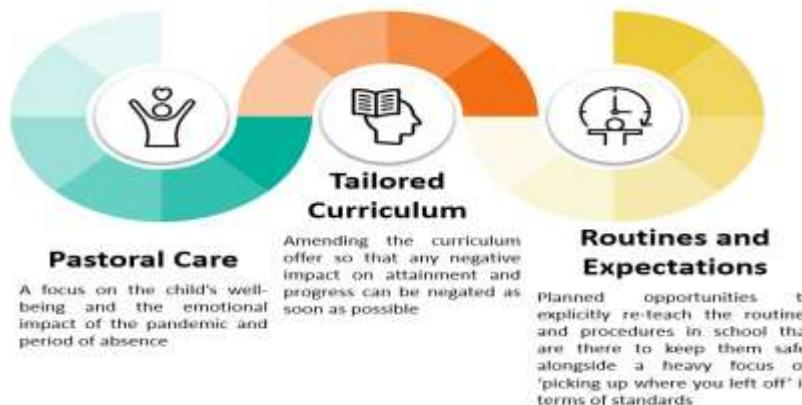




Shebbear Community School – Recovery Plan September 2020

Shebbear Community School is determined that all pupils are given the opportunity to be 'back on track' as quickly as possible when all pupils return full time in September. We will focus on ensuring routines, expectations, standards, relationships and values are quickly re-established. We will be making both academic and emotional well-being our absolute priority.

The three key strands for September will be:



Taking in to account that pupils will return to school with varying experiences over the last few months, the level of support will be implemented in a tiered approach.

Universal Support – The provision that is applicable to all children in school

Focussed Support – Additional measures for groups of children that can be delivered through class provision or additional family contact

Targeted Support – Specific support for individuals or families

Pastoral Care

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"> <input type="checkbox"/> Children who demonstrate changes in behaviour are to be referred to DSL <input type="checkbox"/> Maintain communications through Class Dojo, website, Facebook page and sharing of class work with parents to maintain that 'connection' <input type="checkbox"/> PSHE to focus on change, anxiety and mindfulness – any cause for concern to be referred to DSL <input type="checkbox"/> Environments to be welcoming and celebration achievements of children as a motivator – welcoming to pupils moving to a new classroom <input type="checkbox"/> Whole school assemblies to still maintain a 'togetherness' including celebrating the successes of the week <input type="checkbox"/> Establish up-to-date contact details (especially emails) from parents 	<ul style="list-style-type: none"> <input type="checkbox"/> Class teachers to speak to families who have experienced trauma/change in circumstances – what help do they need? <input type="checkbox"/> Opportunities for group or whole-class reading sessions – focussed conversations on vocabulary and emotional literacy using books about perseverance, resilience and mindfulness <input type="checkbox"/> Acknowledge children who may initially struggle to pick up on the pace on the learning <input type="checkbox"/> Where teachers feel it is appropriate, whole-class opportunities for activities to support strong mental health and well-being such as mindfulness 	<ul style="list-style-type: none"> <input type="checkbox"/> Bereavement support for those children/families identified <input type="checkbox"/> Referrals to external agencies where concerns have been identified <input type="checkbox"/> Provide/receive an update for CP/CIN/Early Help/Vulnerable families through contact with social worker and other external bodies <input type="checkbox"/> School nursing referrals for children returning with additional/altered medical concerns (not neglecting mental health)

Tailored Curriculum

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"> <input type="checkbox"/> Teaching staff to be mindful that any perceived ‘drops’ in standards are not deliberate, but an upturn in standards requires deliberate practice. <input type="checkbox"/> A focus on handwriting and presentation to quickly re-establish high standards – not necessarily explicit sessions, but a heavily promoted class culture <input type="checkbox"/> Phonics to be delivered regularly and with rigour, revising sounds that children may have forgotten. <input type="checkbox"/> Regular reading lessons that foster the love of reading and book enjoyment, but that focus on discussion and promote speaking and listening. <input type="checkbox"/> Writing is to be regular and across the curriculum. Lots of short-burst writing to promote writing stamina, but also revision of sentence structures. Dedicated time to write daily and creatively using, as appropriate, resources such as www.pobble365.com. <input type="checkbox"/> Maths is to focus on number work with a daily arithmetic session. TT Rock Stars etc to be accessed regularly to support automaticity of recall – retrieval practice heavily used also. <input type="checkbox"/> Computing curriculum to focus on online safety and up-skilling pupils in using Google Docs <input type="checkbox"/> PE curriculum to focus on fitness – children are to actively increase their activity levels, beyond ‘games’ <input type="checkbox"/> ‘End of year’ assessments in October 	<ul style="list-style-type: none"> <input type="checkbox"/> SENDCO to contact families to discuss provision this year and share provision mapping so they know what support their child will be receiving. <input type="checkbox"/> Child voice is to be acknowledged and care to not disengage reluctant pupils <input type="checkbox"/> Promote independent learning for those that have become particularly reliant on an adult (through home-learning). <input type="checkbox"/> Ensure that appropriate groups receive curricular support but that scaffolding is withdrawn quickly so that emphasis is placed on children being independent learners. <input type="checkbox"/> Gaps in non-core curriculum to be identified where possible and re-caps through lesson starters and quizzes used (in particular core knowledge in science, history, geography and RE) <input type="checkbox"/> Teachers are to identify online resources that may support this such as BBC Bitesize, Oak National Academy <input type="checkbox"/> Ongoing assessments to build up a clear picture of gaps in knowledge so appropriate support can be put in place 	<ul style="list-style-type: none"> <input type="checkbox"/> Children who have not engaged in any home-learning to receive specific focus/intervention to support them in quickly returning back to pre-COVID level. <input type="checkbox"/> Learning support & Ed Psych support to identify and focus on specific children. <input type="checkbox"/> Appropriate adults to work safely with children, by way of intervention – agreement with the class teacher about the child’s priority learning.

Routines and Expectations

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"> <input type="checkbox"/> Strong emphasis from day one on ‘Every lesson, every day’ ‘over-communicate’ these principles at all opportunities <input type="checkbox"/> Continued focus on expectations of behaviour, standards of work, work ethic <input type="checkbox"/> Daily reminders on hand washing routines and importance of safety around the school (maintaining the bubbles) <input type="checkbox"/> All staff to be responsible for the behaviour and attitudes of all children, whilst also acknowledging an adjustment period. 	<ul style="list-style-type: none"> <input type="checkbox"/> Immediate use of house points to foster good learning behaviours and attitudes to one another. Relate these to the school values and new protective measures. <input type="checkbox"/> Regular reminder for those struggling to distance and follow hygiene procedures. Again, this is everyone’s responsibility. If children are not seen adhering, we are all to address it. <input type="checkbox"/> Specific group conversations or assemblies (distanced) as required if there are pockets of children that are not following expectations. <input type="checkbox"/> Quickly identify groups of children that are not attending as regularly as expected. 	<p>At all stages, we must acknowledge that some children will need more time than others to adjust and ‘return as normal’.</p> <p>We must also acknowledge, in particular, those pupils who are new to the school including the new reception children who will have missed much of their final term at pre-school.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide additional support materials for those requiring it. <input type="checkbox"/> EWO to conduct home-visits for those children with a particularly poor start in terms of attendance. <input type="checkbox"/> If individuals stand out as being unable to quickly return to the Shebbear expectations, contact with parents is to be made and a behaviour plan drawn up (if related to poor behaviour). <input type="checkbox"/> Specific praise needs to be given to those children that have adapted well (in their own context). <input type="checkbox"/> This praise can be awarded in class, through virtual assemblies or through messages to parents on Class Dojo.

