

2020

Hurst Green Infant School and Nursery Recovery Action Plan



Hurst Green Recovery Plan
September 2020 – July 2021

Purpose of this document

Hurst Green Infant School and Nursery has been closed to our children since March, the purpose of the document is to plan for our recovery of the school's curriculum by identifying priorities.

'It would be naïve of any Headteacher/Principal to think that the child will pick up the Curriculum at the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of the school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time.' (Professor Barry Carpenter)

What differences have there been during lockdown?

Despite the effective work that has happened to engage children with remote learning activities, there are several features that have undoubtedly impacted significantly on learning due to the wealth of experiences that schools offer on a day to day basis.

- A lack of contact with adults offering effective guidance and feedback
- A significant difference in the experiences of children during lockdown
- A wide range in the attitudes and engagement of children during lockdown
- A curriculum narrowed by the nature of remote learning (e.g. lack of equipment at home)
- Limited contact with school staff who are needed to offer formal and informal nurture and pastoral support
- Few opportunities for paired group or group learning with peers
- Anxiety and wellbeing concerns caused by the pandemic; change in routines and social isolation
- Increased exposure to families in crisis and domestic violence
- Children, staff and the community experiencing bereavement

Outcomes – what is the likely impact?

- Gaps may well have widened during lockdown. Many children will have received little guidance during the time they have not been in school. Others will have been expertly guided in what they have been asked to do.
- A few children will have regressed in their learning due to a change in the level of guidance, practise or reinforcement.
- Children may have been taught different methods or approaches at home. This has potential to hinder next steps to learning.
- Children may not have experience the level of independence when completing learning tasks that would have been typical when in school.

- Children are likely to be wary of returning to school and will be anxious. It is quite likely that children will have experienced bereavement. Schools will have to be aware of the impact this will have on mental health and wellbeing and ensure that pupils/students are safe and feel safe.
- The time available to deliver and assess the school curriculum is significantly reduced and so schools will need to prioritise content to make the most effective use of the time and resources available.
- Some children may demonstrate a lack of motivation and engagement in learning, especially where they are feeling uncertainty around their future and expectations.

Key Principle moving forward:

Plan and deliver a curriculum which focuses on what is necessary in the short term to:

Reset for safety

- Ensure children and staff are safe and feel safe

Recover for well being

- Support and promote mental health and wellbeing of children and staff

Rebuild for learning

- Engage and motivate children to learn and re-engage with parents and the wider community
- Identify significant gaps and provide learning sequences and opportunities with address them
- Prioritise the curriculum content which is most important for the children

RESET FOR SAFETY

OBJECTIVE What do we want to achieve?	ACTIONS How will we do this?	COST IMPLICATIONS	WHO	SUCCESS CRITERIA EVALUATION	DATE TO BE COMPLETED
Ensure a safe as possible environment for pupils and staff	Use updated Risk Assessment - see detailed risk assessment Children to remain in consistent bubbles (N,R,1,2) Limit assemblies to bubbles Stagger start and end times Limit number of people in staff room Ensure handwashing routines are in place Visual illustrations around school Where needed individual risk assessments are put in place.	N/A	All staff	All bubbles are maintained and school community able to function within new normal routines. Children are able to discuss why we have increased hand washing etc. in place	Ongoing – staff updated to any changes September
Ensure that all staff are fully aware of the procedures in place to keep children and staff safe. Note there are changes to KCSiE document 2020	Ensure up to date staff training – Whole staff Inset 1 st September delivered by outside provider	£300	All staff	All staff are knowledgeable of the changes and able to demonstrate they are following guidance	September (inset day training)

RECOVER FOR WELLBEING

OBJECTIVE What do we want to achieve?	ACTIONS How will we do this?	COST IMPLICATIONS	WHO	SUCCESS CRITERIA EVALUATION	DATE TO BE COMPLETED
Re-establishing values and relationships	<p>Focus on wellbeing and mental health for the first 1.5 weeks. Three days based on inside out, then first week using whole school book/theme/ PSHE scheme</p> <p>Staff to focus on children's wellbeing in line with normal practice.</p> <p>Importance of children staying active for wellbeing. Staff will complete daily exercise with their class.</p> <p>Virtual assemblies to re-establish connections with peers and to re-establish identity with class and school.</p>	<p>Cost of buying books</p> <p>N/A</p>	All Staff	<p>Children to be able to talk about what makes them/our school extraordinary</p> <p>Children identified for ELSA support</p> <p>Children to show increased stamina and levels of fitness</p>	End of September
Bereavement/Attachment support for any identified trauma experienced	Groups set up with identified focus for identified children.	N/A	SLT/ ELSA and FLO	Children's emotional needs assessed and targeted intervention in place. Children show increased levels of motivation to learn	Continual review of groups

Wellbeing of children and staff are a priority	Promote wellbeing Team Establish identified adults for identified children Sign post to Surrey wellbeing support	N/A	SG/DS/VG/HR	Children are able to talk about where to receive support. Evidence of sessions demonstrate increased wellbeing. Parents are aware of school support measures.	Ongoing
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REBUILD FOR LEARNING

OBJECTIVE What do we want to achieve?	ACTIONS How will we do this?	COST IMPLICATIONS	WHO	SUCCESS CRITERIA EVALUATION	DATE TO BE COMPLETED
Smooth and effective transition Reception to Year 1	Focus on talk and play to strengthen critical aspects of development and ensure that any subsequent planning starts from where these children are. Plan a day that reflects the best of Reception class practice, these children need to complete their EYFS even though they may technically be year 1. This mean a pedagogy based around the characteristics of effective Teaching and Learning. Ensure that the Early Years goals for identified children are addressed and mastered before moving onto the primary curriculum.	N/A	KF/MF/SG	Children successfully complete EYFS whilst transitioning. Vulnerable children identified and monitored	Autumn Term
Ensure skills for learning are made explicit in classrooms and school community	Staff to develop 'Growth Mind set classrooms' to reconnect with key learning skills. Talk about the importance of developing a growth mind set, focus on the language children use e.g. instead of I am not good at this, try, how can I improve. Teach them about their brains ability to grow. Focus on	N/A	All staff	All classes demonstrate use of key qualities and growth mind set. Also deliver through assemblies. Evidence of drop ins and child interviews demonstrate positive mind sets, children reconnect with language of growth mind set.	Autumn term

	<p>providing rich and open ended tasks.</p> <p>Use expertise to set engaging, exciting and challenging work that connects with pupil's meaning, purpose and passion, encouraging collaborative work.</p>			<p>Evidence of open ended tasks in books and through child interviews.</p> <p>Increased use of outdoor learning environments evident for all subjects.</p>	
Ensure Assessment of current understanding	<p>Staff to follow marking and feedback policy. Summative assessments to be used to show where gaps are and create a baseline.</p> <p>Non-threatening formative assessment techniques will be key in identifying where children are to highlight specific learning gaps.</p> <p>Techniques include quizzes, observations, self-assessments, written response, think pair share.</p>	N/A	All staff	<p>Class teacher able to demonstrate a range of assessments used.</p> <p>Class teachers able to discuss where they feel weaknesses lie within their class and demonstrate how these are being addressed.</p>	
Accelerate learning of expectations of previous school year	<p>Staff will use objectives and carefully adapt planning through use of informative assessment.</p> <p>Assess, plan, do, review cycle to outline the key skills expected to reach ARE from the previous year.</p>	N/A	All staff	<p>Class teachers able to discuss where they feel weakness lie within their class and show evidence of how this is being addressed.</p>	

Ensure a broad range of curriculum subjects taught in the Autumn Term	Although schools are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics, reading, vocab, writing, maths) timetables will still incorporate a broad range of subjects. All core subjects will be taught weekly. Cornerstones will continued to be used.	N/A	All staff	Full curriculum to be in place by autumn half term. Child interviews/books demonstrate a broad and balanced curriculum.	
Core subjects	Extended writing opportunities planned from across the curriculum Moderating writing produced Additional phonic sessions timetabled for the first term then review progress. Continue to use Power Maths timetable with resources but ensure additional pre teaching is incorporated into planning. Ensure planning is heavily adapted to ensure it is personalised to the needs of the class. Next lesson = class next steps. Additional fluency sessions included in weekly timetable. Very important for staff to read new government guidance document when planning.		All staff	Clearly timetabled sessions Evidence in books looks/drop ins	To continue through Autumn term