



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

Gilberdyke Primary School



Priority 1 - Overarching Trust COVID recovery Priorities

Curriculum, behaviour and pastoral support

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

School Operations

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

Additional Funding

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

Focus Priority 2: Leadership and Management

Further improve the quality of subject leadership by:

- Increasing subject knowledge so that leaders become in-house experts
- Ensuring that they can make accurate judgements
- Developing their leadership skills so that they can effectively drive improvements forward
- Having an overview of the whole school sequence and progression for their subject

Focus Priority 3: Quality of Teaching

Deepen class teacher’s subject knowledge and pedagogy in all curriculum areas so that;

- All pupils (including more able) know more and remember more
- In all lessons, new learning builds on prior knowledge
- Vocabulary and language acquisition are key features of learning

Focus Priority 4: Outcomes

Improve outcomes for vulnerable groups including SEND and higher attaining pupils by;

- Developing effective strategies to support individual needs and challenge all learners as part of QF classroom teaching

	<ul style="list-style-type: none"> • 3-weekly check in between phonic lead (LE) and KSI staff to discuss needs and amend groupings/provision as needed • <u>Past PSC paper to be utilized as part of initial assessment and planning for phonics catch-up</u> – week 3 and then again in week 7 (before Oct half term) <p>See <u>HCAT phonics catch-up curriculum – appendix 1</u></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • KS2 to follow HCAT catch-up reading programme – approx. 50 mins daily • Whole staff CPD – Gilberdyke reading teaching sequence with a view to adapting proportion of fluency and/or comprehension according to pupil's identified gaps • Additional daily reading session (due to reduced lunch) – 1:1 reading with adult for all pupils with fluency gaps • Audit (materials and parental views) of reading provision for purposes of specifically matching to school phonic programme, motivation, levels of interest, home reading engagement – to include e-books • KS1: Focussed daily reading session (adult reads text aloud) to focus on content domains (these pupils have no prior experience of guided reading lessons) • <u>PM Benchmark for all Y1, 2, 3 & 4 pupils where there are gaps/difficulties with fluency or teacher deems re-assessment useful to inform correct book band</u> • High quality text to be planned for and utilized as basis for non-core subjects to further rehearse purposeful reading and research skills to obtain info • <u>KS2 gaps in skills to be identified through discussion with pupils and scrutiny of their work</u> (section 3 DfE guidance) • Utilise <u>PIRA (Y4, 5)</u> to support identification of gaps if formative assessment not supporting teachers to identify specific areas of focus. Y6 use previous SATs paper – AFTER HCAT reading catch-up programme has been delivered. <u>Oct 12th-16th: Y3, 4, 5: Summer term PIRA from prev year. W/C December 14th: Y3, 4, 5 autumn term PIRA</u> <p>See <u>HCAT Reading catch-up curriculum – appendix 2</u></p> <p><u>EYFS:</u></p> <ul style="list-style-type: none"> • HCAT End of Yr Key Objectives to be utilized to support early assessment • Initial focus: routines and expectations, communication, independence in provision • Initial <u>phonics/phonological awareness assessment on-entry</u> (if applicable) • <u>Phonics assessment at end of phase 2</u> to identify future groupings and adapt <p>See <u>Gilberdyke pacing plan – appendix 3</u></p> <p><u>Year One Transition:</u></p> <ul style="list-style-type: none"> • F2 teachers to move up into Year One with the cohort for continuity (same staff who taught some of these pupils during wider re-opening in June/July too) 	<p>English leads: Lucy Everitt/Jaclyn Crossmore</p> <p>Lucy Everitt</p> <p>Jo Beeston</p>	<p>Throughout autumn</p> <p>Autumn 1</p> <p>Autumn 1</p> <p>October</p> <p>Autumn 1</p> <p>Autumn 1</p>
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	<ul style="list-style-type: none"> • <u>Baseline pupils</u> against characteristics of Effective Learning and Development Matters (including EYFSP) to identify gaps and inform provision • HCAT guidance to inform provision • Two classrooms to be used for the cohort (one for continuous provision and one for more structured learning focus opps) <p>See Gilberdyke pacing plan – appendix 3 See HCAT Year One guidance – appendix 4</p> <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Y1 – direct teaching in line with curriculum for year one – feedback and formative assessment in line with ELG for writing (autumn term initially) • Y2 – 6 follow HCAT catch up writing curriculum • Year 4 taught in year group (not their usual mixed Y3/ 4 or Y5/ 6 classes) for GPS catch up curriculum • <u>Writing assessment</u> for Y2 to Y6 following completion of HCAT catch up writing programme (w/c: 19th – 21st Oct) same genre – whole staff moderation and phase action planning <p>See HCAT writing catch-up plan – appendix 5 See HCAT Year One guidance – appendix 4</p> <p><u>Mathematics:</u></p> <ul style="list-style-type: none"> • Daily maths lesson taught to single year groups (not mixed classes) • Y1-Y6 follow Effective Maths bridging units (written using the DfE/NCETM non-statutory guidance; Ready to Progress) to ensure key/core elements of maths curriculum for previous year have been taught • Additional catch-up funding to be used for CPD from Greg Wallace, Effective Maths lead • <u>Utilise, analyse and plan from Effective Maths unit assessments</u> • Formative assessment quizzes/assessments used to inform gaps (where needed) • Additional maths short sessions in Y5/6 to plug gaps and give opps to practice key skills/fluency and learn facts OR apply skills to reasoning and problem-solving to extend understanding <p><u>Wider Curriculum:</u></p> <ul style="list-style-type: none"> • Whole school ‘reconnection curriculum’ theme (first 3 weeks) based on quality text; <i>Here We Are</i> By Oliver Jeffers to engage pupils (preliminary engagement activities planned in transition zoom calls and new class picnics in July with new teacher) – PSHE focus, classes to select mini-theme based on their interest/motivations from text • PSHCE (jigsaw) bridging and reconnection lessons taught as well as RE, PE weekly • Long term curriculum plan adapted to ensure coverage of objectives missed during partial closure • Following ‘reconnection curriculum’, follow COVID LTP for non-core ensuring less coverage of subjects but in more depth • Assess knowledge retention through subject-based application opportunity at the end of the unit <p>See Gilberdyke LTP – appendix 5 See Gilberdyke and Trust skills/knowledge progression documents – appendix 6</p>	<p>English team: Jaclyn Crossmore & Lucy Everitt</p> <p>Maths team: Olivia Rizan & Nikki Joplin</p> <p>Curriculum lead: Nikki Joplin</p>	<p>Autumn I</p> <p>October</p> <p>Autumn I</p> <p>Autumn I</p>
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<p>Have a clear plan to return to a full, broad and ambitious curriculum across all subjects.</p>	<ul style="list-style-type: none"> All subjects will return to original long - term plan by the start of summer term 2021 (ahead of Govt guidance) Additional funding to be utilised for CPD and leadership supervision to ensure rapid catch-up Guidance and expertise from HCAT SLEs utilized to support teachers in identifying gaps in knowledge and missed skills Pupils identified as under achieving in R, W, M by end autumn 2 will continue to receive additional teaching in core lessons during afternoons of spring term (rotational basis to ensure entitlement to full, broad curric) <p>See Gilberdyke LTP – appendix 5 See Gilberdyke pacing plan – appendix 3 See Gilberdyke and Trust knowledge/skills progression docs – appendix 6</p>	<p>Curriculum lead: Nikki Joplin</p>	<p>Summer I Spring I</p>
<p>Develop remote education so that it is integrated into school curriculum planning.</p>	<p>Develop remote learning to a more online approach to ensure learning opps are consistently high quality whether in school or at home – based on intelligence gathered and engagement levels during partial closure</p> <ul style="list-style-type: none"> Short-term absence (eg. <u>Awaiting test result</u>): Teachers to produce a 3 – day basic/core skills pack for core and SEND pupils that can be issued immediately to any/ all pupils All pupils to be provided with exercise book to record remote learning in Longer term absence/Tier 4 (self-isolating or partial bubble closure/local lock down): Determine what each subject will look like in terms of recorded teaching/powerpoints/use of OAK National Academy materials/phonics teaching to ensure consistency of approach All teachers to produce weekly timetable to be published on website (updated if changes to timetable occur) Survey KS2 regarding remote accessibility at home and connectivity KS2: Prepare to use Microsoft platform as main base for their remote learning – CPD for staff, all administrative work in establishing email account for pupils, staff use of Teams, functionality of teams, train KS2 pupils how to login, communicate to parents and ensure they have accessibility Purchase and prepare ‘Seesaw’ online learning journal for EYFS and KSI pupils as the communication platform for remote learning – CPD for staff, input pupil data for set up/admin, communicate to parents, ensure each parent has set up KS2: MS Teams call to remote learners every morning by staff member to intro timetable, deliver instruction for daily reading lesson, feedback from previous day’s learning Prepare pupils in class for the approach should/if they need to learn remotely following a class/bubble closure (emotional and motivational coaching for learning independently) <p>See remote learning implementation plans – appendix 7</p>	<p>Melissa Shirley Admin: Emma Johnson</p>	<p>Autumn Term</p>
<p>Have clear systems in place to identify and support pupils who display challenges in</p>	<p>Classroom/space allocation for September 2020 based on intelligence gathered during partial closure and from correspondence with families of pupils with additional needs in the build-up to full re-opening (academic, behavioural and SEMH)</p> <ul style="list-style-type: none"> Daily check-in circles with specific focus on emotional state when needed Extended work on class charters 	<p>Inclusion team: Jo Beeston, Megan Patterson, Nikki Joplin</p>	<p>Summer pre-opening</p>

<p>behaviour or require emotional support.</p>	<ul style="list-style-type: none"> • Weekly HT assembly (via Zoom/Teams) focus on behaviours/values/Rights & Responsibilities • Pastoral lead – daily check-in champion for specific pupils • Specific programme (age-appropriate) on social re-integration during break/lunchtimes – being a successful part of a community • Enhanced PSHE curriculum (Jigsaw) • Assembly mapping focus on re-integration/belonging socially to a community/mental health/What’s in the News • Meeting with NHS school nursing team (Deanna Hind and Katie James) to discuss initial needs for pupils/families and support needed • Additional catch-up funding to pastoral team – CPD for counselling course/mental health for young people/ additional safeguarding assistant part-time • Weekly pastoral meeting (MP and JB) to identify and discuss existing and emerging needs <p>See HCAT amended behaviour policy – appendix 8 See HCAT amended bereavement policy – appendix 9</p>		
<p>Have clear systems and strategies in place to support pupils in returning to the structured environment of schools and with attendance.</p>	<ul style="list-style-type: none"> • Risk assessment robust and school a safe environment for return • Videos produced to familiarise families with access arrangements • Videos produced to familiarise pupils with their new classroom layout/organisation • Zoom calls with new teacher July 2020 – initial ‘reconnection curriculum’ introduced to class by sharing key text; <i>Here We Are</i> by Oliver Jeffers and conversation about interests, learning focus and summer project • New class outdoor picnic led by new teacher in July 2020 • Immediate reintroduction of attendance policy • Communication of attendance policy for non-attenders • Phone calls to support families of non-attenders where needed • Weekly attendance meetings to monitor impact for individual families and to inform whole school actions/ approach • Support/challenge from HCAT lead for families as required • Additional break times/active breaks for all pupils to support reintegration to structure, concentration and daily timetable • Behaviour expectations re-established immediately through class charter work, assemblies, PSHE curric • Discuss re-integration plan as part of daily Zoom/Teams meeting with families/classes and input adjustments and support as required – pastoral lead will attend Zoom/Teams meeting on final day prior to return to school <p>See reintegration plan – appendix 10 See remote learning implementation plans – appendix 7</p>	<p>Melissa Shirley/Jo Beeston/Megan Patterson</p>	<p>Autumn I</p>
<p>SEND</p>	<ul style="list-style-type: none"> • EHCP risk assessments in place and updated on return to school and reviewed half-termly or more frequently as necessary • De-escalation plans in place as required 	<p>SENCO: Nikki Joplin</p>	<p>Autumn I</p>

	<ul style="list-style-type: none"> Teachers to adapt HCAT catch-up plans as needed to enable accessibility for all pupils with additional needs <p>See EHCP risk assessments – appendix 11 See de-escalation plans – appendix 12</p>		
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Monitoring arrangements

- Attendance:** on a weekly basis, SLT (along with attendance team) analyse on an individual and group level – analysis will inform individual re-engagement plans where needed
- Pastoral:** on a weekly basis, inclusion team to assess ongoing and emerging needs of pupils with behavioural/emotional needs. Review re-integration plans and de-escalation strategies where needed
- Catch-up:** on a 3-weekly basis, SLT (incl. SENCO) to monitor individual pupil needs to inform wave 2 and wave 3 provision and interventions
- Curriculum:** on a 3-weekly basis, curric lead and HT to monitor implementation of the curriculum, advising of necessary adaptations to pacing
- Remote learning:** surveys and anecdotal evidence gathered to inform accessibility, successes and limitations of remote learning for all families – adaptations made where needed
- Assessment:** teacher assessments for core subjects made in Feb (mid-point) against KPIs
- Reporting to SSG:** governors to receive SLT progress reports termly

<u>Autumn 1 Milestones</u>	<u>Autumn 2 Milestones</u>	<u>Spring Milestones</u>	<u>Summer Milestones</u>
<ul style="list-style-type: none"> All pupils are re-integrated into school life full-time Non-attendance is only for isolation purposes in line with Govt guidance or other illness because families are confident in the work of the school Accurate and robust phonics assessments are informing catch-up planning for years 1 and 2 Remote learning package is in place with curriculum aligned to the planned core knowledge and skills being taught in the classroom (as per modified LTP) and systems of feedback, monitoring and tracking Planning and provision in place for those pupils experiencing behavioural and/or emotional difficulties 	<ul style="list-style-type: none"> Monitoring of remote learning indicates that provision is effective, aligned well with the school curriculum and can be accessed by all leading to good progress for all pupils Attendance is in line with national for all groups of pupils Staff report that additional supervision/support from SLT is impacting positively on the delivery (pacing and content) of their curriculum Early indications based on assessments demonstrate the impact of catch up funding and the school's approach 	<ul style="list-style-type: none"> All subjects have been taught by the end of spring Catch-up funding has been used effectively to support the whole school's recovery Mid-year assessments demonstrate that the majority of pupils have made rapid progress in core subjects and numbers of track to meet end of year AREs are at least in line with 2020 assessments Wave 2 and 3 interventions that are required during the summer term are accurately identified Pupils experiencing behavioural and/or emotional support reduced 	<ul style="list-style-type: none"> Children return to full curriculum All pupils previously at ARE are attaining ARE for 2020-2021 Some disadvantaged pupils have made rapid progress and are now meeting AREs for their year group

Focus Priority 1b: School Operations

Trust actions / Support

Central COVID risk assessment in place with trust wide measures identified.
Central policies on systems to report suspected and confirmed cases of COVID.
Amended policies as a result of COVID.
Trade Union consultation

Key Performance Indicators

Whole Trust Objectives	School Specific Actions	Responsibility	Timeframe
<p>Schools across the trust to regularly update premises and operational risk assessments and disseminate clearly to all stakeholders in line with government and DFE advice/guidance.</p>	<ul style="list-style-type: none"> • Whole school risk assessment written by SLT in consultation with staff following DfE guidance • Trade Union consultation on revisions for full re-opening in line with HCAT schedule • Staff to inform SLT of any issues arising that would require amendments to the risk assessments • Staff and pupil circles used to reflect on school implementation of risk management • SLT to update whole school risk assessment as required – weekly agenda item • Amendments communicated to parents and families (incl. childminders) through newsletter, text, twitter • Updated whole school risk assessment uploaded to school website • Amended behaviour, safeguarding and child protection policies in place • All amended policies and updates communicated through staff meetings/briefings and available on website • Personal risk assessments in place for all staff identified as clinically extremely vulnerable or who have identified additional personal circumstances, including increased anxiety <p>See whole school risk assessment – appendix 13 See template Personal Risk Assessment – appendix 14</p>	<p>MS/JB/SLT/ SFO</p>	<p>Immediate and ongoing</p>

Monitoring arrangements

- SLT and site facilities officer to complete weekly walk around at key times of the day/cross over points and site to monitor implementation of the risk assessment
- HT/DHT/SLT to be present on entrance and exit gates at arrival and collection times to monitor these times of the school day
- HCAT supported monitoring half termly (CEO/SLT)

Focus Priority 1c: Additional Funding			
Key Performance Indicators			
Whole Trust Objectives	School Specific Actions	Responsibility	Timeframe
Schools to identify and allocate additional funding to support pupils in their return to full time education.	<p><u>Quality of Teaching for All (Quality First Provision)</u></p> <p>All pupils attend in line with all pupils nationally and be punctual for school</p> <ul style="list-style-type: none"> • Additional attendance officer support • Weekly team meeting to discuss individuals/needs, plans devised and delivered to families where needed • Support from HCAT Families team where needed <p>All pupils regain work ethic and stamina required to access the full curriculum and sustain learning for the length of the school day</p> <ul style="list-style-type: none"> • Character skills and attributes explicitly identified, promoted in class and at all other points of the school day and celebrated on a weekly basis through assembly • Character virtues linked to Gilberdyke school values provide weekly assembly theme • Pupil mentoring as required for individuals and incentivization initiatives introduced where needed • Pastoral support and programmes where needed • Relaunch Gilberdyke Community Behaviour Expectations • Introduce daily 15 min exercise session – cardio raising – to offer mental breaks from academic <p>All pupils have sufficient opportunity to access basic skills revision and instruction</p> <ul style="list-style-type: none"> • Extended school day by 15 mins to accommodate additional reading for Y1-6 • Additional daily sessions for the following: reading fluency, phonics, spelling, handwriting, number bonds and times tables in all year groups using varied approaches incl. e-resources • Purchase spelling shed app for KS1 & 2 as well as TT Rockstars for Y2-6 • Maths CPD by experienced, external maths expert (creator of Effective Maths) <p>Gaps in knowledge and skill are quickly and accurately identified</p> <ul style="list-style-type: none"> • Supervision (support and challenge) for teaching staff with HT every 3 weeks – autumn and spring • LE - Literacy specialist to upskill staff with latest DfE English hub approaches to phonics assessment/identification of need and accompanying interventions • Summative assessments (PIRA) and writing assessment (whole school genre) are utilized effectively to identify gaps in reading, spelling, handwriting and sentence structures/grammar 	<p>JB</p> <p>Phase leaders MP MS</p> <p>MS/NJ/phase leaders</p> <p>MS</p> <p>LE</p>	<p>Immediate and ongoing throughout the autumn and spring terms</p>

	<p>All pupils rapidly recover reading (including phonics) skills to ensure they meet or exceed ARE</p> <ul style="list-style-type: none"> • Additional teacher deployed to support Y5 and 6 mornings with basic skills catch up • Additional teacher deployed to support fluency for year 2 pupils <p>All pupils rapidly recover maths skills to ensure they meet or exceed ARE</p> <ul style="list-style-type: none"> • Additional teacher deployed to teach daily maths lessons and times tables to year 4 cohort <p><u>Targeted support:</u></p> <p>Pupils with absences for self-isolation or local lock down access remote education that reflects the school's curriculum planning</p> <ul style="list-style-type: none"> • Curriculum lead provided with allocated time to co-ordinate school's approach • Purchase textbooks to incorporate into remote education planning Tier 1 (short-term absence initially whilst awaiting test results) <p>Pupils in identified vulnerable groups supported socially and emotionally to ensure they are in an optimum state to learn</p> <ul style="list-style-type: none"> • Thrive techniques/approaches/interventions used in 1:1 and small group sessions <p>Pupils identified as requiring additional 1:1 support in reading/ writing or maths (WAVE 3)</p> <ul style="list-style-type: none"> • ASA/additional teacher to provide 1:1 support following bespoke programmes <p>Pupils in identified vulnerable groups supported to ensure good attendance & punctuality</p> <ul style="list-style-type: none"> • Attendance team to implement incentivization programme and strategies appropriate to need • Phone calls to vulnerable families and pupils with anxiety in the build up to September re-opening <p>See catch up plan for full details of spending allocation</p>	<p>MS/NJ</p> <p>NJ</p> <p>MS/NJ/JF/JB</p> <p>JB/MP</p> <p>NJ</p> <p>JB</p>	
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- Reporting to SSG: governors to receive SLT progress reports termly
- Remote learning: surveys and anecdotal evidence gathered to inform accessibility, successes and limitations of remote learning for all families – adaptations made where needed

