



## The Federation of Rawcliffe Bridge and Rawcliffe Primary School COVID-19 LEARNING RECOVERY PLAN 2020 2021

*A dream to have. A love to learn. A mark to make. A world to change*

Our staff and families from both schools have provided extraordinary support to help children learn at home during the COVID-19 pandemic. However, for many children, the disruption caused by school closures will have had a negative impact on learning and wellbeing. The actions on this plan are underpinned by latest research (EEF) and summarise the support that will be in place as part of our response to the pandemic and recovery of potential 'lost learning'. The plan covers the following areas:

### **Teaching and Whole School Strategies**

- Supporting Great Teaching
- Pupil Assessment and Feedback
- Transition support

### **Targeted Support**

- One to one and small group tuition
- Intervention Programmes
- Extended School time

### **Wider Strategies**

- Supporting Parents and Carers
- Access to technology
- Summer Support

## Teaching and Whole School Strategies

### 1. Supporting Great Teaching

Planned Activities to support	Costs	Key Staff	Key Pupils	Evidence of impact
Develop metacognition and self-regulated learning across the school Re-introduce 5 r's of learning		<b>Teachers</b>	<b>Whole class approach</b>	<ul style="list-style-type: none"> <li>• Pupils develop a keen awareness of their strengths and weaknesses and the strategies they need to learn</li> <li>• Pupils will develop the skills to be able to motivate themselves to engage in learning</li> </ul>
Staff asked to complete well-being questionnaire to ascertain how they are feeling about safety measures and return to school - contains links to a range of mental health support websites	<b>N/A</b>	All school staff	<b>N/a</b>	<ul style="list-style-type: none"> <li>• concerns/issue, requirement for additional support will be identified and staff supported accordingly.</li> <li>• Staff will feel supported in adjusting to the changes which have been implemented to improve the quality of teaching as all pupils return to school</li> </ul>
Staff TEAM 'check in' meetings to be held over the summer Each teacher is supported with a teaching assistant Early career teachers will provided with additional mentoring and time	<b>Half day per week 'management/mentoring time</b>	<b>RK HM</b>	n/a	<ul style="list-style-type: none"> <li>• Every teacher will feel supported and prepared for the new year</li> <li>• Staff will feel supported in adjusting to the changes which have been implemented to improve the quality of teaching as all pupils return to school</li> </ul>
Staff will be provided with appropriate professional development in order to support curriculum planning, effective use of technology and developing their own practice	<b>Tbc</b>	<b>Classroom staff</b>	<b>Whole class approach</b>	<ul style="list-style-type: none"> <li>• Staff will acquire the professional understanding and skills to develop their pupils' metacognitive knowledge</li> <li>• Staff will make creative us of technology to support all pupils</li> <li>• Staff will identify gaps in learning and development quickly and apply effective strategies to address these</li> </ul>
Continue with 'outstanding' ELSA and SEND support - with these staff working closely with teachers to share strategies and ideas, as well as additional classroom support measures	<b>Staff already in place</b>	<b>DLW RK</b>	<b>Targeted pupils</b>	<ul style="list-style-type: none"> <li>• `pupils will have opportunities to talk to each other and with trusted adults about their experiences of lockdown</li> <li>• Pupils will be given time and space to reconnect with each other and with school life</li> </ul>
Each class will have 'talk jars' or similar available for pupils to alert staff of the need to talk about concerns or issues, especially if staff not immediately accessible	<b>minimal</b>	<b>Class teachers</b>	<b>All</b>	

## 2. Pupil assessment and feedback

Planned Activities to support	Costs	Key Staff	Key Pupils	Evidence of impact
Pupils will be assessed as soon as they are ready in September	£0	All classroom	Whole school	<ul style="list-style-type: none"> <li>Learning lost due to COVID 19 lockdown will be 'measured'.</li> <li>Gaps in learning will be identified allowing 'catch up' and intervention plans to be developed</li> </ul>
Additional time will be spent during 'well-being' mornings on appropriate activities designed to assess pupil well-being and all round mental health	0	Led by RK and HM All classroom staff	Whole school	<ul style="list-style-type: none"> <li>Emotional/social and/or mental health concerns can be readily identified and appropriate intervention strategies implemented without hesitation</li> <li>Re-establishing school expectations and creating cohesion</li> </ul>
Teachers will place greater significance on the importance of high quality feedback (peer and teacher) during learning, using the language of 'growth mindset'	0	All classroom	All	<ul style="list-style-type: none"> <li>Feedback will effectively align effort and activity with outcome and will contribute to pupils 'metacognition' (see above)</li> <li>Pupils will be provided with specific guidance on how to improve (this can also apply to behaviour management)</li> <li>Feedback will place great emphasis on effort and perseverance</li> <li>High quality constructive feedback will result in all pupils making good progress in every lesson</li> </ul>

# Targeted Support

## 1. One to One and small group tuition

Planned Activities to support	Costs	Key Staff	Key Pupils	Evidence of impact
Highly effective relationships between tutor, teacher and pupils will be created, making creative and appropriate use of teaching assistants	<b>TBC based on DfE funding arrangements</b>	<b>HMcn RK</b>	<b>TBC in September</b>	<ul style="list-style-type: none"> <li>Intervention programmes will be carefully structured to meet specific needs (based on rigorous assessments of pupils) e.g. oral language skills, aspects of reading, number fluency, social and emotional needs</li> <li>There will be no disparity between pupils from vulnerable groups and their peers</li> </ul>
Key TA's to receive CPD in appropriate one to one and/or group intervention	<b>TBC</b>	<b>TA's</b>	<b>TBC in September</b>	
Intervention will be designed to take place in short, regular sessions over a fixed period, eg 6 weeks and will be linked with the usual teaching.	<b>£500-£700 per pupil (based on research information and how intervention should be delivered )</b>	<b>RK with class teachers</b>	<b>TBC in September</b>	
Additional 'Nessy' licences to be purchased for each school	<b>£500 Raw £250 RB (if additional funding)</b>	<b>RK</b>	<b>TBC</b>	<ul style="list-style-type: none"> <li>Opportunity for 20% of pupils from each school to access</li> <li>Pupils have access to multi sensory activities to address gaps in reading and spelling</li> </ul>
Ipad purchased for use by TA in each class	<b>£300 x 5 (if additional funding)</b>	<b>TA's</b>	<b>All</b>	<ul style="list-style-type: none"> <li>TA's contribute to formative assessment of all pupils and sharing vital assessment information in every lesson</li> <li>Emerging gaps in learning immediately identified</li> <li>Support for teachers' work/life balance</li> </ul>
Employ additional member of staff ('Pastoral support worker) who also serves as a 'family link' support worker	<b>Based on availability of additional DfE funding £15k</b>	<b>n/a</b>	<b>TBC</b>	<ul style="list-style-type: none"> <li>Help motivate parents to bring about changes needed to help children as well as help equip them with some of the strategies needed to achieve this (this may also include concerns around physical well-being and obesity)</li> <li>Help strengthen the schools' relationship with all families</li> <li>Help promote children's well-being and resilience</li> <li>Support families in obtaining additional support needed to achieve best outcome for pupils</li> </ul>

# Wider Strategies

## 1. Supporting parents and carers

Planned Activities to support	Costs	Key Staff	Key Pupils	Evidence of impact
Hold a 'thank you' event for parents to thank them for the key role they have played in supporting children to learn at home	tbc	SLT	All	<ul style="list-style-type: none"> <li>By school showing appreciation of the contribution parents have made, will help strengthen the relationship with parents</li> <li>Positive event which will contribute towards overall well-being of the school community</li> </ul>
Continue to provide regular and supportive communications with parents via Class Dojo, Homework diaries, Newsletters, direct emails to key staff, questionnaire sent out to establish additional support needed	£0	All	N/A	<ul style="list-style-type: none"> <li>All staff, especially SLT will make a determined effort to address issues/ concerns additional support as soon as it is raised with teaching staff</li> <li>Additional support needed for pupils and families quickly identified and addressed.</li> </ul>
Work with parents in ensuring pupils' attendance is good. Y6 parents to be provided with summer support if needed	0	HMcN	tbc	<ul style="list-style-type: none"> <li>School attendance will be 97% or better</li> <li>Targeted pupils will have attendance better than 97%</li> <li>Unauthorised absences will be minimal</li> <li>Better engagement in learning and pupils making full use of 'catch up' opportunities</li> </ul>
'Mental Health' books will be distributed to pupils at the end of term	£1100 - £500 DRAX donation	HM	All	Pupils and parents will be encouraged to talk through possible issues around mental well-being, impact of COVID and preparing for return to school

## 2. Access to technology

Planned Activities to support	Costs	Key Staff	Key Pupils	Evidence of impact
Make use of PP funding to ensure pupils have access to technology and/or internet	£1000	RK RP	Tbc	<ul style="list-style-type: none"> <li>Lack of access to technology will not be a barrier to learning and/or intervention, particularly for disadvantaged children.</li> <li>Safety measures in place such as social distancing and parents not having usual access to school will not become a barrier to high quality support and intervention taking place.</li> </ul>
Additional devices (as described above) will be valuable in facilitating access to additional support.	£300x5	All	TBC	
Microsoft TEAMS will be used for cross-federation work with both adults and pupils as well as workshops for families	£0	All	All	

### 3. Summer Support

Planned Activities to support	Costs	Key Staff	Key Pupils	Evidence of impact
Summer school in place for last 5 weeks of summer holiday	n/a	HM	Y1-Y5	<ul style="list-style-type: none"><li>• Pupils return to school ready to learn (have had the opportunity to adjust socially and emotionally)</li><li>• Well-being issues/concerns begin to be identified</li><li>• Increased general school attendance in September</li><li>• Improvement in children's confidence as they leave their families for the first time in several weeks/months</li><li>• Pupils will be mentally and socially stimulated by working with their peer groups</li></ul>

