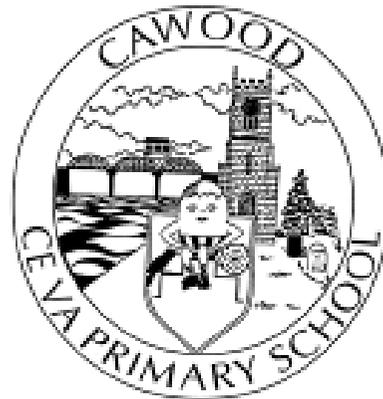


Cawood CE Primary

Stepping forward together

Perseverance, Friendship, Thankfulness, Wisdom



**Recovery Strategy
2020 -2021**

Rationale.

Why do we need a recovery plan?

There is big concern for the development of young children's language skills and the negative impact the school closure has had on particularly early years, foundation stage 1 (nursery), foundation stage 2 (reception) and key stage 1. Years 1 and 2.

The return of the children in March has been an incredible lift to the school, the parents and the community as a whole. Teachers during the period of school closure have supported the children's learning in an incredible and heroic way in checking in on the pupils every day through an informal register (sometimes taking the form of a question and a quiz) and providing a blend of learning opportunities through Google classroom, The Oak Academy (tapestry for foundation stage 2 - reception); one to one support where this has been needed; dedicated email and telephone support. The school has been constant and unwavering in its support of the children, their welfare and learning. Since the children have returned to school in March teachers have assessed the children through their responsive teaching, ongoing test such as reading comprehension tests, maths reviews and spelling tests as well as more formal assessments.

General findings

- Parents have done an incredible job in supporting their child/children during a second period of school closure.
- Younger children's learning (F1 and F2) seems to have been the most and worst affected.
- The Nursery 2 (N2) children have been in school throughout the second period of school closure and most of the children should be at ARE when they move into reception. These children have been able to continue attending the nursery. N1 children who have not been able to have interaction with other children at toddler groups are showing that they have been affected by a reduced or lack of interaction.
- Some children, particularly those who have followed the online lessons (KS2) have done better than expected and have returned to school at a level as expected or better than expected.

This is the case for more-able children who have displayed confident learning and independence in the classroom. Their independence has helped them if parents have been busy working and they have been able to complete learning tasks to a high standard and respond positively to the teacher's feedback and comments. Children may also have been very well supported by parent's which has given them confidence in their learning and their ability to have a go and pursue learning, even when it has been hard at times.)

- The school closure from March to July (the Summer of 2020) is seen to be having a negative impact on learning across the school in all year groups. It is difficult to quantify this. This is because during the Summer term teachers know the children really well and they would normally give excellent teaching to consolidate learning and to move them onto the next level. As this term has progressed, children have not had the consolidation of some key skills and concepts. The consequence of this is that some learning hasn't *stuck* with some children. Teachers are therefore having to cover key learning points from the previous year as well as push on with the curriculum of the year in hand. One example of this would be teaching number bonds to 50, 100 whilst moving into column addition. The difficulty we face as a school is that we have formulated an excellent mastery approach to teaching and learning where all children make progress and all children move through the curriculum at broadly the same speed. The teachers in the main have concentrated on all children engaging in sequences of outstanding practice build on prior attainment knowledge and skills. Differentiation within the lesson has not been the norm and children have been given extra help with one to one support and additional guided practise to keep up with their peers. The difficulties we face in our approach is this:-

1. Children are now at different stages of learning within each of the year groups. Teaching staff will have to alter their methodology to incorporate some differentiation. Clearly, some children are engaging fully in the lesson and reaching the learning object, some children are not.
2. We are still working under government restrictions so that desks are facing the front. This format of teaching, in the main is incompatible with teaching with differentiation and focusing on small groups and individuals.

- **In short – there is a mis-match between the style of teaching and the needs of the children in considering their stage of development, the learning style and progress.**

Further research and a wider nation perspective.

There is growing evidence that the past year of lockdowns has had an impact on young children's language skills, according to research. Data from 50,000 pupils and a survey of schools across England have shown an increased number of four- and five year-olds needing help with language. The Education Endowment Foundation (EEF) research suggests the measures taken to combat the pandemic have deprived the youngest children of social contact and experiences essential for increasing vocabulary. Less or no contact with grandparents, social distancing, no play dates, and the wearing of face coverings in public have left children less exposed to conversations and everyday experiences. Of 58 primary schools surveyed across England:

- 76% said pupils starting school in September 2020 needed more support with communication than in previous years
 - 96% they were concerned about pupils' speech-and-language development.
 - And 56% of parents were concerned about their child starting at school following the lockdown in the spring and summer.
 - More than three-quarters of schools have reported that children who started Reception in autumn 2020 after the first Covid lockdown have needed more support than pupils in previous cohorts.
- In 44 out of 58 schools surveyed, pupils were seen as needing more help to adjust to the start of school.

What we have found in school

Areas of concern to focus additional resources:

1. Early years Nursery, reception and Y1 reading, writing and maths.
2. Year 4 reading, writing and maths.

Further considerations and concerns for the children during the period of school closure:-

Children may have:

- lost touch with friends;
- missed opportunities, such as residential trips or end of year celebrations;
- missed out on a daily routine and structure;
- received little or no educational support during school closures;
- found school closures traumatic and worried they may happen again;
- lost the independence they previously had (particularly older pupils);
- experienced the loss of a family member or someone close, due to the disease;
- had a positive experience at home with family so adjusting to a return to school routine where they will be away from their parents, may prove difficult

How is the school addressing these concerns

- a) with children in nearly all areas and in all year groups showing regression in skills and learning?
- b) The children's happiness, mental health and wellbeing?

The school has formulated a three tiered strategy based on the school's findings (as above and the research of the Education Endowment Foundation (EEF) This is a 3 tiered approach:

Tier 1 – Outstanding teaching

- The school maintains the whole school focus on outstanding teaching.
- **Early years** focus on play - interaction and communication. Children playing and learning together in areas where they have missed out such as sand and water: small world, following sequences, taking turns, sharing. [Communication and interaction] Working together, building confidence and resilience; questioning, hypothesising, questioning; outdoor learning – forest schools. Intensive phonics and reading. Supported by extra HLTA hours. There are 2 qualified teachers in reception (F1) and children are supported with TA support and additional help. From May an additional student from Huddersfield University will also join the Early year's team.

➤ **Reading**

In some ways this is no different than before with a whole school emphasis on the importance of reading and reading for enjoyment. As mentioned – an intensive approach to the teaching of reading and phonics in early year's bases on the school's RWI approach. Some children have 1:1 reading intervention on a daily basis to improve their reading and comprehension. In early years, the areas of learning are in place to encourage interaction, interest and to challenge the children.

➤ **Writing**

A whole school approach to the teaching of writing based on the work of Jane Considine.

Key stage 1 basing their writing on a visual map and structuring sentences based on the exploration the elements and points of a story. An emphasis on structured teaching and learning where writing in sentences, capital letters and full stops are crafted and modelled and reinforced. An unrelenting approach to the teaching of writing to improve spelling, punctuation and constructing sentences.

Key stage 2 to focus on the three zones of writing: the *fantastic*, the *grammaristic* and the *boomtastic*. Key stage 2 have an unrelenting drive for children to learn and know about the grammar of writing – sentences, punctuation, word classes, phrases and clauses. There will be a sharp focus on the ideas of writing and especially, the techniques of writing to communicate ideas accurately in written form.

Testing is an important part of this approach. Teachers will continue to use tests such as spelling tests, reading and comprehension test and writing tasks to inform their teaching and to support the child in their acquisition and development of writing and literacy skills. The end of term summative tests will also be used alongside teacher assessments to see how much progress the children have made over the course of a term and the year.

➤ **Maths**

A return to single year group maths teaching as soon as possible. Extra 1:1 support in the afternoon for children who need extra support. The Maths lead gave additional CPD to all TAs during the school closure to add extra capacity to support children on their return to school. The maths lead is an active member of the TRG group.

A clear focus on the year group maths learning objective whilst going over areas of learning for consolidation. The outstanding student who worked with us throughout the school closure has agreed to work with us during the Summer to complete a further placement. This also provides extra capacity to support groups and individuals of children where this is possible.

Tier 2 – Support for individuals and groups

The school recognises the importance of 1:1 support for some individuals as well as group support. There is an increase in TA hours and HLTA hours. Support for individuals is given in a lesson and at other times such as in an afternoon to help the children in developing their skills and understanding. As mentioned, it is hard for teaching staff and TA to offer this approach in its entirety due to the covid restriction on bubbles.

Tier 3 – concerns for the children’s health and well-being.

In formulating the recovery strategy we have identified 10 essential concepts and points of focus to take into serious consideration:

Safety	Trauma and grief
Space and time	Relationships and reconnection
Communication	Changes and transitions
Routines	Being active
Wellbeing	Learning and core skill

In welcoming the children back to school, the school adopted the Thrive strategy P A C E

- ▶ PACE can be used by any adult to validate, explore and understand children and young people's feelings.
- ▶ PACE stands for **P**LAYFULNESS, **A**CCEPTANCE, **C**URIOSITY, **E**MPATHY.

This model was adopted in response to the children's experiences during the period of school closure. It was felt that the children's learning and their ability to think, reason and have a go had potentially been compromised, but not beyond recovery. The children's experiences over this period varied enormously. What we have subsequently found in school, which is backed up by EEF research is that the impact of the school closure has been most keenly felt by the most vulnerable children. This strategy therefore principally answers the one main question-

How can we recover to improve the outcomes and life chances of the young children at this stage in their education and in future years.

As stated, we believe that outstanding teaching is the most important lever to support the best outcomes for the children. High quality teaching running alongside the PACE model is very much at the centre of the approach.

In September this P A C E model was introduced to all the staff:

Playfulness

An open, ready, calm, relaxed and engaged attitude adopted by all staff.

- ▶ Positive experiences allow the child to develop a feeling of self-worth.
- ▶ Feeling of relaxation
- ▶ A happy feeling
- ▶ Open and spontaneous
- ▶ Part of the attachment and play therapy
- ▶ A willingness to laugh, joke and play
- ▶ Pulls an individual out of the flight fight into frontal lobe and limbic connectio

Acceptance

Unconditionally accepting a child makes them feel secure, safe and loved.

- ▶ Instant and trust relationship
- ▶ Safety and connection
- ▶ Reassurance
- ▶ We understand and accept the child - the child's experiences
- ▶ Thoughts, beliefs, desires are not wrong

Curiosity

Without judgement children become aware of their inner life

- ▶ Significant as a hallmark of social engagement.
- ▶ Pulls an individual out of fear or anger – exploration of new possibilities
- ▶ Decreases stress.
- ▶ I wonder why?

Empathy

A sense of compassion for the child and their feelings

- ▶ Relationships
- ▶ It communicates acceptance
- ▶ Someone understands and cares about me
- ▶ Creates a context for safety and understanding
- ▶ trust

Sport and active learning

Children have not had their usual exposure to playing sports and being active. Children's fitness levels may have dropped and children haven't been able to enjoy competing against each other.

We actively encourage all children to participate in games/sport and pe.

- Club Doncaster continue to support the sport in school
- There are 4 after school sports club run by Club Doncaster each week.
- Children take part in a run / golden mile most days
- There is a health and wellbeing week (3 days) planned for June

Gardening

The staff have prepared the garden plots so that the children can enjoy gardening outside.