

Recovery Principle	Objective	Actions	Cost implications	Success criteria	RAG
<p>Creating a safe environment for all</p>	<p>To ensure that all members of the school community feel safe and reassured (as much as they can be) about Holy Trinity’s approach to the full reopening of the school.</p>	<p>The SMT and Governing Body monitor, review and regularly update the Covid-19 Risk Assessment in light of Government, DfE and Public Health England (South West) guidance and communicate to all relevant stakeholders.</p>	<p>Cleaning materials Additional mid-day cleaning 1hr per day £47.15 p/week</p>	<p>The Covid-19 Risk Assessment reflects current guidance and is a dynamic document that evolves through an unpredictable and ever-changing situation.</p> <p>Staff and children are aware of how to behave safely, so that we keep each other safe.</p> <p>Updated (in light of Covid-19) Behaviour Policy shared and agreed by staff and governors (published on the school website)</p>	
		<p>All staff to talk to the children about the measures required to keep them all safe.</p>			
		<p>Re-establish boundaries and expectations regarding acceptable behaviour, this will include unhygienic behaviour and malicious, deliberate acts of transmission being treated with the utmost seriousness.</p>			
<p>Supporting mental health and wellbeing</p>	<p>To ensure that children feel supported. To rebuild the relationships between school and home.</p>	<p>The Staff will monitor children’s well-being through a periodic rag rating system which assesses their readiness to learn.</p>	<p>Reflected in the Provision map Sept 2020</p>	<p>Children feel happy to come to school and confident to talk about how they are feeling and use some strategies to help them to feel good about themselves.</p>	
		<p>Bespoke pastoral and in-class support are given to children and groups who require it.</p>			
		<p>Parents and children are signposted to other forms of support through LA communication and links from school website.</p>	<p>Wellbeing Toolkit £110</p>	<p>All staff understand that anxiety is a block to learning and that an ‘anxious child is not a learning child.’</p>	
		<p>Giving the children planned opportunities to talk and to discuss their feelings through well-designed Collective Worship, PSHE and RE curricula.</p>	<p>Bespoke Pastoral 1:1 £2835</p>		
		<p>Ensure that ‘enjoyment’ and ‘engagement’ are central to curriculum planning and delivery.</p>			

	To ensure that adults feel supported	Mental and wellbeing as an agenda item on every staff and teaching assistant meeting.		Staff feel happy in the current situation and feel that the school is managing the best it can under the current restrictions.	
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Re-energising learners, their parents and staff	To reopen the school in July, so that the children’s worries about September and meeting their new class teacher are alleviated.	In consultation with staff, governors and parents the school was reopened to Reception, Year 1, Year 2 , Year 3, Year 4 and Year 5 children in July, so that each child has the opportunity to spend three days with their new class teacher in the <i>updated</i> school environment.	£900	All children feel happy about coming back to school and can look forward to September without feeling worried (having had nearly six months away from the school site). The process of rebuilding starts before the summer.	
	To reintroduce Building Learning Power and its focus on learning to learn.	All adults talk to children about learning to learn, this will include buying resources related to ‘learning to learn’ for our newest teachers and making resources available to staff as part of a ‘staff library’ housed in the staff room. Learning power will form action research opportunities for the teaching staff.	£200	Building Learning Power is re-established as an integral part of the school’s day-to-day practice. The school continues to be an active community of learners. Action research findings to be discussed and shared by teachers.	
	To re-build children’s enthusiasm for learning.	Balance the need for children to experience rapid initial success to build up their confidence with planning ‘potholes’ in their learning to challenge them.		Children to enjoy the rigours of a broad and balanced curriculum in which they reach their full potential	
	To re-engage parents as partners in their child’s development.	Provide additional parent sessions (when the guidance allows) demonstrating the aspects of the curriculum and how they can support their child - particularly our newest parents (2020-21 Reception cohort).	£200	Parents feel more equipped to support their child if the school goes into another lockdown.	

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		Reassure parents that they did a good job during lockdown and endeavour to prepare them as best as we can for a potential further lockdown		Parents feel more confident in the potential role as class teacher, if another lockdown occurs.	
	To re-engage all staff by making the recovery curriculum part of every staff meeting.	Staff to discuss how the recovery plan is working and suggest adaptations after looking for cohort, key stage and whole school trends		The ongoing adaptation of a Recovery Plan that reflects current practice which leads to greater progress.	
Identifying gaps and setting goals	To re-emphasise the importance of deep learning, rather than skating over the curriculum to satisfy coverage.	All adults to assess where the children are and what they need next. This will include designing a bespoke curriculum for each class in which they are given time to spend longer on aspects that they find difficult and shorter periods of time on areas that they are comfortable with.		At the end of the year, the curriculum will not have been 'caught up', but the receiving teacher will know where the children are so that the Recovery Curriculum 2021-22 can be redesigned.	
	To continue to give the children high quality feedback to enhance learning and progress.	Adults to 'mark at the point of recording' wherever possible, this includes oral feedback, so that marking has relevance and the children can be given time to refine their responses.		No time is wasted! - All staff know what the children can do and what they need next.	
	To assess children's progress since lockdown	Focus on talk and debate – give children opportunities to collaborate and safely interact with others. Give children thinking and reflection time. Insist on children responding in full sentences in both speech and when recording.	£200	Children rediscover their confidence in speaking and listening to others and value others' opinions.	

	To support the bespoke needs of children with SEN (please refer to the school's provision maps)	SENCo to produce a provision map that adapts and responds to the children's needs as they return in September. This will be supported by the Wiltshire Educational Psychology Service.	£350	To ensure that children with additional needs have plans in place that positively impact on their learning.	
	To use Coronavirus catch-up premium to release a teacher to do reading recovery sessions three afternoons a week	Three children for up to 20 weeks (normally 10 on average) 1:1 reading and writing support three times a week (between the ages of 5:9 to 6:3). Teaching Assistants to observe to develop their practice and use this in their own class bases	£8700	Children to make at least two book bands progress over the duration of the programme.	
	To improve and develop children's speech and communication.	Holy Trinity to join Wiltshire's Oracy Project The project will involve schools, teachers and leaders working with experts in their field to develop and promote clear approaches, strategies and systems that promote oracy. Content will include developing an understanding of the whole school approach to oracy, its impact, the place of oracy during schools' recovery phase, practical application and strategies across the curriculum, CPD models dialogic talk and vocabulary development and parental engagement and involvement. Initial sessions will be for headteachers, Chairs of Governors and an identified oracy lead. The oracy lead then becomes trained to deliver and drive forward the programme back in school. Material can be shared within the participating school, including with Governors, to ensure sustained impact.	The cost per school £300.	This programme with help build a professional community of oracy leads in order to sustain the impact of this project in the long term. Phase One (Autumn) will consist of 8 pre-recorded webinars and 4 live webinars; Phase Two (Spring), 3 full-days face-to-face. At the end of the project, each school will gain accreditation as an 'Oracy School'.	
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Prioritising the Curriculum 'The curriculum is the servant of the child, not its master' - Barry Carpenter	To continue to maintain flexibility and maximise learning time.	Work out which approach best suits your class (here are two examples): The traditional five Lessons a day will need to change. Plan to teach Maths and English across the morning to ensure that teaching time has maximum impact and children have opportunities to write for extended periods of time and have time to embed their maths. This will be mirrored in the afternoon for foundation subjects.		Learning has been well-crafted and designed to meet the needs of my class.	

		Children <i>may</i> need short bursts of teaching and learning. The class needs to build up their learning stamina as they are unable to concentrate for sustained periods of time.*		<i>*Please note: the approach will vary due to the time of the day and curriculum area.</i>	
	To redesign the curriculum for cohorts that best meet their needs following the lockdown.	Class teachers and subject leaders to work together to ensure that each class are working on the curriculum priorities that the children need. Children are given opportunities to reconnect with Building Learning Power, not just praised for managing distractions.		Children are given time to work on identified weaknesses and given less time on areas of the curriculum that they find more straightforward.	
	To quickly assess and plan from the children's September starting points (this cannot be done before September)	Teachers to plan from where the children are in September, this will be communicated in staff meetings so that everyone feels supported. Expectations need to be high, so that there is no wasted time working on the previous year's objectives if this is not needed.		Teachers able to plot a route through any gaps in the children's learning.	
Supporting home learning	To assess the home-learning experienced by pupils during the lockdown and the potential for future home-learning	JB to produce a questionnaire for parents, to ascertain availability of on-line devices for future home-learning.		Analysis of questionnaire to give a clear indication of future accessibility to on-line learning	
	To choose a platform from which home-learning can be quickly accessed when needed (E.g. if a class needs to self-isolate due to a child in that class testing positive for Covid 19)	JR and JB to investigate different platforms – e.g. Seesaw, Teams, Purple Mash, Dojo (GS, JB, JR, LC (ICT Lead)). Plan a strategy for using a preferred provider - analyse cost, sustainability in a post covid world, Share and discuss with class teachers in staff meetings. The school is going to use 'SeeSaw' -this will include in class sessions and home learning if the school has to undertake a partial or full lockdown.	Seesaw £900 Purple Mash £950 inc £150 start-up costs	A home-learning platform which meets our needs will be chosen that also meets a sustainability model (so if there is not a full or partial lockdown, the school can still use the platform to deliver improved outcomes for children).	

	Once a platform has been chosen, teachers to be confident in its use	Teachers to become familiar with the platform and introduce it to the children in their class – Children to use it in school as appropriate and in preparation for use at home.		Teachers and children to be confident in use of the platform to ensure a smooth transition to home-learning, as and when necessary.	
	To create a bespoke home learning package that ensures that children without <i>ready</i> access to a digital device are still able to learn remotely.	JR and JB to create a home learning strategy that takes into account the learning styles of the children in our care and their access to digital devices. In case of a partial or full lockdown, class teachers will supply lessons in English, Mathematics and a foundation subject each day. Children will be expected to read each day.	£500	All children to be able to learn remotely if a full or partial lockdown occurs at Holy Trinity.	
Additional action relevant to school need.					

Covid Catch-Up Premium £11,438.75