



PRIMARY RECOVERY

CURRICULUM

Reviewed By		Date	September 2020
Reviewed By	Trust Board	Date	
Approved By	Trust Board	Date	
Next Review Due			



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CURRICULUM

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1.0

FOREWORD

Due to the closure of schools for the majority of students during the global Covid-19 pandemic, it has been necessary to re-evaluate our approach to the provision on offer for our students when they return in September. Our mission as educators, will be ensuring all students have the level of support to help them through a process of re-engagement, which leads them back to their rightful status as a fully engaged, authentic learner.

WPT has a strong set of values set out for our students, staff and the wider community to achieve. It is recognised that the ethos, mission and aims set out for us as a Trust are as important now, as ever. Much of the success in supporting children and young people during this time will be as a result of robust preparation and anticipating what needs might arise.

2.0

AIMS - RECOVERY FRAMEWORK

Our recovery framework aims to restore the mental health and rebuild the resilience of our students to allow them to become engaged learners again by:

- Recognising the experiences had by all and supporting children with dealing with these experiences
- Restoring trust and relationships with staff
- Promoting positive mental well-being and mindfulness
- Re-establishing friendships and social interactions
- Regaining structure and routine
- Rebuilding a sense of community
- Regulating their emotions and managing behaviours
- Re-engaging them in within their school environment and in learning
- Preparing them for transition

3.0

GUIDING PRINCIPLES - RECOVERY FRAMEWORK

Guiding principles of this framework include;

- Not over-medicalising or jumping to diagnostic conclusions
- Appreciate that it is normal for children and young people to have various degrees of worry about returning to education - emotions are a part of normal, everyday life
- Understanding that every child or young person is unique, and their needs may change over time
- Viewing the re-opening of education settings from a child or young person's perspective
- Underpinned by a whole setting approach which promotes kindness, compassion, flexibility and takes a positive psychology approach

- Building on existing strengths and skills of children, young people, parents/carers and education provision staff (for example, active listening with empathy can perform an important therapeutic function)
- Complementing existing guidance and practice
- Building on risk and protection factors for a child or young person's mental health

4.0

WHAT IS A RECOVERY CURRICULUM?

Students will not pick up the curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Schools have not followed the usual pattern of a school year with all of the annual cycle of events. It has been a period of social disorder and when the students return to school there needs to be a clear framework focused on fostering relationships with a personalised approach to reintegration back into the life of school, delivered through the school curriculum drivers and reintegration pathway of support.

Daily routines have evaporated for many students and with it, any known curriculum framework. For most students their daily goal in going to school is not just to learn but to see their friends and to feel a sense of self-worth that only a peer group can offer. WPT does not underestimate the impact of the loss of that social interaction for some students. It is as key to their holistic development as any lesson. Human beings are fundamentally social creatures, and the brain grows in the context of meaningful human to human interaction.

Successful transition for students to enable them to once again become efficient and confident learners is key. WPT is committed to acknowledging the effect on students caused by the pandemic.

NOTE

It should not be presumed that any of the following identified needs will exist; for many children and young people a return to education settings is eagerly anticipated.

LOSS OF ROUTINE AND STRUCTURE

Students may have at some point had disrupted sleep patterns, change in coping mechanisms, worried or become confused at lack of routine. Students may have found it alarming that the infrastructure of their week has been abandoned, however logical the reason, as they feel their own intellect no longer informs their personal judgements accurately. Clear routines in home schooling have been encouraged but in many cases, this will not have been possible. For some students, they may not have been following the same structures for learning that they have previously been accustomed to. Students need to know what they are doing now and what will come next. If they do not, the student may become anxious and concentration levels may drop; they may become frustrated with themselves, they may have had worries over lack of control and in particular change. (Young Minds, 2020).

LOSS OF FRIENDSHIP AND FREEDOM

Whilst we haven't lost friendships and those people still remain in our lives students will not have been able to interact with them in the way they were previously used to. For some students and adults school offers a place of escape, somewhere that they can be who they want to be and allows a sense of freedom to explore, make mistakes and to learn from them. For some, the loss of freedom will have been constraining. Students' whole self-image, self-esteem, and self-concept, is located in the interaction and dynamics of a peer group. They cannot test their emerging self, against the rules and routines of family life in the same way as a peer group. The rules of the peer group have vanished without warning, and our young people in particular, were ill prepared for this. They have undergone a period where friends and family members have been avoided because they are a threat. We need to consider that some students may feel threatened by the nearness of others

LOSS OF OPPORTUNITY

Many young students do not understand why school was closed, why we were no longer able to meet up with our friends and had to remain at home and indoors for most of the day and that it wasn't their teachers or other school staff who took those decisions. For this reason, it is vitally important that we help students to understand that their safety was and is our primary concern.

WPT recognises the dynamics of any loss and that it may impact on the mental health of our students. Daily, students are listening to reports of the spread of the pandemic and to the reported death toll in their country and internationally. It is may be likely that students may return to school knowing of someone who has died. Indeed, they may have first-hand experience of the death of a loved one. Anxiety can eat away at the positive mental health of the child, and can cause a deterioration in their overall wellbeing. The anxious child is not a learning child. Mood swings may prevail; they can become irrational and illogical. There can be a loss of sleep; the cumulative tiredness can diminish the child's coping mechanisms. Students in this situation maybe vulnerable at this time, and their mental-health fragile.

The Recovery Curriculum is an essential construct for our thinking and our planning. Each school must fill it with the content they believe is best for the students of their school community, informed by your inherent understanding of your students in your community.

5.0

RECOVERY CURRICULUM MODEL

The approach to the delivery of the curriculum will have strong emphasis on re-engaging learning through a thematic cross-curricular approach, which will encourage students to share experiences and challenge their thinking in a nurturing and supportive environment, supported by regulated adults. It is vital for our students to move forwards within the recovery model that engagement is the key to success. As a Trust, the curriculum driver model is there to support us to ensure the very best for all students, with the child being central to all that we do.

The way in which the Trust intends the recovery framework to be used is through the initial identification of need using the pathway of support. This is aimed at joint recovery working with parents and carers to assess the appropriate level of provision for individual students. The pathway of support makes explicit the 3 main levels of support and intervention at the varying levels from:

Universal	Targeted	Specialist
<p>The WPT universal offer includes a thematic cross-curricular approach to learning that supports students to re-connect with their environment, re-establish relationships, share experiences of lockdown in a safe and supportive environment and re-discover a love of learning through an inclusive, play based curriculum which fosters creativity and enjoyment. Parents will be supported to contact school to discuss their anxieties of school re-opening and staff will work hard to allay fears and instil confidence in the parent/carers decisions.</p>	<p>Targeted offer may include</p> <ul style="list-style-type: none"> • ELSA support • MHST as a whole group – managing anxiety, fear • Parental support • Risk assessment of need for students who meet 4ii on the funding ranges/EHCP • EMHP Me in mind support for mental health and well being 	<p>Specialist offer may include</p> <ul style="list-style-type: none"> • Play therapy (via video link) <ul style="list-style-type: none"> • CAMHS referral • 1:1 MHST referral • Bereavement support <ul style="list-style-type: none"> • EP referral

Students may commence their recovery journey at the universal stage and as they return to school adults may identify that needs differ from how they presented within the home environment, through assessment and further discussion with the SENDco it could be necessary to move a child onto a targeted or specialist pathway of support, this support could be discussed and agreed with parents/carers.

In response to the weight of lost schooling our young people will have experienced, we need to consider the levers of recovery. It is important to focus on the recovery of lost knowledge, but it is equally important to consider approaches concerned with fundamental wellbeing that will secure positive development of the whole child.



Lever of Recovery	How?	Why?	How will we know we are successful?
<p>Lever 1 - Rebuilding relationships</p> <p>Many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will.</p>	<p>Greet each morning with a smile, a relaxed body language that shows the child that they matter and that you are genuinely pleased to see them.</p>	<p>This can be achieved through attuned, positive and purposeful over exaggerated interactions, that help our pupils feel that they are important.</p>	<p>Students will be happier to come into school, reduced levels of anxiety.</p>
<p>Lever 2 - Re-establishing community</p> <p>The curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.</p>	<p>Assess students' individual needs, allow them to share their experience of lockdown and the pandemic, this may be done through discussion, drawings, stories and other creative mediums that allow for exploration in a safe and supportive way. Acknowledge and validate their feelings</p>	<p>Students will have experienced lockdown very differently to one another, through creating an atmosphere of openness and honesty the students will begin to reconnect with their environments and redevelop their sense of belonging within the school community</p>	<p>Ensuring the pathway of support identifies the child's needs at an individual level and appropriate provision is put in place.</p>
<p>Lever 3 - Transparent curriculum</p> <p>Students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students</p>	<p>Being open and honest about the way in which the losses have affected us as adults will help students understand the internalising emotions that they too may have been carrying since school closed. Seek to understand what the students already know and help them to find the facts to questions</p>	<p>Students will have heard a lot about the pandemic in the media and by overhearing discussions within the environment at home/shops etc. and some will be factual whilst others will be someone else's interpretation of a situation. They may have heard about somebody dying or have had to deal with the death of a close family member/family friend. It is important that as adults we offer the students the real facts and use open and honest dialogue to help them to problem solve.</p>	<p>Students will be confident to share what they know and understand. They will use the relationships that they have with adults to support them.</p>

Lever of Recovery	How?	Why?	How will we know we are successful?
<p>Lever 4 - Metacognition (thinking about thinking)</p> <p>In different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to re-skill and rebuild their confidence as learners.</p>	<p>Students will have been learning in different ways through home schooling, it is essential that we re-teach the way in which we learn at school. We can do this by setting out the routine of the day, encouraging opportunity for thinking, reflecting and evaluating. Students will respond to a thematic approach where they can become fully immersed in a topic of interest that can be explored through each subject and using both the indoor and outdoor environment, learning becomes embedded when we use the whole body.</p>	<p>It is vital that students learn to love learning once again and can begin to recall the passion that was instilled in them before the lockdown. Students will naturally feel safe and secure within a classroom environment, if they are enthused by the well planned teaching and learning that takes place with an emphasis on the way it is delivered by the adult through the use of PACE.</p> <ul style="list-style-type: none"> • Playfulness • Acceptance • Curiosity • Empathy 	<p>Students will be curious, inquisitive, they will ask questions that require higher order thinking. They will have FUN and will demonstrate an eagerness to keep going.</p>
<p>Lever 5 - Space</p> <p>Time and space to rediscover self and to find their voice It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.</p>	<p>Ensure students are provided with time and space to readjust to the new classroom layout, adult they are working with and changes that have been made. Carefully explain and offer reasons for the change. Explore a whole bubble agreement and share stories of being in a bubble and what that means Ensure time is planned in for movement breaks and sensory circuits.</p>	<p>Students will need time and space to readjust and to begin to trust in the safety, stability and security of the classroom environments. As adults we can support our students by firstly regulating, acknowledging and validating feelings and emotions which will the support us in beginning to re-establishing safe and trusting relationships.</p>	<p>Students who are settled to learn within their classroom environment and confident to share thoughts, feeling and ideas freely.</p>

6.0 LEUVEN SCALE

It is normal for a child or young person to feel worried or anxious when returning to education. These worries and anxieties may manifest themselves in a variety of verbal and non-verbal ways and therefore education colleagues are encouraged to be alert to uncharacteristic and unexplained changes in behaviour.

As a tool to assess the students' wellbeing and engagement for learning WPT intends to use the Leuven scale which looks at how well the students engage with learning tasks and how they present in terms of their emotional wellbeing. This assessment will take place at the end of their first week in school and will be compiled using the Leuven scale through teacher observations throughout the week. We do not expect that these are written observations; they will be based upon what you have noticed about the student during their everyday interactions with peers, adults and family members. They will also take into account the child's ability to stay focussed, how attentive they are within lessons, are they keen to have a go at a task. By assessing the students in this way we will be able to track noticeable changes in their presentation and will ensure that the right level of support is provided at the most appropriate time.

THE LEUVEN SCALE FOR WELLBEING

Level	Wellbeing	Signals
1	Extremely low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely High	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expressed self-confidence and self-assurance.

LEARNING IS DEVELOPMENTAL

This principle requires staff to accept students at their age and stage of development, we need to remember that all students have had their own individual experiences of lockdown. When they left us they may have presented as more able both academically, socially and emotionally but on return to school it is possible that some will have regressed socially and emotionally, it is also highly likely that academic levels will have taken a dip, which is something we can focus on once the individual child is settled and ready to learn. It is essential we meet the child where they are at and use the pathway of support to identify additional interventions that will ensure progression in their recovery journey is dealt with swiftly and effectively. The pace of learning may need to be adapted in comparison to usual teaching pace for year groups due to children not having the structure of session by session at home.

HOW?

In contrast to the notion of catching up, we may have to repeat and reinforce previous concepts and skills that have been disrupted by trauma. This might involve revisiting past topics and reminding students of their success. We need to ensure that the building blocks are secure before expecting students to leap ahead to unfamiliar and novel learning experiences. We may need to initially focus on providing positive and fulfilling experiences. One of the most enriching is play. Students young and old thrive when they smile, laugh and engage in games and activities that help them to recognise and appreciate their personal strengths. First and foremost, the return to school should be fun.

For new learning activities, we should aim to provide meaningful, practical and multi-sensory experiences. Tasks may need to be initially broken down into smaller steps, with clear and simple instructions and active modelling from key adults.

Those who are reluctant at first to engage with adults may need tasks which they can work on independently, so they can develop a gradual tolerance of an adult's presence. Those who are preoccupied with being connected to key adults may require learning tasks to be time-limited, with more regular feedback and reassurance.

Children in KS1 may need to consider some elements of continuous provision following Early Excellence advice. Without the EYFS milestones it will not be possible for the children to progress as they need to foundation building blocks in order to secure future cognitive learning.

THE CLASSROOM OFFERS A SECURE BASE

It is essential with all of the changes to the school environment that students are offered time to readjust and realign themselves with the new structures and routines in place. The adults will need to ensure that they initially are the secure base from which students will begin to explore, it is essential that we remain consistent in routines and expectations to reduce the levels of anxiety. We will need to ensure the mental health and behaviour policy is reinforced, so that students have safe and secure boundaries to work within.

HOW?

It will be important to post a virtual walk-through explaining the changes within the school environment to the school website and social media pages so that the students can familiarise and connect with the environment before they return, this will ensure there are no surprises.

The use of social stories that can be used by parents/carer and the adults in school to share returning to school, social distancing, transition.

Structure and predictability will be essential. Visual timetabling can inform the students of what is happening now and next. Seating plans and classrooms that students will be accessing may have changed both in physical appearance and location, since the students left and therefore it is essential that on the first morning new routines, seating plans and structures are established to support in redefining the classroom as a safe base.

Reassurance can be provided through positive messages such as “You are safe here”, “We remember you”, “You can talk to me any time” and “All of your feelings are OK”.

THE IMPORTANCE OF NURTURE FOR WELLBEING AND SELF-ESTEEM

Students need to feel that they are valued, thought about and held in positive regard. The return to school will be a stressful time for both parts/carers and the students, it is important for us that we boost their wellbeing at every given opportunity, ensuring that they know how important they are to the adults who are currently caring for them and also by their own class teacher/team.

HOW?

Parents and caregivers have been asked to share photos and videos of what their students have been doing at home. It is vitally important that we acknowledge the learning and development of new skills that has taken place whilst the child has been at home, all accomplishments no matter how big or small should be recognised and celebrated.

Finding ways to provide them with choice and control in a task or routine can help them to feel “held in mind” and promote autonomy.

When they encounter more challenging tasks, we can give them hope by commenting on what they are doing well, complimenting their effort and persistence and emphasising that they are making progress and getting better. This is important in challenging negative beliefs and putting setbacks into perspective. Emphasising the notion of learning through practise and taking small steps will help to prevent shame.

LANGUAGE IS A VITAL MEANS OF COMMUNICATION

Ensuring students have a voice and that their ideas, thoughts and feelings are celebrated and validated will help the child to feel valued and that they are an important member of their group; it helps them to understand that their contributions matter. Helping students to put their feelings into words is of vital importance. As adults we need to place an emphasis on what we say, what we do and how we act in front of our students, they pick up on the verbal and non-verbal cues

HOW?

We can encourage them to communicate their feelings and consider what to do about them through emojis, short scripts or role-plays – for example, “I am feeling _____ because” and “When I feel _____, I can _____”. There should be explicit methods of asking for help. Some students may benefit from a Social Story which can be talked through with a key adult. Others may need a more concrete and discreet method of asking for a break, such as a coded phrase that only their teacher recognises or an exit card on their desk which can be flipped over. As adults we can use the help script from within the mental health and behaviour policy, which guides us to reflect back what we are seeing, labelling it and offering supportive strategies to deal with the situation/feeling/emotion.

We will also need to think about the language we use. Whether it's a child who is anxious about coming back to school or one who actually preferred being at home, we need to be welcoming and show that they have been thought of fondly. For example: "I'm so happy to see you again", "I've missed seeing your smile" and "When I saw _____ on TV, it reminded me of you and made me wonder what you were up to at home". Being held in mind is of vital importance for our students to feel valued, important and to understand that they matter, even when you are not together. It would be helpful for class teachers/teams to create videos to all of their students particularly as not all students will have returned to the same class, teacher or group that they were in pre-lockdown.

Some of our students will not only have experience of the 5 losses discussed earlier but they may also have suffered bereavement of a close family member, friend, pet. It is essential that we support the child to come to terms with their grief and through the use of the school bereavement policy offer the support required as it is required.

ALL BEHAVIOUR IS COMMUNICATION

This is a well-known perspective which is not exclusive to nurturing provision. It emphasises the importance of looking underneath a behaviour and asking "What is the child trying to tell me?". In the current context, we need to be open minded. The child who throws equipment or swipes items off their desk may be anxious about being in proximity to other students and adults; after months of being told to avoid contact as far as possible with the outside world. The child who refuses to follow instructions or comply with new routines may be feeling hurt or abandoned by a key adult, given the sudden experience of separation and loss when the restrictions were introduced at short notice.

Remember we first must: 1. Regulate 2. Relate 3. Reason 4. Repair

Dan Hughes highlights the need for connection before correction and his formula of PACE can be applied to our work in a post-lockdown world.

HOW?

Playful interactions with students in the early stages of returning to school will help to create a sense of safety and belonging, reduce stress and defuse situations before they escalate. We might achieve this through personalised greetings in the mornings, sharing jokes and learning topics through physical action or musical rhythm. We could turn new routines into a game to diminish the strangeness and have fun rehearsals to make them easier to remember. Our new greeting could include a thumbs up, an air five, self-hug.

Acceptance is about being non-judgemental and showing the child you're scared about being here, let's work through this together" or "It must be hard not to think of your parents at home. You loved spending so much time with them every day and it's sad to leave them". Curiosity is important in putting aside our own presumptions and eliciting the child's views by wondering aloud - "I've noticed you've been quiet since coming back. I am wondering if you might be worried about something".

Empathy is our way of stepping into the child's shoes and showing them that "we get it". We might say "I know this is really tough for you. The classroom looks so different from the last time you were here".

Emotion coaching is encouraged as a good way to be able to support our children in understanding behaviour and emotions and how to communicate this effectively with others.

THE IMPORTANCE OF TRANSITIONS

Simply being in lockdown has been a major transition in students' lives. Many have been at home. Some have been in school. Whether a child is going back to school for the first time in months or coping with the return of friends/peers after experiencing a very different kind of school since March, our students will be faced with yet more change and uncertainty.

HOW?

Eliciting the views of students about the impending return to school - teachers will talk to the students in their class prior to re-opening and will be asking the key questions within the pathway of support. Some may be scared to leave their homes or worry about being separated from their parents. Others have previously found school very challenging- they have enjoyed being at home and the prospect of returning may fill them with dread.

It will be important to communicate in advance with parents/carers what the students will be going back to (see school Transition Letter and information).

There will likely need to be new routines for arriving to school, beginning and finishing activities and moving between areas. Initial modelling of such routines (as part of the virtual tour outlined above) will be beneficial and we can consider verbal/visual countdowns, rhythm or music to help them anticipate these routines.

We may also need to think of transitional objects, which allow the young person to feel "kept in mind" by a parent/carer or key adult when going to and from school. This could be as simple as a photograph, a toy, a key ring or a scented tissue - something personal and comforting, small enough to be kept in their tray throughout the day. There may need to be consideration of how these can be cleaned.

The nurture principles are ultimately about supporting students who have missed out on key developmental experiences in their early lives. They are also a useful guide for helping them to recover from an unprecedented change in their daily routine. We will be asking them to cope with this strange and stressful disruption and adapt to a "new normal" in the coming weeks and months. Applying a nurturing approach in students' return to school-based education enables us to focus on the factors which foster healing and resilience in the face of trauma. Factors such as felt safety, security, understanding, wellbeing and inclusion.

8.0 CLASSROOM RESTRICTIONS

Our recovery curriculum responds to government guidance and Trust risk assessments. Leaders have taken steps to zone the school to minimise contact between groups of students and staff. Changes in routine and classroom procedures should be discussed clearly with students.

TIMETABLING AND ZONING

- Groups of students and staff will be allocated to a zone.
- Each zone will have its own toilet block, entrance, exit and route which will be clearly identified.
- Designated teaching zones in front of the classroom for teacher
- KS1 - KS2 - All tables facing front as spread out as far as possible, children in seating plans

REDUCING MIXING WITHIN SCHOOL SETTINGS

- Wherever possible staff will stay in their own classrooms and zones. However, all teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. A comprehensive review of the timetable means this movement should be kept to a minimum. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.
- Where possible, students will access their allocated zone directly through a dedicated entrance to limit contact with students in other zones.
- Where possible, we will operate a one-way system within each zone. This is to keep student and staff mixing within a zone to a minimum.
- Breaks and lunch times will be staggered so that we can limit the number of students on corridors and outdoors.
- We will limit the number of students using the toilet facilities. Only one student will be permitted to enter a toilet block at any one time.

EXPECTATIONS REGARDING HYGIENE

All schools within WPT will follow the COVID-19: cleaning of non-healthcare settings guidance

- All schools will ensure that sufficient handwashing facilities are available. Sinks will be nearby for all students and hand sanitisers will be distributed in all teaching zones.
- After each lesson, surfaces that students are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, will be cleaned more regularly than normal.
- Bins for tissues should be emptied throughout the day.

ALL ADULTS AND CHILDREN WILL BE EXPECTED TO:

- Frequently wash their hands with soap and water for 20 seconds and dry thoroughly.
- Clean and sanitise their hands on arrival at the school, before and after eating, and after sneezing or coughing
- Not to touch their mouth, eyes and nose where possible
- Use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')

9.0 LOSS OF KNOWLEDGE

Our subject recovery curriculum aims to bridge students' personal, social, and emotional development with the academic curriculum. Sustained support will be needed to help disadvantaged students catch up. Catch up provision, including assessment of lost learning and targeted support, will be essential. Although, the identification of what students do/don't know will be an important focus, WPT believes that pupils can have academic success and we should not block any routes to that success by prolonging the delivery of an academic curriculum. WPT will adapt approaches to best suit the age of the student and nature of the subject, while being mindful of the individual and cumulative picture for pupils. The sense of urgency is understandable but it is important that this doesn't translate into high stakes for pupils. It is important that learning on return begins where the students are expected to be based on their year group, but also addresses the missed and lost learning caused by Covid-19.

THE FOLLOWING COMMON PRINCIPLES WILL BE FOLLOWED ACROSS THE CURRICULUM:

- Avoid re-teaching previous work but do revisit, practice and refresh
- Do start the curriculum where the pupils should be
- Don't let tests drive the curriculum
- Wherever possible, teachers of all but the youngest children should sustain social distancing, by attempting to 'teach from the front of the room'

Contact with physical resources should be kept to a minimum. Students have their own equipment and learning packs labelled and available on desks. However, classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.

Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.

Outdoor playground equipment should be more frequently cleaned.

10.0 ENGLISH RECOVERY CURRICULUM

Our English recovery curriculum confirms to the curriculum principles outlined above, including the following specialist advice:

- Avoid re-teaching previous work but do revisit, practice and refresh
- Do start the curriculum where the pupils should be
- Don't let tests drive the curriculum
- Use lots of stories, rhymes and talk

An assessment system has been created to support schools in identifying areas of support in literacy, required in order to avoid gaps in learning. The need for clarity, simplicity and minimising additional workload has been at the core of trust principles in creating this assessment process.

Once the assessments have been completed, teachers will identify areas which need addressing as a class, vulnerable groups of children which have been impacted most by lockdown, children who require additional support resources and any barriers and systemic issues arising from the process. This document will provide the commentary for the first English Pupil Progress Meeting rather than any document completed prior to lockdown. Assessments should be used in conjunction with transition information from previous teachers.

This necessarily detailed information will be used by school and the Trust in order to determine how to deploy additional resources provided by the Government to address the learning gaps caused by lockdown.

Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.

Writing Assessment Year 3, Year 4 Ready	After discussion with the teacher, write for different purposes.	Features of writing mainly appropriate to the selected task	In narratives, describe settings and characters	Some use of expanded noun phrases to describe adding relevant and meaningful detail	Some evidence of adjectives being used for precision, clarity and impact	In narratives, some appropriate use of speech to convey character	Some use of simple adverbials and pronouns to link sentences, sections or paragraphs	Variation of sentence structure through use of sentences with more than one clause	Some use of subordinating and co-ordinating conjunctions to join sentences with more than one clause (eg and, but, so, or, because, when, if	Tense choice mostly consistent and grammatically accurate including use of present perfect tense where appropriate	Capital

PHONICS AND EARLY READING

The government recognise the importance of early reading and have recommended a focus on students catching up when they return to school. Students in reception and year 1 have had a significant break in their systematic synthetic phonics-teaching programme and when they return to school, it is probable that GPCs that had been taught but not yet stored in the long-term memory will appear forgotten. In order to ensure that catch-up is effective and does not further impact on their long term success in reading we will prioritise the following points:

- Teach set 3 phonemes daily as a whole class speed sound session
- Provide additional catch-up outside of the phonics session if needed
- Use revisit/review sessions to recap GPCs that have been previously taught but appear forgotten
- Where students' progress is a concern, act quickly to try to identify what their difficulty is

In September, in order to evaluate where pupils currently are school should complete phonics assessments.

YEAR 2 AND YEAR 3

A phonics screen should be completed within the first 3 weeks for Year 2 and also the Year 3 who would have needed a retake in Y2 AND the next group of vulnerable pupils down (those planned to just pass in year 2). Staff should also complete the usual Read Write Inc assessment/SFA/Letters and Sounds assessments on the tracking formats usually used by school.

YEAR 1

For Year 1 cohorts, staff should complete the usual Read Write Inc assessment/SFA/Letters and Sounds assessments which assesses every single phoneme, blending vc words, blending cvc words prior to the knowledge of any digraphs as soon as possible using usual schools reporting formats. The information from the screen and tracker will be used to identify gaps in learning.

Planning support will be offered by SLEs to ensure gaps are covered. Assessments should be used in conjunction with transition information from previous teachers.

Although we may be unable to stream phonics according to ability in the first instance, students still need to be reading decodable books in order to support the development of fluency. Where possible, individual reading should happen daily whilst adhering to regulations set out in the school risk assessment. Where possible students and staff members should both have a copy of the book.

Targeted support should be given to any students who are working below age related end points as set out in school policy. Assessments will inform the content of one to one tuition.

English - Please note curriculum activities can be planned for both indoor and outdoor sessions

Our maths recovery curriculum confirms to the curriculum principles outlined above, including the following specialist advice:

- Avoid re-teaching previous work but do revisit, practice and refresh
- Do start the curriculum where the pupils should be
- Don't let tests drive the curriculum

An assessment system has been created to support schools in identifying areas of support in maths required in order to avoid gaps in learning. The need for clarity, simplicity and minimising additional workload has been at the core of Trust principles in creating this assessment process. Children will return to school having had varied experiences during lockdown. Some will have had quality learning supports from parents daily, others will have experienced some support limited by parental skill, others will have experienced no support at all. Added to this is the curriculum not taught in school due to lockdown.

It is important that schools quickly determine which lost areas of maths require addressing over the first term of the 2020-2021 school year. It is important that we create an environment which re-establishes school as a safe, fun, engaging place. In order to address the need for a rapid assessment of learning needs and to best meet the emotional needs of the children it has been decided that a series of assessment tasks will be introduced to be administered in each year group as an integral part of a series of maths lessons, rather than having students sit a more formal test paper. Each year group will administer a set of pre-determined tasks as a part of the normal teaching sequence. These will be administered over the first 3 weeks, if possible. They are not intended to be delivered all in one session.

Evidence for each task needs to be recorded in books – this could be in the form of a written task, jottings or photographs of a practical task. How you present to your class is your decision- it could be as a mental and oral starter, a group activity, a discrete session. Each task needs to be clearly identified as an assessment task, as these tasks will be used in a Trust moderation and 'Next Steps' planning session in October.

A folder has been created for each year group with each task clearly identified. All tasks must be used but can be presented in a way which best suits your class. Once the assessments have been completed teachers will identify areas which need addressing as a class, vulnerable groups of children which have been impacted most by lockdown, children who require additional support resources and any barriers and systemic issues arising from the process. Assessments should be used in conjunction with transition information from previous teachers. This document will provide the commentary for the first maths Pupil Progress Meeting rather than any document completed prior to lockdown. This necessarily detailed information will be used by school and the Trust in order to determine how to deploy additional resources provided by the Government to address the learning gaps caused by lockdown.

Maths Recovery Plan Assessment Task Tracker														
Year Group	Class	Teacher	School											
<p>Please note: These tasks are taken from the TAF folders for the previous year group and are intended to help identify gaps in learning. They are to be used in their entirety and will form a core of evidence for Trust moderation in October. Each child will be RAG rated, reflecting their competence in each task.</p> <p>The areas of focus, identified from this assessment and through the PUMA paper used before October half term, will be addressed through Quality First Teach throughout the first term.</p>														
Maths Task Content	Read/Write numbers	Place Value	Counting	Using Number bonds	Add and Subtract	Add and Subtract	Mult/Div - Recall/Double/half	Mult/Div Calculation	Mult/Div sharing and grouping	Fractions half	Measures coins	Measures	Shape	Time
Name	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9	Task 10	Task 11	Task 12	Task 13	Task 14

PHYSICAL EDUCATION AND ACTIVITY RECOVERY CURRICULUM

Research shows that regular exercise can boost our self-esteem, enhance our mood, improve the quality of our sleep and make us less prone to the effects of stress. All of this is important at the best of times, but during this time of increased stress, it is even more vital that we encourage children to get active.

Due to the uncertainty surrounding National Governing Bodies for the number of different sports taught throughout the enriched WPT Physical Education curriculum, the recovery model will focus on the different components of fitness with personal challenges undertaken and progress recorded and monitored through term 1. The focus will be on individual achievement, with students rewarded for their participation in weekly activities and monthly fitness testing and retesting. Students will achieve bronze, silver, gold and platinum for high scores, attainment and improvement with 'I can...' being the statement driving the students to achieve their personal goals and aspirations.

The focus on fitness, health and wellbeing will not only benefit students physically, but mentally and socially in their reintegration into school life.

THE 5 COMPONENTS OF FITNESS

Cardiorespiratory Endurance

Our ability to perform an activity, with our heart rate elevated, for a certain amount of time.

Muscular Strength

Our ability to exert force during an activity

Flexibility/Mobility

The range of motion around our joints

Muscular Endurance

The ability of our muscles to continue to perform an activity without fatiguing.

Body Composition

The amount of body fat, muscle, bone and other tissues that make up our body

Our monthly and weekly testing will focus on improving the components of fitness.

MONTHLY BASELINE TEST / RETEST

EYFS	KS1	Y3/4	Y5/6
Standing Long Jump	Standing Long Jump	50m Shuttle Run	Bleep Test
Speed Bounce	Speed Bounce	Illinois Agility Test	Illinois Agility Test
10m Shuttle Run	Step Up Test	1/2 Cooper Test	Cooper Test
Bean Bag Throw	25m Shuttle Run	Sit & Reach	Sit & Reach

WEEKLY SESSIONS

Sessions will minimise the use of equipment whilst maintaining social distancing. Any equipment will be limited and will be easily cleaned at the end of each session. All schools within WPT will follow the COVID-19: national guidance for physical educational and physical activity guidance.

Week 1 will consist of staff explaining the curriculum including how to perform the exercises safely and expectations around behaviour / social distancing. See below the different age appropriate activities to help pupils improve their components of fitness and in turn improve their monthly test score. These activities can be set up as a circuit, with each week students tracking a different exercise e.g. In Y5/6 the week 2 focus may be burpees; students would set a baseline score on Monday and track scores until Friday.

WEEKLY ACTIVITY TRACKING 'I CAN...'			
EYFS	KS1	Y3/4	Y5/6
Arm Circles	Arm Circles	Sit Ups	Sit Ups
Star Jumps	Star Jumps	Chair Push Ups	Push Ups
Speed Bounce (Modified)	Speed Bounce (Modified)	Burpees	Burpees
Step Ups	Step Ups	Shuttle Run	Shuttle Run
Tuck Jumps	Tuck Jumps	Burpees	Burpees
Chair Squat	Reach and Squat	Squats	Jump Squats
Side Steps	Shuttle Run	Speed Bounce	Speed Bounce
Jogging on the spot	Hop Scotch	Lunges	Lunges
Hop Scotch	Throw and Catch (Individual)	Step Ups	Step Ups
Throw and Catch (Individual)	Bear Crawl	Mountain Climbers	Mountain Climbers
Bean Bag Throw	Tennis Ball Throw	Star Jumps	Skipping
Long Jump	Long Jump	Hip Raises	The Plank

Example Y5/6 record card and attainment levels:

WEEK	I CAN DO...				
	Monday	Tuesday	Wednesday	Thursday	Friday
1. Push Ups					
2. Sit Ups					
3. Burpees					

LEVEL	SIT UPS (30 SECONDS)
Bronze	15
Silver	25
Gold	35
Platinum (Improve 1st recorded score by)	10

Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. Where staff need to move between classes and year groups, they should try and keep their distance from students and other staff as much as they can, ideally 2 metres from other adults. Although we recognise this is not likely to be possible with younger children, staff in schools can still work across groups if that is needed to enable a full educational offer.

13.0

FOUNDATION SUBJECTS AND THE RECOVERY CURRICULUM

Our recovery curriculum for foundation subjects confirms to the curriculum principles outlined above, including the following specialist advice:

- Avoid re-teaching previous work but do revisit, practice and refresh
- Do start the curriculum where the pupils should be
- Don't let tests drive the curriculum

WPT schools will resume a full range of curriculum subjects. Foundation subjects will remain as timetabled and apportioned (time-wise), as we recognise that at primary level children's success in core subjects is often driven by the vehicles of other subjects and specialisms to inspire, excite and draw out the best in them. They learn through a multi-phasic and multi-disciplinary approach best.

Wherever possible staff will stay in their own classrooms and zones. However, all teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. A comprehensive review of the timetable means this movement should be kept to a minimum.

Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.

Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff.

14.0

PHSE RECOVERY CURRICULUM

Addressing many of the common mental health and emotional wellbeing needs of students could be incorporated into whole setting opportunities, such as PSHE, assemblies, open door policies, safe/calm spaces, regular class room check-in circles and dedicated mental health and emotional wellbeing sessions. Members of staff are not expected to become mental health or emotional wellbeing experts, however modelling exemplary behaviours and values will have a high impact on how well students and colleagues can adapt to this unique time in history.

Schools will follow the Jigsaw Recovery Package, which clearly identifies which Jigsaw lessons could offer support for specific topics related to returning to school. These include an assembly acknowledging the Covid situation, drawing out the positive themes from it e.g. community spirit, helping others, Colonel Tom, NHS, etc. and supporting British Values and togetherness and the following lesson plans.

- Welcome back to school including a temporary Jigsaw Charter to support respect for personal space (social distancing), hygiene, etc.
- Belonging and feeling safe at school
- Reconnecting with friends at school
- The Coronavirus explained and keeping safe and well
- Managing worries, fears and anxieties
- Being positive and looking forward to learning
- Gratitude and appreciation
- Loss and bereavement

15.0

EYFS RECOVERY CURRICULUM

EYFS / BEGINNING YEAR 1

Many children will return to Year 1 in September having missed out on almost half a year of Early Years education. Most EYFS settings spend the summer term preparing children so that they are ready for Year 1, providing a more structured approach. This year will be different.

In order to meet the needs of the Year 1 classes, teachers should, where appropriate, provide an Early Years approach to the setting up of classrooms and provision areas. If practitioners feel it is viable to do so, they should provide areas of interest on table tops so that children have practical play activities to be immersed in rather than following the 'teach from the front' approach.

In order for this to happen, staff MUST ensure all equipment and resources are cleaned meticulously at the end of each session.

Teachers will then plan for the needs of the cohort and move onto the more formal approach when the children are ready. Staff should plan for and set up, wherever possible, activities around Small World, Role Play, Block play, Construction and Workshop, following the EYFS guidelines stated below.

FOUNDATION STAGE 1

A SENSE OF CONTROL - HOW CHILDREN WILL GAIN REASSURANCE AND UNDERSTANDING

Early Years practitioners will primarily provide reassurance and enable children to gain a sense of control during what could be a confusing and scary time for the youngest children in school. For the majority of children, this will be the first time they have left their family. They will have inevitably heard and seen news, which they probably do not fully understand.

Practitioners will enable children to feel in control and understand what is happening around them in a range of ways. Role Play and story time are two key areas of provision which will enable practitioners to focus in on the personal, social and emotional health of each child. For example, practitioners will set up:

BOOK AREAS

Practitioners will share stories about friendship and kindness. They will encourage children to listen quietly to the spoken word. Some books may be provided with explicit reference to the pandemic, and others to explore the feeling of isolation and what it is like to have to stay at home. Books will not be shared at home until at least November. Stories will provide reassurance that life will be OK and that no matter what happens, we will keep them safe.

- What is Social Distancing? A children's guide by Lindsey Coker Luckey
- Pete Stays Home by Karra McFarlane and Kim Hankinson
- Little Unicorn Stuck at Home by Melissa Spencer

ROLE PLAY NURSING STATIONS

Doctors and nurses role play is an area that the children will often turn to naturally but more so now because they have seen and heard so much about them recently. Children will have gone out and seen their neighbours clapping for the NHS and other key workers every Thursday and have seen these people being put on a pedestal, including some of their parents, and they may aspire to be like them.

Images of people wearing masks and gloves etc. should be placed and talked about so that children do not feel afraid when they inevitably see this in society. No dressing up outfits can be used, nor any equipment which could transfer germs child to child such as pretend thermometers.

CIRCLE TIMES

Practitioners will encourage parents and carers to share photos from home of family members and the things that makes their child happy. These will be talked about in small groups to enable each child to feel valued and indeed unique. Happy and sad mats will be used to encourage students to talk about their emotions.

CONTINUOUS PROVISION

Practitioners will set up a classroom which contains all aspects of continuous provision other than atelier, sand and water. Water provision will be accessed on a large scale outside. The key will be to clean thoroughly at the end of each session. Play dough plays a huge part in developing children's fine motor skills and practitioners will provide children with individual pots, used only by them. All dressing up clothes within role play will be removed until November 2020.

TIME TO TALK AND TIME TO LISTEN

Children will be listened to. Practitioners are aware that the youngest children may have delayed speech. Daily songs and Rhyme Time will enable children to start to hear and explore different words and in different contexts. Children will listen to environmental sounds and sometimes have time to just sit quietly and listen to birdsong - proven to improve mental well-being.

PLAYING GAMES

Practitioners will encourage children to take part in small group games that involve waiting your turn. This will be the biggest learning curve for some children having been used to one to one attention for so long. Playing games will form a large part of the day both inside and outside as practitioners forge relationships with each child.

FINE MOTOR SKILLS

New outdoor learning spaces will enable all children to climb safely and build up their core muscles. Climbing walls and balancing ropes will develop hand/eye coordination as well as the muscles needed to hold a pencil. Practitioners will promote the use of these in the first instance before focusing on handling tools etc.

GERM-FREE

REINFORCING HYGIENE AND HAND-WASHING ROUTINES IN BOTH FS1 AND FS2

Practitioners will enable children to become skilled in effective hand-washing through constant modelling and guided use of anti-bacterial hand gel throughout the session. It must be planned into the daily routine.

DAILY OBSERVATIONS AND ASSESSMENTS

Practitioners will not be expected to conduct daily observations and assessments in the first instance. Time and energy should be spent on giving attention to each child - playing with them, talking to them, listening to them. Of course we will need a starting point but forming this judgment should not be detrimental to the wellbeing needs of the child.

FOUNDATION STAGE 2

PLANNING WHAT CHILDREN SHOULD LEARN AND HOW TO ADAPT THE EYFS

The priorities at this time are helping young children to adapt to their new routines and supporting children to settle back into the setting, especially where there have been staffing changes. Most children will have missed out on at least half of their nursery/pre-school year. Early Years Practitioners will focus on:

ROUTINES

Enabling children to feel safe in following a familiar daily routine with a set pattern

EARLY LANGUAGE AND COMMUNICATION SKILLS

Encouraging children to listen to the spoken word through daily songs and Rhyme Time. Circle time and small group time will be used to talk about child initiated ideas and themes. Hearing and saying and using new words through topics will be a priority – for example most children will be outside a lot in September – practitioners will encourage children to learn vocabulary relating to wildlife and plants.

PHYSICAL DEVELOPMENT

Children who have had limited opportunities for exercise during lockdown will be encouraged to exert themselves physically. The new outdoor learning spaces and climbing zones provided by WPT will promote this. Practitioners will encourage daily racing games as well as those which involve specific small skills (developing hand/eye coordination etc).

EARLY READING AND SYSTEMATIC SYNTHETIC PHONICS

Children will be read to. They will share books for enjoyment. Home/school booklets will explain to parents the approach the school has to teaching phonics and reading. Children will take part in daily phonics sessions, bespoke to their understanding (grouped). Children will share books in zones. Books will not be shared at home until at least November. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.

CONTINUOUS PROVISION

Early Years Settings should use reasonable endeavours to deliver the EYFS learning and development requirements as far as possible in the current circumstances, as set out in the guidance on temporary changes to the EYFS requirements in light of coronavirus. This will mean that children, once emotionally settled, will take part in daily activities such as phonics. All areas of learning will be planned for although there will be no requirement for daily observations as practitioners will be focusing all of their time and energy on getting to know their children in the first instance. All continuous provision will be in place with the exception of sand and water. Play dough will be provided as a focused and guided activity (dough disco) where each child will have their own labelled tub.

All equipment will be thoroughly cleaned at the end of each session. Equipment and resources which are not washable will not be used.

Safety checks will take place in all Early Years settings to ensure equipment meets the requirements as outlined in the Risk Assessment. Atelier may not be used in the first few weeks until a review of materials has been completed. Role Play may be used as long as all equipment can be thoroughly cleaned. Practitioners must use their common sense when enhancing Role Play areas – e.g. Nursing Station should not contain face masks/ thermometers.

FINE MOTOR SKILLS

Practitioners will be provided daily access to activities which involve threading, using scissors and other tools as well as mark making equipment. Dough disco and finger gym activities will be guided and planned for in order to develop children's fine motor skills.

RECEPTION BASELINE ASSESSMENT

This will take place during the second half of the Autumn term following receipt and familiarisation of DfE materials. All practitioners will have had a full half term to get to know each individual fully by then - this eases pressure on staff to have it completed within the first six weeks, which was the original plan.

SAFEGUARDING MEASURES

During the pandemic, some children may have been trapped in homes with substance and alcohol abuse, neglect and physical abuse. Practitioners will need to look out for signs of regression within children, for example, a return to earlier soothing methods such as thumb or finger sucking, and seeking close proximity to their parents and carers. Although practitioners are no longer able to greet children with a hug, they will be on hand to offer comfort when needed.

SUPPORTING WELLBEING AND LEARNING POST-LOCKDOWN

Our youngest children especially need a safe, secure space to process the traumas and challenges they have faced. Practitioners will set up safe spaces and calm quiet areas where children are able to reflect and just be themselves. Continuing to focus on the core principals and characteristics of effective learning which are all about meeting the needs of children is key to success. Whilst practitioners will provide daily reading, writing, maths and phonics, they must also focus on the basic skills which children may have missed out on, doing so in a fun and engaging way in order to ignite the spark for learning.

16.0

MARKING AND FEEDBACK

Marking students work will remain restricted by school risk assessments and Covid 19 guidance. Staff should minimise contact with children's work books, although students and teachers can take books and other shared resources home, Unnecessary sharing should be avoided, especially where this does not contribute to education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources. Where possible, students marking their own will be encouraged.

'Marking' also isn't the only way to support students' learning. Staff should consider the difference between marking and feedback. Feedback is still possible and remains a vital part of assessment.

Schools should prioritise giving formative feedback at the point at which it is most useful for students. Feedback opportunities should be built into the sequence of lessons at the point of planning. Staff should consider when to check for understanding and what misconceptions are likely to arise. Feedback should improve the 'learner' not the work and be transferable and actionable in the long run.

Teaching and learning are interactive and responsive teaching involves constantly interpreting the performance of pupils and tweaking the approach accordingly.

MODELLING

Marking can be avoided by modelling success and providing clear goals. Modelling of WAGOLs or the sequence of actions taken to reach an outcome, can provide clarity to students. Staff may wish to use the 'I. WE. YOU' approach. The 'I' requires the teacher to model an example and why. The 'WE' component involves co-construction through collaboration and the 'You' leads students to practice themselves.

LIVE MARKING

Where possible live marking strategies should be incorporated into the planning of lessons. Questioning should be used as a key feedback tool and AfL strategies such as the use of wipe boards and number fans should be incorporated into lessons. Staff should consider different marking aids such as checklists and feedback grids and how to make these visible without having to approach students.

GROUP WORK

Assessment based on group work will need to be reviewed to ensure it can happen safely. In other cases, group work may no longer be practical or feasible, or may need some modification. Depending on the work it may be possible for students to still work together remotely, using collaborative technology such as Google Docs.

Any equipment used should be in accordance with the school risk assessments and Covid-19 guidance.

17.0

SCHOOL DISCIPLINE POLICY

The school behaviour policy will be adapted in line with the most recent DfE 'behaviour principles'/guidance and will take into consideration the changes;

- Routine and expectations eg; school gates, playground, lunchtimes
- School hygiene rules
- Students moving around the school site
- Maintaining social distancing; classroom, corridors, playground
- Expectations if students feel unwell
- Use of equipment/resources
- Rules about coughing and spitting towards any other person
- Rewards and sanctions
- Use of toilets

The school discipline policy will be adjusted to ensure we abide by the measures outlined in the risk assessment. Any changes in the behaviour policy should be communicated to parents/carers and students in advance of schools re-opening.

Individual risk assessments that take into account the new circumstances will be reviewed or new ones instigated on specific students by members of the SLT. These will be judged on a case by case basis eg: students who may be prone to violence or in need of physical restraint.

Many members of staff from education settings have continued to work throughout the Coronavirus restrictions. Like the children and young people they care for they too may be experiencing loss, abuse, burn-out or other difficulties. The phased re-opening of settings will likely add to their existing emotional burdens. Senior Leadership Teams must be proactive in ensuring that mental health and emotional wellbeing is a visible priority.

The following advice should be followed by all schools:

- Regular communication of mental health information and open door policy for those who may need additional support.
- Staff encouraged to raise concerns about workload, physical teaching and the continuation of online student learning for those students who have not returned to school.
- Staff encouraged to raise concerns about students and staff failing to comply with all elements the adopted risk assessment.

The Trust has a number of support options available to all staff and families through the Westfield Health scheme including;

- The Big White Wall
- 24 hour advice and information line
- Access to a 1:1 counselling service
- 24 hour telephone or web based GP consultation

www.westfieldhealth.com

What individuals can do to look after themselves:

- Take time out to get sufficient sleep and rest, relax and eat regularly and healthily, staying well hydrated.
- Talk to people you trust and allow yourself to be comforted.
- Reduce outside demands and avoid taking on additional responsibilities.
- Spend time in a place where you feel safe and calm to reflect on what's happened over the course of the day/week. Acknowledge and allow feelings during this reflective time.
- Try to reduce your time spent looking at the news from media outlets and social media. Try scheduling 'digital power off' times, especially before bed.
- Use relaxation strategies e.g. slow breathing, self-talk or mindfulness
- Create a wellbeing planning tool for yourself, including knowing where to get outside support from if needed (Local Offer websites can inform this):

USEFUL LINKS FOR STAFF WELLBEING

- Mentally Healthy Schools: Staff Wellbeing
- Anna Freud: Looking after each other and ourselves and Anna Freud: Supporting staff wellbeing in schools
- Mind: Five ways to wellbeing
- Education Support
- MindEd: CBT Art Workbook for Managing Stress

Appendix A

Plans for 2020/21 National Curriculum Assessments

The Department for Education (DfE) has published guidance to help schools prepare for the next academic year. Our intention is for the early years foundation stage (EYFS) profile and all existing statutory key stage 1 and 2 assessments to return in 2020/21, following their usual timetable. This includes the:

- End of key stage 1 and key stage 2 assessments (including tests and teacher assessment)
- Phonics screening check
- Year 4 multiplication tables check
- Statutory trialling

We recognise that pupils will have missed a critical period of their learning due to partial school closures in the 2019/20 academic year. It is vital that we know the impact of coronavirus (COVID-19) on this cohort of pupils nationally and can give support to schools that need it the most.

Information: administering the phonics screening check to incoming year 2 pupils

Cancellation of the phonics screening check in June 2020 means incoming year 2 pupils did not take the check in year 1. This means that under the existing arrangements, all year 2 pupils would have been required to take the statutory check in June 2021.

Our current proposal, subject to the necessary legislation being made, is that (for 2020/21 only) schools will administer a past version of the check to year 2 pupils during the second half of the 2020 autumn term. Year 2 pupils who meet the expected standard in the autumn check will not be required to complete any further statutory assessments in phonics. Year 2 pupils who do not meet the expected standard in the autumn check will be expected to take the statutory check in June 2021.

Our proposal is that:

- Schools will have flexibility to decide when they administer the check within the second half of the 2020 autumn term
- Schools can choose which version of the check they use from the past materials already published on GOV.UK
- Schools will be required to report their year 2 pupils' check scores to their local authority and local authorities will then submit this data to the DfE (this will mirror the existing data collection process, in order to minimise change for schools and local authorities, and will take place in December 2020 and January 2021)
- The data will only be used to determine which year 2 pupils have not met the expected standard in phonics and are expected to take the statutory check in June 2021 (alongside year 1 pupils)
- The data from the autumn 2020 check will not be added to Analyse School Performance, but schools should use the assessment outcomes to help inform their own teaching and support to pupils

Incoming year 3 pupils, who were due to take the statutory check in June 2020 are not required to take the autumn check. Schools are expected to maintain a programme of support for these pupils, which should be informed by formative assessment.

Further guidance will be published in September 2020.

Information: implementation of the engagement model

The engagement model is the new assessment (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study. We published the engagement model guidance in March 2020 and intended that it would become statutory from September 2020.

Following the disruption caused by coronavirus, we recognise that some schools may not have had the opportunity to engage with the guidance and training opportunities, and as a result may be less prepared to implement the engagement model. Therefore, the 2020/21 academic year will be a transitional year (subject to the necessary legislation being made) where schools will have the time to prepare for, and start embedding, the engagement model by:

- Identifying the relevant cohort of pupils
- Using the engagement areas to observe and assess the level of engagement for individual pupils
- Evaluating the curriculum

We will also use a flexible approach for the submission of teacher assessment outcomes at the end of key stages 1 and 2. Schools that have used the engagement model will be able to report against it, and schools that need more time to implement this change will continue to have the option to assess against P scales 1 to 4, for one final year.

We expect the engagement model to become statutory from September 2021.

Information about engagement model training events can be requested by contacting the lead in your region. Further guidance on the transitional year will be published in September 2020.

Information: EYFS reforms

The government's response to the EYFS reforms consultation confirmed that the EYFS reforms early adopter year will be going ahead for primary and infant schools that choose to participate. All schools that had previously signed up to become early adopters were contacted on 6 July 2020 to confirm participation.

Schools that do not choose to be early adopters of the EYFS reforms, along with all other early years providers, must continue to follow the current 2017 EYFS framework in the 2020/21 academic year.

For further information on the EYFS early adopter year, please email EYFSReforms.EarlyAdopters@education.gov.uk.

For general enquiries about the EYFS, please contact the DfE on 0370 000 2288 or at www.gov.uk/contact-dfe.

Reminder: reception baseline assessment early adopter year

The statutory introduction of the reception baseline assessment (RBA) has been postponed until September 2021. Instead, schools have the flexibility to opt into the RBA early adopter year in 2020/21. Details of how to register were emailed to schools on 25 June 2020.

For further information, please contact the RBA helpline on 0330 088 4171 or via email atreceptionbaseline@nfer.ac.uk.

