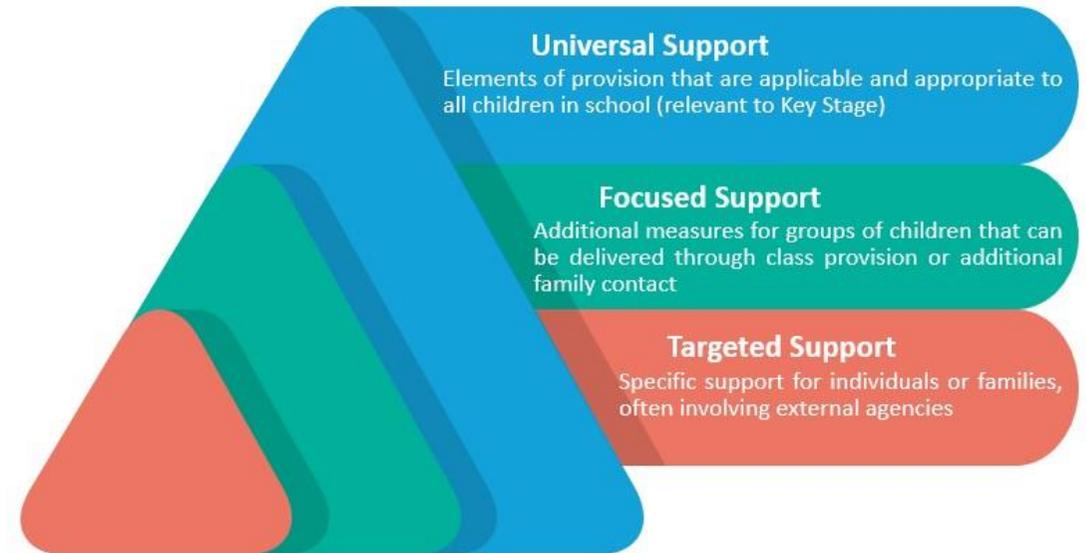
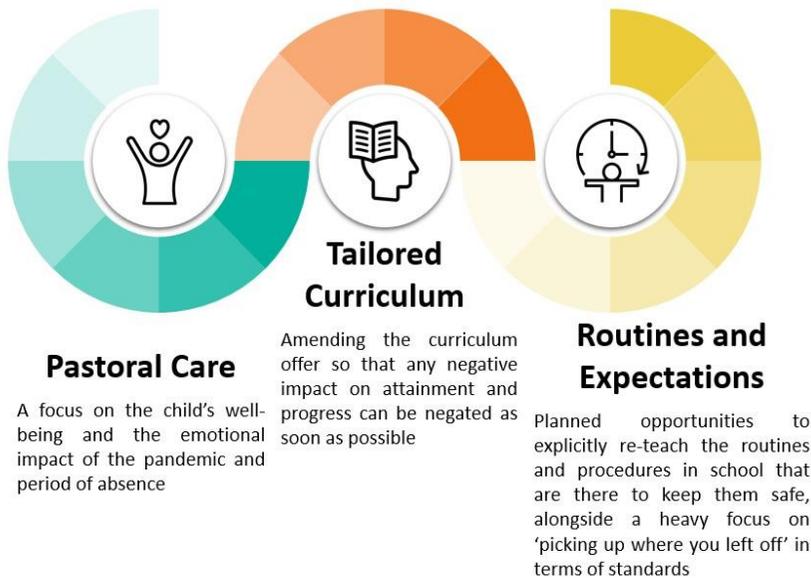


## Berkeley Primary School Curriculum Recovery Plan

Berkeley Primary School will commit time to ensuring that routines, expectations, standards, relationships and values are quickly re-established. At the heart of these plans, getting children ‘back-on-track’ in both an academic and emotional sense is the absolute priority.

Our Pandemic Recovery Plan is split in to three main strands:

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



The following information outlines the actions that will be taken by Berkeley Primary School staff at various levels. Actions will be organised by strand and then by level of support so that there is a clear priority, purpose and direction of support.

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"> <li>➤ Whole School to assess what whole class SEMH support is required, as well as which particular groups or individuals need focused support from the PPSA and interventions.</li> <li>➤ Lockdown Learning forms delivered to all children to send back to their new teachers, to include any worries they wish to share for the new term and coming back after lockdown.</li> <li>➤ Introductory letter from PPSA sent out to all parents with details on how to seek support.</li> <li>➤ Newsletters from Stroud hub shared with all families in the community to support wellbeing and changes in lifestyle.</li> <li>➤ Children who demonstrate changes in behaviour are to be referred to DSL and PPSA. Records &amp; actions to support to be kept on CPOMS.</li> <li>➤ Early Help resources and Government grants to be shared with parents.</li> <li>➤ Regular communication with parents through the School Newsletter, School Website, Marvellous Me and Social Media Platforms to maintain that 'connection'</li> <li>➤ Virtual Assemblies to maintain a sense of 'togetherness' to include current news and celebrating the successes of the week lead by the HT.</li> <li>➤ Ensure parental contact details are up to date on SIMS.</li> </ul>	<ul style="list-style-type: none"> <li>➤ PPSA to speak to families who have experienced trauma/change in circumstances – what help do they need? Records kept on CPOMS.</li> <li>➤ Area of containment (Quiet zone) available in every classroom to acknowledge children who need respite from 'work' and need extra space i.e. to support self-regulation/ well-being</li> <li>➤ Pastoral 'Bubble' created with sensory resources to allow a safe space for self-regulation/well-being and for 1.1/group interventions/support.</li> <li>➤ Where teachers feel it is appropriate for whole class 'down-time' they provide children with mindfulness activities &amp; physical activity</li> <li>➤ Every class must have at least 1 outdoor lesson each day to support health &amp; well-being &amp; foster a love of active learning.</li> <li>➤ Vocabulary rich learning environments to focus on vocabulary and emotional literacy- teachers may pick up on themes related to perseverance, resilience and mindfulness</li> <li>➤ Inside Out characters introduced to help children engage with and understand their feelings and how to use strategies to help them deal with new situations</li> <li>➤ Pupil Premium funding ring-fenced in order to support pastoral support</li> <li>➤ Food bank vouchers/hamper referrals available for families in financial hardship</li> <li>➤ Use of Pets as Therapy with relevant risk assessments in place.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Individual intervention for children where Class Teachers make a professional judgement that this is necessary</li> <li>➤ Bereavement support from the PPSA or Winston's Wish for those children/families identified</li> <li>➤ Referrals to external agencies where concerns have been identified</li> <li>➤ Provide/receive an update for CP/CIN/Early Help/Vulnerable families through contact with social worker and other external bodies</li> <li>➤ School nursing or hospital referrals for children returning with additional/altered medical concerns (not neglecting mental health)</li> <li>➤ Advice sought on individual mental health concerns, through the CAMHS practitioner advice line.</li> </ul>

# Tailored Curriculum

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"><li>➤ Improvement focus on 'Quality First Teaching' in the first instance in line with research.</li><li>➤ Teaching staff to be mindful that any perceived 'drops' in standards are not deliberate, but an upturn in standards requires deliberate practice.</li><li>➤ Phonics to be delivered regularly and with rigour, revising sounds that children may have forgotten. Literacy Lead to monitor, feedback and support staff CPD regularly.</li><li>➤ Regular Reading lessons that foster the love of reading and book enjoyment, that focus on discussion and promote speaking and listening. Literacy Lead to monitor, feedback and provide CPD regularly.</li><li>➤ A focus on handwriting to quickly re-establish high standards with daily practice.</li><li>➤ New Writing Assessment Criteria and Writing Curriculum/journey to be shared by Literacy Lead. Literacy Lead is to monitor, feedback and provide CPD regularly.</li><li>➤ Maths is to focus on number work with a daily arithmetic (Keep Calm Maths). TT Rockstars to be accessed regularly to support automaticity of recall – retrieval practice heavily used also.</li><li>➤ Computing curriculum to focus on online safety and the use of Remote Learning Platforms.</li><li>➤ PE curriculum to focus on fitness – children are to actively increase their activity levels, beyond 'games'</li><li>➤ Baseline assessments in core subjects will identify any gaps in cohorts to inform teaching and learning.</li><li>➤ Quality First Teaching and homework set to include to use of Remote Learning Platforms where applicable in order to support blended learning.</li></ul>	<ul style="list-style-type: none"><li>➤ Teaching Partners to stay in classrooms in order to support children, assessment for learning and 'catch-up, keep-up' intervention in the first instance.</li><li>➤ SENDCO to contact families to invite them to a remote SEN Review Meeting with class teachers and share provision mapping so they know what support their child will be receiving.</li><li>➤ Child voice is to be acknowledged and consideration given to the wishes of the child in terms of pace of learning (SEND) to ensure they are not further disengaged.</li><li>➤ Promote independent learning for those that have become particularly reliant on an adult (through home learning).</li><li>➤ Ensure that appropriate groups receive curricular support, but that scaffolding is withdrawn quickly so that emphasis is placed on children being independent learners.</li><li>➤ Gaps in non-core curriculum to be addressed at the commencement of new topics, focusing on skills missed from our progressive curriculum to ensure natural progression can flow.</li><li>➤ Teachers are to identify lessons on Oak National Academy that could be used to share as pre-learning for non-core; used as part of Quality First Teaching in order to support blended learning in the event of remote teaching being required.</li><li>➤ End of Autumn Term assessments to support identification of summer targets and any further gap analysis – use to identify target children for intervention groups.</li><li>➤ Leadership Team to research published interventions in the Autumn Term that might meet whole school need in the Spring, looking at catch up funding and initiatives.</li></ul>	<ul style="list-style-type: none"><li>➤ Children who have not engaged in any home learning to receive specific focus/intervention to support them in quickly returning back to pre-COVID level.</li><li>➤ Outside agency support to identify and focus on specific children. This is to be reflected in the child's My Plan/My Plan+ and results of which are evident in intervention activities and additional support.</li><li>➤ Appropriate adults to work safely with children, by way of intervention – this is not to occur during core subject time, but through agreement with the Class teacher about the child's priority learning.</li><li>➤ Audit of access to ICT at home to be conducted and laptops/ ipads to be provided by the school/government to targeted families.</li></ul>

## Routines and Expectations

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"><li>➤ Our School reopening information guide shared with all stakeholders and available on the School Website in order to share routines and expectations in place.</li><li>➤ Staff video explaining how the school will look, with new routines for children, and a social story about 'bubbles' available on the School Website/social media before our full return.</li><li>➤ Face to face morning held in the Summer Term for all pupils to be 'together' with their class bubbles and class teacher to end the term and excite them about the whole school topic on their return with a movie trailer prepared by the staff.</li><li>➤ Letters to the children from new class teachers hand delivered to homes with school reports, and a child-friendly bespoke transition form for them to fill in for their new teachers in the Summer Term.</li><li>➤ Virtual Assemblies to maintain a sense of 'togetherness' including a Values lead by the HT and celebrating the successes of the week.</li><li>➤ All staff to re-visit behaviour expectations and communicate this consistently with children.</li><li>➤ All staff to be responsible for the behaviour and attitudes of all children, whilst also acknowledging an adjustment period.</li></ul>	<ul style="list-style-type: none"><li>➤ Develop the use of house points to foster good learning behaviours and attitudes to one another. Relate these to the school values and new protective measures and use MME to record these.3</li><li>➤ +6</li><li>➤ Regular reminder for those struggling to distance and follow hygiene procedures. Again, this is everyone's responsibility. If children are not seen adhering, we are all to address it.</li><li>➤ Specific group conversations or assemblies (distanced) as required if there are pockets of children that are not following expectations.</li><li>➤ Weekly Attendance Meeting to identify any children that are not attending school regularly and may need identified support.</li></ul>	<ul style="list-style-type: none"><li>➤ Provide additional support materials and offer sessions beyond the school day for those requiring it.</li><li>➤ PPSA and SLT to conduct home-visits for those children with a particularly poor start in terms of attendance if required.</li><li>➤ Individualised support documented on provision maps for children with SEND.</li><li>➤ If individuals stand out as being unable to quickly return to our rules and routines, contact with parents is to be made and a Behaviour Support Plan drawn up (if related to poor behaviour).</li><li>➤ PPSA and class teachers to put a timetable of support together for the child after identifying 'trigger points'.</li><li>➤ Specific praise needs to be given to those children that have adapted well (in their own context).<ul style="list-style-type: none"><li>➤ This praise can be awarded in class through the ladder, MME through virtual Celebration Assemblies, a 'Headteacher's Award' and/or communication with parents.</li></ul></li></ul> <p><b>At all stages, we must acknowledge that some children will need more time than others to adjust and 'return as normal'.</b></p>

