



Grimsargh St Michael's C.E Primary School Recovery Plan

Inspiring believing and achieving in our loving Christian community.

'Let your light shine before people so they see your good works and glorify your father in heaven.'

Grimsargh St Michael's Primary School is committed to ensuring that routines, expectations, standards, relationships, children's spiritual wellbeing and values quickly re-established. At the heart of our plan is getting the children 'back on track' in both an academic and emotional sense, which is our absolute priority.

Our recovery plan is split into 3 strands:

Spiritual Wellbeing	A focus on the child's spiritual and emotional wellbeing and the impact this pandemic has had during this period of absence. Planned opportunities to support each child's wellbeing in class and worship time.
Tailored Curriculum	Amending the curriculum so that any negative impact on attainment and progress can be rectified as soon as possible.
Routines and Expectations	Planned opportunities to explicitly re-teach the routines and procedures in school that are there to keep them safe, alongside a heavy focus on 'picking up where you left off' in terms of standards.

Level of support for each strand will be implemented in a tiered approach:

Quality First Teaching	Provision within the classroom that is applicable and appropriate to all children in school relevant to their ability and needs.
Focused 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, often involving external support.

The following information outlines the actions that will be taken by Grimsargh St Michael's Primary School. Actions will be organised by strand then by level of support so that there is a clear priority, purpose and direction of support.

Spiritual Wellbeing

Quality first teaching	Focused Support	Targeted Support
<ul style="list-style-type: none"> • Children who demonstrate changes in behaviour are to be referred to DSL/SENCO. • Maintain good connection and communication with parents through teachers to parents, Seesaw and class webpage. • Deputy Headteacher to focus whole school worship on mental health and wellbeing. Using a resources called returning to normal. • Virtual whole school worship to continue on Zoom. Celebration assembly to continue in this way too. Rev Neil will be taking some of these worship sessions over the coming months. • Staff have planned in extra wellbeing sessions for PSHE sessions to ease the transition back to school. • All worship is being linked to wellbeing. • Ensure that we have parents' up-to-date contact details. • Ensure that any issues linking to mental health and wellbeing are 	<ul style="list-style-type: none"> • DSL/SENCO to speak to any families who have experienced trauma/change in circumstances – what help do they need? • Resources from school nursing team, CAMHS or other outside agencies to be shared and accessed both in school and at home. • Nurture group, 1:1 available to year 6 children with anxieties/worries both in and out of school. 	<ul style="list-style-type: none"> • Bereavement support for children/families identified. • Referrals to external agencies where concerns have been identified. • Provide receive an update on CP, CIN, Early Help/Vulnerable families through contact and social worker. • Support from the local Vicar where needed. • Counselling available where appropriate.

addressed/supported as a whole class or individual when they arise.		
---	--	--

Tailored Curriculum

Quality first teaching	Focused Support	Targeted Support
<ul style="list-style-type: none"> • Transition information from previous teachers. • Nursery to reception transition information shared. • Allow time for the children to settle in enabling teachers to assess all children in the first few weeks. To gain a deeper understanding of the gaps and appropriate intervention identified. • Children’s targets to be shared with children and parents in the Autumn Term. (Placed in the children’s homework diaries). • Phonics to be delivered regularly. Bounce back phonics to be used. Assessment of gaps and appropriate intervention identified. Phonics 	<ul style="list-style-type: none"> • Discussion with previous teacher to discuss targets and transition information. • SENCO to work with staff to support with year group and whole school provision mapping. A successful return to school will be an initial focus for many of our SEND children. • Promote independent and resilient learning for those that have become particularly reliant on an adult (through home learning/being at home for a long period of time). • Gaps in core and non-core curriculum to be addressed at the commencement of new topics. Ensuring missed out key skills from the previous year are being planned for in the new teaching sequence. 	<ul style="list-style-type: none"> • Children who have not engaged in any home learning to receive specific focus/intervention to support them quickly in returning back to pre-COVID level. • Provision maps identifying specific children and interventions required. • SENCO to work with ours specialist SEN teacher and with the Ed Psych to support any individual children. • Appropriate adults to work safely with children by way of intervention. • Liaise with parents (via phone calls) to support children with targets/gaps in a specific way.

<p>journals to be used to track progress in year 2.</p> <ul style="list-style-type: none"> • Guided reading to continue to be delivered regularly and pitched appropriately. Assessment of gaps and appropriate intervention identified. • English bridging units to be used in each year group to revise and review key skills in reading and writing for the previous and next year group. Constant ongoing assessment in lessons of all pupils to identify gaps and address these through lessons and appropriate interventions. • Maths – the introduction of White Rose Maths transition units to be used alongside Collins. Curriculum to be adapted throughout focusing on key skills that may have been missed from the previous year. Constant ongoing assessment of pupil's and gaps identified and addressed through lessons and appropriate interventions. • Active maths supporting learning when appropriate. • Whole school themes have been adapted for our school. Autumn term is Light Up Your World. Teachers are 	<p>This will ensure that new learning builds upon these skills.</p> <ul style="list-style-type: none"> • Revisiting 'basic' elements in reading, writing and maths, over learning and reinforcing these. • Split class teaching arrangements in place for quick recovery learning opportunities. • Focussed support in class and swift intervention follow up when required. 	
---	---	--

<p>ensuring they are addressing gaps in key skills from these areas and planning accordingly in the new teaching sequence.</p> <ul style="list-style-type: none"> • PSHE curriculum and Worship to focus on wellbeing. • Music – Charanga to be updated to reflect the guidance around singing. • PE curriculum to continue as normal keeping with COVID secure guidelines. Swimming is currently cancelled. • Toe by toe used for SEND children • SEND support tracked individually against targets. 		
--	--	--

Routines and Expectations

Quality first teaching	Focused Support	Targeted Support
<ul style="list-style-type: none"> • Welcome back assembly via Zoom. • Teachers to re-establish behaviour expectations and school values. • Hygiene routines to be communicated with children. • New routines to be discussed with children. HT and SLT to review these procedures regularly. 	<ul style="list-style-type: none"> • House points system to continue to be used to reward good behaviour. Class dojos or class rewards to continue to monitor behaviour and expectations. • Regular reminders for those struggling to distance and follow hygiene procedures. 	<ul style="list-style-type: none"> • HT to contact parents and work with them/offer support to address, behaviour, and attendance. • Advice to be sought from the school attendance officer if needed. • Praise children that have adapted well.

<ul style="list-style-type: none">• House points system and class rewards to continue rewarding good behaviour choices and work.• House points shared with children during celebration assemblies• Celebration assemblies to continue via Zoom.• Positive behaviour management at all times of the day and consistent across all adults.• Key Stage meetings weekly to communicate routines/expectations with staff.	<ul style="list-style-type: none">• Specific group conversations as required if they are not following expectations.• Behaviour at playtimes and lunchtimes is supported by a member of staff from each bubble being out on the playground.• Social games and play is modelled and encouraged by staff.• Additional coaching is in place at lunchtimes to direct play, 1 bubble each day.	
--	--	--