

Ashton CEVC Primary School
Cosgrove Village Primary School



Covid Recovery Planning

Principles	Actions	Review
<p style="text-align: center;">Creating a Safe Environment for All</p>	<p>Read all latest guidance and updates from the DfE with regard to wider opening of schools.</p>	
	<p>Create a Risk Assessment for wider opening, including assessing risk of vulnerable adults and children. Share with stakeholders.</p>	
	<p>Continually review the risk assessment to ensure it is Covid compliant, address any concerns of near misses.</p>	
	<p>Deliver training to all staff on training day for Covid procedures, allow time of questions and provide channels for staff to seek further support or guidance eg, Chair of Governors. Also cover new KCSIE guidance 2020.</p>	
	<p>Add additional time to the cleaning regime to ensure that the environment is cleaned to the required standard.</p>	
	<p>Organise the school population into bubble groups, desks facing forward in classes where applicable and resources arranged to plan for cleaning, individual packs of stationery.</p>	
	<p>Whole school assemblies at Cosgrove to be carried out via Zoom.</p>	
	<p>Stagger arrival and pick up times for children giving a window of time for drop-off and pick up. Children to go straight into school so that parents can move away immediately.</p>	
	<p>Ensure that staff continue to follow the handwashing regime with children using soap and water and also alcohol based sanitiser.</p>	

Mental Health and Wellbeing of All	Develop Staff Wellbeing Policy and share with governors – put on website once agreed.	
	Allow the children time to settle back into routines and expectations in school. Deliver PSHE lessons – use of SCARF resources to support teaching.	
	Email staff at the end of the first week to thank them for hard work and remind them of channel to follow if any concerns.	
	Check in with staff regularly, informally to check on Wellbeing.	
	Deliver annual safeguarding training to all staff on training day. Pay particular attention to issues which may have arisen through extended period at home (eg Domestic Violence Indicators)	
	Staff meetings to be only essential items during the Autumn Term to support staff wellbeing and workload	
Re-Engaging Learners, Parents and Staff	Allow staggered start to school – offer half days for first couple of days to help build up stamina for the children.	
	Re-acquaint children with the principles of effective learning. Focus on nurture – ensuring children are happy and healthy and able to learn rather than focusing solely on attainment.	
	Send out weekly newsletters with updates needed about following guidance and advice. Staff out on the playground in the morning for informal discussion and allay any fears.	
	Continue to communicate openly with parents at the beginning and end of the school day, offer email or phone contact readily.	
	Check in with staff and ensure work/life balance. Discuss anxieties and issues as they arise. Open door policy as always.	
	Staff Wellbeing Policy – send out questionnaire to staff to gauge morale of staff.	
	Organise telephone consultation parents evening meetings for early November.	

Identifying Gaps and Setting Goals	Pupils to be assessed upon return to school once settled. Year R – baseline as normal. Children in Year 1 will continue to access a curriculum based around COEL. Ensure that children in Year 1 have met the ELG before moving on to KS1 curriculum.	
	Avoid vocabulary with the children that suggests a deficit – eg, being behind, catching up etc. Encourage Growth Mindset thinking in class.	
	Develop new marking and feedback policy with staff .	
	Round of formative assessment used with children within all year groups to gauge understanding. Children will complete Rising Stars/Puma and Pira Year 6 children to complete SATS paper as benchmark for current picture at the start of Year 6. Phonics Screen with Year 2 to be completed in September, October and December. Year 3 to complete 2019 KS1 SATs paper before October half term to give an overview of their level in relation to previous grade boundaries.	
	Pupil progress meetings with class teachers to discuss individuals and where they are in relation to the expectation for the year group. Use March 2020 data as a starting point for discussion.	
	Share with staff the Ready to Progress booklets and Assessment Tasks featured in the latest DfE guidance.	
	Consider use of Catch-Up fund following pupil progress meetings – teacher release time to run focus groups.	
	Year 6 to be offered SATs Booster after October half term.	
Prioritising the Curriculum	Use the Coram SCARF resources in-line with the new RSHE mandatory curriculum.	
	Discuss with staff the need to explore teaching of reading through all curriculum subjects.	
	Deliver a broad and balanced curriculum, teachers to plan collaboratively across the two schools.	
	Order new reading scheme at Cosgrove to ensure books are phonetically decodable and to meet the emerging needs identified within KS1.	
	Letter Join subscription at Ashton to raise the profile of handwriting and presentation in written work.	
	Daily phonics taught to Year 2 to address gaps in knowledge from missed learning	