



**Hull Collaborative Academy Trust
Thoresby Primary School
Trust and School COVID 19 Recovery Plan - Autumn 2020**

Priority 1 - Overarching Trust COVID recovery Priorities

Curriculum, behaviour and pastoral support

- Identify, address and support pupils in all schools to “catch up” on gaps in pupils’ knowledge and skills.
- Have a clear plan to return to a full, broad and ambitious curriculum across all subjects.
- Develop remote education so that it is integrated into school curriculum planning.
- Have clear systems in place to identify and support pupils who display challenges in behaviour or require emotional support.
- Have clear systems and strategies in place to support pupils in returning to the structured environment of schools and with attendance.

School Operations

- Schools across the trust to regularly update premises and operational risk assessments and disseminate clearly to all stakeholders in line with government and DFE advice/guidance.

Additional Funding

- Schools to identify and allocate additional funding to support pupils in their return to full time education.

Focus Priority 1a: Curriculum, behaviour and pastoral support

Trust actions / support

Central catch up curriculums have been designed and created by central SLEs that focus on core knowledge and skills in RWM and phonics.
 Online learning platform that supports the delivery of remote learning and allows for remote communication between pupils and teachers.
 Trust amended behaviour policy to reflect COVID implications
 Central emotional well-being team in place to assist school-based well-being teams in offering support to families who are identified as being in need.
 Trust central curriculum plans to support teachers in delivering the full national curriculum.

Key Performance Indicators

Whole Trust Objectives	School Specific Actions	Responsibility	Timeframe
<p>Identify, address and support pupils in all schools to “catch up” on gaps in pupils’ knowledge and skills.</p>	<ul style="list-style-type: none"> • Analysis of existing data and intelligence gathered during partial closure to identify children at higher risk of having gaps in knowledge and skills to inform provision maps. Pyramid of needs established. • Assessment screening undertaken in appropriate year groups for phonics, reaching benchmarking, timetables • Pupil progress meetings more regularly to monitor assessment of gaps and, in time, impact of interventions. Regular review of pyramid of need. • Revised timetable to allow for additional ‘catch-up’ teaching. • Regular pupil reviews to monitor the pace of the catch -up programme including impact of those self- isolating. 	<p>AHT Assessment/ AHT Curriculum/ AHT Individual Needs</p>	<p>September</p> <p>October/ November</p> <p>Regular review</p> <p>September onwards</p> <p>By October half term</p>

	<p><u>Phonics</u></p> <ul style="list-style-type: none"> Teachers to use the phonics guidance written by the Trust in Years 1, 2 and 3. Aim of phase one catch up - develop essential listening skills and 'tune in' to sounds. (10/20 mins) Years 1 & 2 sessions - identifying the phoneme, segmenting and blending with the phoneme and reading a caption/short sentences with the phoneme (do not play games/write/recap over other sounds) Focus on one phoneme to secure pupil knowledge. (20 mins) This catch-up programme to also be delivered to identified pupils in KS2. EYFS/ KS1 recap training in phonics Additional learning time to be given to phonics. Phonics quizzes with all pupils in Year 1 and Year 2 to identify gaps in learning, as in line with section 3 of the DfE guidance. Y1/Y2 Screen – December Past phonics paper to be used at end of Autumn 1 to identify pupils requiring further catch-up in Autumn 2. February assessment to be used to address gaps. <p>See HCAT phonics catch-up curriculum</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> KS2 to follow the HCAT catch-up reading programme. Whole staff recap – Thoresby reading teaching sequence – adjust proportion of decoding / comprehension accordingly to pupils' identified gaps Additional 15 minutes reading session for all children daily. Quality texts to be used in foundation subjects and approach designed to support purposeful use of reading and research to obtain the information that they need. All children in KS1 to read as often as possible to an adult - focus fluency Story time in Y1/2 to begin work on content domains, as none of these pupils have previously accessed formal guided reading sessions. ELGs incorporated in to year 1 Trust catch up plans. Benchmarking of all pupils in Years 1, 2 and 3 to identify gaps in fluency. Teachers to use a combination of talking to pupils and scrutiny of work, in line with Section 3 of the DfE guidance, to identify gaps in pupil skills. PIRA whole school w/b 23.11.20. Y2/Y6 can complete SATs paper in Autumn 2- following completion of the catch-up programme <p>See HCAT reading catch-up curriculum</p> <p><u>Spelling</u></p> <ul style="list-style-type: none"> Revisit teaching sequence – CPD teaching spelling lessons Spelling shed introduced for remote learning/ homework Spelling test Autumn 2 	<p>KS1 lead/ phonic lead</p> <p>JB</p> <p>AHT curriculum lead/ reading lead</p> <p>AHT curriculum/ spelling lead</p>	<p>Autumn 1</p> <p>Autumn 2</p> <p>Autumn 1</p> <p>November</p> <p>October</p>
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	<p><u>EYFS</u></p> <ul style="list-style-type: none"> Trust documents to be used that identify End of Year key objectives for EYFS to support early assessments (early adopters) School focus on EAL pupils, as these children have not been exposed to English language and communication during lockdown. Nuffield Early Literacy Programme applied for to provide specific intervention for these pupils. Initial focus in EYFS on communication, PSD and development of daily routines. Initial phonics assessment of pupils on entry (if they are able to access this) All pupils to be assessed at the end of phase 2 to inform groupings <p><u>Year 1 Transition</u></p> <ul style="list-style-type: none"> Previous F2 teacher to work alongside Y1 teacher to assist with curriculum, transition and provision planning. Previous teacher to support baseline assessment of children in year 1 against characteristics of effective learning and Development Matters and map out weekly focused challenges for independent learning time. Use Trust guidance on how provision should be developed in Y1. Additional handwriting sessions each week. School focus on EAL pupils, as these children have not been exposed to English language and communication during lockdown. Nuffield Early Literacy Programme applied for to provide specific intervention for these pupils. Teachers assess against the foundation profile and identifying gaps for pupils through observations and pupil talk, as per Section 3 of the DfE guidance. <p>See HCAT Y1 guidance</p> <p><u>Writing</u></p> <ul style="list-style-type: none"> Whole staff recap – Thoresby writing teaching sequence – adjust proportion of structure / grammar accordingly to pupils' identified gaps Y1 to follow on from Foundation profile using guidance given by HCAT. Direct teaching in line with year 1 curriculum, feedback in line with ELG expectations in Autumn. Years 2 to 6 to follow the HCAT catch-up curriculum – based on covering all the GPS from the previous year group. Following completion of the catch-up programme (w/b 12.10.20) whole school writing assessment to inform future school planning. Y2/6 moderate written pieces. Writing assessment -Autumn 2- whole school focus moderation 30/11/20 <p>See HCAT Y1 guidance See HCAT writing catch-up curriculum</p>	<p>EYFS lead/ AHT Individual Needs</p> <p>KS1 lead/ AHT Individual Needs</p> <p>AHT curriculum/ Writing lead</p>	<p>October</p> <p>September/ October</p> <p>October/ November</p>
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	<p>Mathematics</p> <ul style="list-style-type: none"> • Whole school training – The mastery approach Y1 – Y6 Follow Effective Maths bridging units • PUMA standardised assessment– w/b 23.11.20 • On-going formative assessments throughout teaching sequence. <p>Wider curriculum</p> <ul style="list-style-type: none"> • Implementation of universal strategies and targeted intervention for children who have wider gaps in English as a result of limited language exposure during lock down. Analysis of need through language screening. • Subject leaders have identified gaps in knowledge and amended previous plans, supported by Trust documents. • Through ongoing formative assessment (observing pupils, talking to pupils to assess understanding and scrutiny of pupil's work, as recommended in Section 3 of the DfE guidance) teachers will be altering their teaching sequences accordingly to identify gaps in skills progression. • Teachers will assess knowledge retention through an identified application opportunity at the end of a unit. • COVID secure RA in place for all curriculum activities <p>See School and Trust skills progression documents</p>	<p>AHT curriculum/ maths leads</p> <p>AHT curriculum</p> <p>HoS</p>	<p>September- November</p> <p>Spring term</p> <p>January</p> <p>September</p>
<p>Have a clear plan to return to a full, broad and ambitious curriculum across all subjects.</p>	<ul style="list-style-type: none"> • It is intended all subjects will returned to our original long-term plans for the start of Summer 2021, ahead of government guidance (absence/ local lockdown permitting). • Class LTP on website for parents and pupils to access. • Use guidance from Trust SLEs on identification of missed knowledge and identification of missed skills. Documents will be used to support return to full curriculum. • Any pupils identified as under achieving in core subjects by end of Autumn 2 will continue to receive additional support ensuring they still have exposure to an ambitious and broad wider curriculum. <p>See School and Trust skills progression documents .</p>	<p>HoS</p>	<p>As appropriate</p>
<p>Develop remote education so that it is integrated into school</p>	<p>Develop hybrid approach that supports maximum access using intelligence gathered during partial closure.</p> <ul style="list-style-type: none"> • Develop yeargroup data base that details when and for how long pupils have COVID related absences • Teachers to produce hard copy basic skills packs for core and SEND pupils that do not have access to online learning to go home immediately with the pupil. • Pupils have access to Thoresby 2 -week home learning timetable. • All pupils to be given an exercise book and basic stationery in the event of requiring remote learning.. 	<p>HoS</p>	<p><i>From September</i></p>

curriculum planning.	<ul style="list-style-type: none"> • Work will move to Trust online platform once staff have been trained in use. • Welfare/ educational call by teacher by end of first week. • Regular welfare/ education calls throughout self-isolation period • Reintegration plan for children returning from isolation. <p>See home learning packs</p>		
Have clear systems in place to identify and support pupils who display challenges in behaviour or require emotional support.	<ul style="list-style-type: none"> • Plate system in place and under fortnightly review with ES • School Mental Health team to disseminate training from the National Wellbeing for Education Return programme. • Provide a single point of access (CG/ML) • Daily check-in circles. • Staff logging on CPOMs any changes they notice in children for wellbeing team to follow-up. • Check-in champions for specific pupils. • Identified areas for specified pupils to be able to access (safe spaces). <p>See Trust amended behaviour policy</p>	AHT Individual Needs	<i>From September</i>
Have clear systems and strategies in place to support pupils in returning to the structured environment of schools and with attendance.	<ul style="list-style-type: none"> • Risk assessments show a safe school environment. • Immediate reintroduction of attendance policy • Bespoke approach for non- attenders • Home visits/ letters to be conducted. • Attendance Officer deployed 2 days per week • Whole school focus on attendance. • Pro-active positive messages to encourage school return • Re-engagement action plans to be put in place for identified families. • Fortnightly attendance meetings to monitor impact for individual families and to inform whole school actions. • Support/challenge from Trust family links worker, if required. • Welcome all children back with, or without, uniform. Lessons punctuated with short breaks and activity • Ensure that behaviour expectations are re-established as quickly as possible. • To closely monitor previous PAs 	HoS	<i>From September</i>
SEND	<ul style="list-style-type: none"> • EHCP risk assessments in place and updated on return to school and then as necessary. • De-escalation plans in place as required. • Teachers to adapt HCAT catch-up plans and have flexibility in these for pupils on SEND register. • Complete and follow risk and recovery plans. 	AHT Individual Needs	<i>From September</i>

<p><u>Monitoring arrangements</u> <u>Monitoring arrangements</u></p> <ul style="list-style-type: none"> • Attendance monitored fortnightly by SLT at individual and group level to inform personal re-engagement plans and whole school action (specifically additional actions to mitigate the risk of illness) • SLT and phase leaders monitor pyramid of need 4-weekly to inform WAVE 2 and WAVE 3 provision. • Assessment/curriculum leads to monitor the implementation of the curriculum through regular meetings with yeargroups, necessary adaptations made to programmes and pacing. • SLT to monitor interventions every 4-weeks. • Pupils' teacher assessed in core subjects against KPIs at February mid-year. • Stakeholder board to receive SLT progress reports termly. 			
<p><u>Autumn 1 Milestones</u> All pupils continue to be taught a broad range of subjects.</p> <p>Remote learning systems, including tracking and monitoring are established aligned with some of the key skills and knowledge being taught in the classroom.</p> <p>All families are confident in the work of the school and are only taking absence to self-isolate in line with Government guidelines or are genuinely ill. Re-engagement action plans are in place for all identified families.</p> <p>Plans in place for all pupils who display challenges in behaviour or require emotional support.</p> <p>Initial assessments underway – Wave 1 Quality First Teaching, Wave 2 and 3 where appropriate.</p>	<p><u>Autumn 2 Milestones</u></p> <p><i>Monitoring of remote learning to determine effectiveness and how well it aligns with the school curriculum.</i></p> <p><i>Rates of attendance are consistently in line with national for all groups.</i></p> <p>Early indications from assessments are positive and used to inform the next term's curriculum planning.</p>	<p><u>Spring Milestones</u></p> <p><i>The curriculum is closely aligned with the whole school long term plan.</i></p> <p><i>Mid-year assessments demonstrate that the majority of children are on track to meet end of year AREs are at least in line with Feb 2020's assessments.</i></p> <p><i>Wave 2 and 3 interventions that are required during the Summer are identified.</i></p> <p><i>Catch up funding has been used effectively to support the whole school's recovery.</i></p>	<p><u>Summer Milestones</u></p> <p><i>Curriculum is fully aligned with whole school long term plan</i></p> <p><i>All children previously ARE are working at their ARE for 2020.21</i></p> <p><i>The attainment gap between disadvantaged and non- disadvantaged is further reduced.</i></p>

Focus Priority 1b: School Operations

Trust actions / Support

Central COVID risk assessment in place with trust wide measures identified.

Central policies on systems to report suspected and confirmed cases of COVID.

Amended policies as a result of COVID.

Trade Union consultation

Key Performance Indicators

Whole Trust Objectives	School Specific Actions	Responsibility	Timeframe
<p>Schools across the trust to regularly update premises and operational risk assessments and disseminate clearly to all stakeholders in line with government and DFE advice/guidance.</p>	<ul style="list-style-type: none"> • Whole School Risk Assessment written by SLT via consultation with staff, following DfE guidance. • Union consultation on new revisions in-line with Trust schedule. • Staff to inform SLT of any issues arising that require amendments to the risk assessment. • Staff and pupil circles used to reflect on school implementation of risk management. • SLT to update Whole School Risk Assessment as required. • Whole School Risk Assessment review – regular review by SLT • Amendments communicated to staff and families weekly via text, social media, letter. • Updated Whole School Risk Assessment to be made available on school website. • Amended behaviour, safeguarding/child protection policies in place. • All interim policies available on website and shared area. • Personal Risk Assessments in place for all staff identified as clinically extremely vulnerable or who have identified additional personal circumstances, including increased anxiety, that requires them to have a Personal Risk Assessment in place. <p>See Whole School Risk Assessment See Personal Risk Assessments</p>	<p>HoS</p>	<p>From September</p>

Monitoring arrangements

SLT and site facilities officer to complete weekly site walks to monitor implementation of the risk assessment.

Trust supported monitoring half termly. (CEO/SIP)

Autumn milestone School adheres to DfE guidance		Spring milestone School adheres to DfE guidance	
Summer milestone School adheres to DfE guidance			
Focus Priority 1c: Additional Funding			
Key Performance Indicators			
Whole Trust Objectives	School Specific Actions		Responsibility
Schools to identify and allocate additional funding to support pupils in their return to full time education.	See catch up plan		Exec HT
Timeframe From September			
Monitoring arrangements			
<ul style="list-style-type: none"> • Termly evaluation of catch up plan 			