

Townley Primary School Improvement and Development Plan 2020 - 21



Probitas Verus Honos - Honesty Truth Respect

At Townley we:

- Feed irresistible learning for curious minds
- Embrace change in a safe, nurturing environment
- Cultivate pride and joy in learning
- Grow aspiring, ambitious, independent learners
- Plant seeds for lifelong learning!

Honesty

- Setting challenges and fulfilling aspirations
- Preparing for life in an ever-changing world
- Developing mindfulness, self-awareness and resilience

Truth

- Being brave, positive and ambitious
- Promoting self-esteem and growth
- Becoming unique individuals in a diverse world

Respect

- The environment
- Our world
- The community and each other

| Attendance | Term 1 | Term 2 | Term 3 |
|------------|--------|--------|--------|
| Historic | | | |
| Target | 96% | | |
| Actual | | | |

Previous OFSTED inspection report Date: 13th and 14th March 2018 Overall Effectiveness: RI

| School Targets for the end of the academic year – 2020 - 21 | Attainment | | Progress | | |
|--|---|--|--|--|--|
| | % of pupils targeted to meet the expected standard | % of pupils targeted to exceed the expected standard | % of pupils targeted to make expected progress | % of pupils targeted to exceed expected progress | |
| 1. EYFS Good Level of Development Exceeding GLD | 15 in cohort – too early to make predictions as 4 are totally new and one is OAT | | | | |
| Literacy | | | | | |
| Maths | | | | | |
| 2. Phonics Y1 | | | | | |
| Phonics Y2 | 13 out of 18 (assuming Y1 who didn't take test in June 2020 will need to take it in Y2) | | | | |
| 3. End of Key Stage 1 | Reading | | | | |
| | Writing | | | | |
| | Maths | | | | |
| | Combined | | | | |
| 4. End of Key Stage 2 FFT 50 | Reading | 76% 10 out of 13 | 3 out of 13 | 100% | 0% (at the moment I can't say due to Lockdown) |
| | Writing | 76% 10 out of 13 | 2 out of 13 | 100% | |
| | Maths | 76% 10 out of 13 | 3 out of 13 | 100% | |
| | SPAG | 76% 10 out of 13 | 3 out of 13 | 100% | |
| | Combined (RWM) | 76% 10 out of 13 | 3 out of 16 | | |

| School Targets for the end of the academic year – 2019/2020 | | Attainment | | | | Progress | |
|--|---------------------|--|-------------------|--|------------------|--|--|
| | | % of pupils targeted to meet the expected standard | | % of pupils targeted to exceed the expected standard | | % of pupils targeted to make expected progress | % of pupils targeted to exceed expected progress |
| | | July 19 | Updated Oct 19 | | | | |
| 5. EYFS Good Level of Development | | 6 out of 11 54.5% | 7 out of 12 58.3% | | | | |
| Exceeding GLD | | 3 out of 11 27.2% | 3 out of 12 25% | | | | |
| Literacy | | 6 out of 11 54.5% | 7 out of 12 58.3% | | | | |
| Maths | | 8 out of 11 72.2% | 9 out of 12 75% | | | | |
| 6. Phonics Y1 | | 13 out of 17 84.6% | | | | | |
| Phonics Y2 | | 1 out of 2 | | | | | |
| 7. End of Key Stage 1 | Reading | 6 out of 8 75% | 5 out of 7 71% | 2 out of 8 25% | 1/7 14.2% | 8 out of 8 | 7 out of 7 |
| | Writing | 6 out of 8 75% | 5 out of 7 71% | 1 out of 8 12.5% | 1/7 14.2% | 8 out of 8 | 7 out of 7 |
| | Maths | 7 out of 8 87% | 6 out of 7 85% | 1 out of 8 12.5% | 1/7 14.2% | 8 out of 8 | 7 out of 7 |
| | Combined | 6 out of 8 75% | 5 out of 7 71% | 1 out of 8 12.5% | 1/7 14.2% | 8 out of 8 | 7 out of 7 |
| 8. End of Key Stage 2 (2 to be disapplied) FFT 50 | Reading | 12 out of 16 75% | 13 out of 17 | 3 out of 16 | | 14 out of 16 87% | 2 out of 16 |
| | FFT 80% | 12 out of 14 85.7% | 13 out of 15 | | | | |
| | Writing | 11 out of 16 68.75% | 12 out of 17 | 3 out of 16 | | 14 out of 16 87% | 2 out of 16 |
| | FFT 80% | 11 out of 14 78.5% | 12 out of 15 | | | | |
| Maths | 11 out of 16 68.75% | 12 out of 17 | 3 out of 16 | | 14 out of 16 87% | 2 out of 16 | |
| FFT 82% | 11 out of 14 78.5% | 12 out of 15 | | | | | |
| Combined | 11 out of 16 68.75% | 12 out of 17 | 3 out of 16 | | | | |
| FFT 69% | 11 out of 14 78.5% | 12 out of 15 | | | | | |

| Townley KEY Priorities on a page | | | | |
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| <p>Leadership & Management How can we create a culture of high expectations, aspirations and excellence?</p> | <p>Quality of Education How can we ensure our pupils are receiving the best standard of education that we can deliver? How can we ensure all pupils reach their potential?</p> | <p>Behaviour & Attitudes How are we equipping our pupils with the behaviours and attitudes necessary for success in their next stage of education, and for their adult life?</p> | <p>Personal development</p> | <p>EYFS How can we ensure all EYFS children are highly engaged in their learning?</p> |
| <ul style="list-style-type: none"> • Ensure that all new curriculum leaders have the knowledge and skills to be able to encourage, challenge and support teachers' improvement. • Ensure the curriculum recovery plans offer the full breadth of coverage, enabling the needs of the whole child to be met. • The school continues to review its curriculum fit for purpose, enabling our children to achieve the best possible outcomes, developing key skills. | <ul style="list-style-type: none"> • Ensure curriculum planning enables all children to make a rapid recovery from the impact of COVID 19 school closures. • Ensure Oracy is developed across the whole school. • Ensure there are excellent resources to support home learning in the event it becomes necessary to lockdown again. • Improve the Quality of teaching across the school, so all children receive at least good teaching. • Ensure that all pupils across the school are secure in age related expectations across all strands in the core curriculum. • Review the feedback and marking policy. <p>Maths – Successful implementation and completion of Maths Mastery course.</p> <p>English - Successful implementation of Powerful Words project. Development Guided Reading across the school.</p> | <ul style="list-style-type: none"> • Recovery planning and curriculum prioritises supporting the wellbeing and mental health of pupils and staff. • Pupils demonstrate high levels of learning behaviours. • Curriculum meets the needs of all learners. • Curriculum coherently planned. • Attendance of those who are persistently absent improves. | <ul style="list-style-type: none"> • Disadvantaged pupils achieve as well as non-disadvantaged pupils nationally by the time they leave the school • Pupil Premium champion role introduced. • Pupils are ready for the next stage of education; with the knowledge and skills they need to be successful. • Pupils' work across the curriculum is of good quality. | <ul style="list-style-type: none"> • Ensure successful transitions for all children back into the setting or starting the setting from new, in light of COVID restrictions • Children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, giving them the foundations for future learning. • Ensure needs of high number of children with SEND are able to make progress in EYFS. • Develop the use of White Rose maths strategies across EYFS through the environments, group work and PITM. |

| Section 1: Leadership and Management | | |
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| Objective: All Leadership will be good; Leaders and governance will be effective and provide a high quality education for all children. | Governor Lead: Sue Rudge | |
| Success Criteria | Evaluation | RAG |
| Leaders are robust in addressing the gaps and inequalities in pupils learning due to the effects of COVID Lockdown | | |
| Well-being for all will be an integral part of school decision making ensuring pupil and staff morale to be positive, with reduced sickness absence (unrelated to C19 | | |
| Leaders ensure all teaching is at least good | | |
| That leaders support teachers in creating and delivering an engaging curriculum with cohesive sequences of learning which are relevant to our children | | |
| Assessment is accurate and appropriate, ensuring children are accurately assessed at end points to ensure progress over time | | |
| Governors hold leaders to account for the quality of education | | |
| Leaders and Governors engage effectively with pupils, staff and parents * | | |

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| Routine Actions: | <p>Leaders to carry out their role and priorities for action as outlined in the Termly Operational Plan</p> <p>Primary Offer leadership briefings attended by leaders.</p> <p>Governors monitor the progress being made in school towards specific SIDP targets and commit to at least three two visits per term to evidence these.</p> <p>Governors carry out their role effectively by securing clear Vision and values, monitor strategy and ensure resources are managed well, including PPG and Sports funding and Opportunity Area funding</p> <p>Governors hold leaders to account for the quality of education</p> <p>Governor Corner communicated on newsletter monthly.</p> <p>Governors to attend story cafes and school events, gathering feedback from parents.</p> <p>HT drop-ins.</p> <p>MSL – Lesson Observations</p> <p>ESL and phonics lead to do joint Lesson Observations of phonics across school, to familiarise ESL with phonics and plan support for individual staff members as necessary.</p> <p>EYFS lead to observe PITM interactions between chn and adults</p> <p>ESL and MSL – book scrutiny, key skills being used across the curriculum.</p> <p>Subject Leaders meeting with Chair of governors</p> <p>SENDCo to meet with CT to discuss provision for chn with EHCPs to ensure CT are meeting the needs of all children with EHCPs.</p> |
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| Recovery Priority: Safeguarding | | | | |
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| Consideration: | Current phase: (Phase II and III) | Comments/ Action | Moving further forward: (Phase IV and V) | Comments/ Action |
| Keep up to date with most recent updates in line with statutory guidance and advice – | Regular review of the safeguarding/child protection policy to reflect the work being done to phase pupils' entry into school | Use of LA/EPM policies – rolling programme, | Continue regularly reviewing of the safeguarding/child protection policy to reflect the work being done to phase pupils' entry into school. | |

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| <p>both from DfE and local authority.</p> <p>Review the policy – this could be in line with the local authority model policy combined with review to reflect own school/setting.</p> <p>Reflect upon the differing needs of pupils following pupils' time at home. Identify any issues and consider how the curriculum will best support pupils during the early stages of return to school.</p> | <p>Ensure the policies and review the systems/processes followed reflect the current guidance in Working Together to safeguard children and Keeping children safe in education.</p> <p>Ensure training is updated for all staff in light of the COVID-19 situation to focus on any specific changes that staff need to be aware of in the school</p> <p>Checks that the single central record checks are in line with Safer Recruitment Guidance and school policies</p> <p>DSL update training to be undertaken where required and other training kept up to date</p> <p>New KCSIE 2020 document to be reflected in Child Protection policy</p> | <p>but reviewed earlier when changes necessary.</p> <p>ü</p> | <p>Update the policies and review the systems/processes followed reflect the current guidance in Working Together to safeguard children and Keeping children safe in education.</p> <p>Single Central Record Checks in line with Safer Recruitment Guidance with particular view around 'volunteer's returning after 3/5 months absence (DBS checks).</p> <p>DSL update training to be undertaken.</p> | |
| <p>Are all staff prepared to deal with and manage safeguarding concerns?</p> <p>How may these present differently than before and what will be done to support staff to manage this when they too may have their own worries?</p> | <p>Make sure there is a forum for discussion that enables leaders to share the agreed policies and any changes are communicated with staff</p> <p>Give ongoing opportunities for staff to be able to talk and share their experiences. Referral process to professional support as a back up for any concerns leaders may have</p> <p>Agreed Staff Codes of Conduct issued with changes – staff sign to say the 'have read, understood and will implement' these in line with any changes.</p> <p>Mental Health First Aiders/in-school well-being champions can be considered as a whole school approach.</p> <p>Staff 'supervision' session for confidential support (different from appraisal).</p> | <p>Use of Teams for meetings and sharing documents. Signposted to Wellbeing Support</p> <p>MHFA awareness training for two staff in Lockdown Governor Champion too</p> | <p>Ensure line management processes are well embedded as a channel of communication and checks on staff well-being.</p> <p>Have staff well-being as a regular agenda item to be discussed – managing the 'shielding' situation and staff capacity; also, being able to intervene if there is perceived to be a concern that may well manifest later in time which will impact upon well-being and potential ability to work effectively.</p> | |
| <p>How is the continual review of the learning environment in line with government ensuring the safety of all pupils, staff and community?</p> | <p>Continue review of the risk assessment process of the premises and health and safety measures.</p> <p>Establish set review periods of time so all are aware of the continued changes until risks are diminished.</p> | <p>Ongoing</p> | <p>Continued cycle of review undertaken by senior leaders including governance representation.</p> <p>Ensure the findings from each review are recorded, communicated and being adhered to by all staff and pupils.</p> <p>Update policies accordingly, governors to agree and the changes be made.</p> <p>Could have a rolling programme of updates around health and safety in line with updates from government. Ensure the changes are considered in the context of the school and make the appropriate changes and adaptations so it is able to be applied to the school.</p> | |

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| <p>Are there 'safe' places and times established for pupils to feel able to talk about their experiences?</p> | <p>As more pupils start attending school, ensure pupils all aware of the opportunities to talk, discuss and 'be' to be able to reflect and discuss if they wish to</p> | <p>Circle time in the first week with teacher, then moving forward as part of PSHE</p> | <p>Make sure spaces are created for pupils to be able to go to or access. This may be specific places assigned for this purpose; identifying staff such as pastoral support worker roles; within the curriculum that enables pupils to be able to express their thoughts in different ways.</p> | |
| <p>What have pupils' experiences been?</p> <p>Some vulnerable pupils will have already been in school, has this decreased their vulnerability?</p> | <p>Gradually as pupils start to attend school experiences can be shared</p> <p>Opportunities for 'sharing' built into the curriculum</p> <p>Signpost pupils/families to multi-agency support networks and associated health professionals as appropriate.</p> | <p>PSHE breaks</p> <p>Onoing – family worker NHS etc</p> | <p>Assess need and any changes in the pupils because of their experiences.</p> <p>Identification of the vulnerable will support this work as those pupils will already be a priority for leaders.</p> | |
| <p>What is the school's definition of 'vulnerable'?</p> <p>Once established look at which pupils would be identified as 'vulnerable'?</p> <p>Are all pupils vulnerable because of the current situation being 'unknown' and not experienced by anyone before?</p> <p>How has the 'lockdown' situation impacted upon pupil well-being and their 'normal' family day-to-day life?</p> | <p>Identify the vulnerabilities within your school – there could be new vulnerabilities for pupils.</p> <p>Track the vulnerabilities.</p> <p>Review SEND/Inclusion Policy to take account of newly identified 'vulnerable' pupils and how their needs might be met.</p> <p>Has there been an increase in FSM applications as a result of 'out of work' families – how does this impact funding, and how will this funding be used to target these vulnerabilities?</p> | <p>Vulnerabilities added to data grid – include chn who have not engaged in Home Learning.</p> <p>One additional family claiming FSM</p> | <p>Look at the systems and processes for safeguarding. Consider how the emerging vulnerabilities and concerns are being identified, managed and dealt with.</p> <p>Review the safeguarding policy in light of the findings as pupils return to school to reflect the school's situation.</p> <p>Consider documentation to support the safeguarding work.</p> <p>Consider how this will be communicated and agreed by governors; and communicated with staff, parents and pupils.</p> <p>Review PPG strategy document in light of current and changing situation and context.</p> | <p>?</p> |
| <p>Are staff well briefed about bereavement so it can be dealt with at all levels – be it in-school or personal – staff and pupils?</p> | <p>Keep an oversight of the situations of staff and pupils – local intelligence, talking, through school processes for sharing.</p> <p>Signposting to online materials via the Peterborough support and Cambs LearnTogether site (Cambridgeshire and Peterborough documents), PSHE Service and Educational Psychologist Team.</p> | <p>All staff had bereavement training in last academic year. New charter written and shared during Lockdown. Dedicated channel in Teams</p> | <p>Review the structured approaches to the systems in place to include bereavement. Amend policies accordingly and communicate with al staff and parents so they are all aware that there are processes of support in place. When reviewing the curriculum include all aspects in the day-to-day life of the school – assemblies; visitors; different subjects.</p> | |

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| | | Stars referral | | |
| Local authority supporting documents: | | | | |
| <ul style="list-style-type: none"> • Leadership of safeguarding • https://www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/Safeguarding-Resources-for-children-parents-and-practitioners.pdf • https://www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/CCC-PCC-Safeguarding-and-Child-Protection-Policy.docx • https://www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/Safeguarding-leaflet.pdf | | | | |

| Recovery Priority: Health and safety | | | | |
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| Consideration: | Current phase: (Phase II and III) | Comments/ Action | Moving further forward: (Phase IV and V) | Comments/ Action |
| Regular review of the risk assessments to reflect the current phase the school is working within. This will change as leaders plan for each phase of pupils' return to school. | <p>Continue to review the risk assessments including when all pupils are full time in school</p> <p>Consider how this is routinely shared with staff, parents and what the subsequent communication regarding it will be, governors, how governors check this and how the risk assessments are 'lived' throughout the school</p> <p>Risk assessment reviews in line with changes in government guidance.</p> <p>Consider risk assessments relating to online virtual learning platforms i.e. zoom, etc</p> | <p>RA reviewed as necessary eg changes in protocol</p> <p>RA and protocol in place for Zoom and Teams</p> | <p>Adapt the health and safety policy to reflect the school's procedures and systems in place. Ensure they include appropriate and relevant adherence to the DfE guidance and local authority advice/support.</p> <p>Risk assessments not just for the environment but also individual risk assessments for staff and pupils where appropriate.</p> | |
| Undertake regular health and safety audits and checks linked specifically to the pandemic alongside routine checks. | <p>Consider who will have oversight of this over time so it does not become a regular headteacher role – ensure it is a strategic role taken by leaders</p> <p>Develop a system that works for the school for monitoring and deploy to appropriate personnel to take responsibility. Maybe include this as a regular agenda item in staff meetings and governor meetings specifically linked to responding to risks linked to the pandemic</p> | <p>H&s standing item on staff meeting agenda</p> <p>Caretaker undertakes checks as does TA</p> | <p>Review national risk and reflect this in the systems being used. Long term look at how this can be included in a 'crisis management' type policy/document in order to maintain good practice developed during the pandemic and the recovery process.</p> <p>Consider alongside Critical Incident and Business Continuity Plan.</p> | <p>Appoint Wellbeing Governor to liaise with leaders and monitor effectiveness of approach</p> |
| Consider the physical adaptations that have been made – are they still effective? How does this impact upon the day to day working of the school and financially? | <p>Continual review of the health and safety of the premises to respond to the changing circumstances of the school as various phases are worked and 'lived' through.</p> <p>Look at the financial implications and consider how these can be managed – governor input in the strategic oversight and planning of this.</p> | | <p>Consider if the adaptations made for health and safety are more effective than previously. If so, how can these be developed to be on a more permanent basis and part of the normal school routine/systems/processes.</p> | <p>H&S Governor to monitor ongoing practices across school</p> |
| Review the cleaning protocols and processes in place. Currently in place to adhere to public health and DfE guidance. | <p>How can the protocols be changed to respond to the national situation over time? Reflect this over time in the school risk assessment.</p> <p>Embed cleaning and hygiene protocols as the 'normal' for pupils.</p> | <p>Chn know the 'drill' and remain vigilant</p> | <p>Look at what 'normal' processes and protocols will look like for the school considering the health and safety as a priority and the pending financial implications.</p> | |
| During the phasing in of pupils, how are social distancing and hygiene | <p>Leaders respond to the public health advice and national guidance regarding necessary hygiene and risk mitigation factors.</p> | | <p>Review the plans as a matter of routine. Respond to the national picture and guidance until such time the risks are significantly reduced.</p> | |

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| practices managed and reviewed? | Plan for each of the phases indicating how/why specific aspects related to social distancing and hygiene may be relaxed in areas. | | Have in place protocols for dealing with an outbreak – prior to vaccination – communicate these with all, including parents/community representatives. Dealing with an outbreak – link this to the schools Business Continuity Plan. | |
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| Local authority supporting documents: | | | | |
| <ul style="list-style-type: none"> • EmergencySchool.Closure@cambridgeshire.gov.uk • https://www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/CCC-and-PCC-COVID-signage.docx • https://www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/School-premises-capacity-and-social-distancing-v4.docx • https://www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/CCC-and-PCC-Test-and-Trace-Poster-for-schools.pdf • https://www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/Attachment-1-Test-Trace-Presentation-for-Schools.pdf • https://www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/CCC-and-PCC-First-Aid-Requirements.pdf • https://www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/PPE-Education-guidance-summary.pdf • https://www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/COVID-19-Cleaning-in-Schools.docx • Peterborough and Cambridgeshire: helpful advice | | | | |

| Recovery Priority: Leadership and management | | | | |
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| Consideration: | Current phase: (Phase II and III) | Comments/ Action | Moving further forward: (Phase IV and V) | Comments/ Action |
| Have leaders reflected and explored the experience of 'lockdown' on them, staff, pupils and the community identifying successes and what has been learned? | Consider what the issues and challenges may be and set out expectations and plan support that will respond to these effectively. How can what is known be used to inform practice and ways of working going forward? | | Re-establish expectations in roles, responsibilities and accountabilities. How may these look different than previously? Are these going to be kept the same, revert back or be reviewed in light of successes? | |
| Have leaders identified staff and pupils who may need additional support for various reasons going forward? Has it been considered that this may not be a short term consideration? Have pupils with a high risk of emotional, behavioural and learning difficulties been identified? | Ensure staff resilience is developed further through their sense of belonging, their ability and readiness to seek help and continue their own learning. Ensure it is communicated re the 'test and trace' scheme and how to access/manage this – staff, governors, parents/community. Although staff will be aware of pupils at risk, other pupils may now be at risk following the experiences they have lived through during this time. Can these pupils be identified and systems of support put in place prior to their full return to school? Tracking needed against systems and support for 'other pupils now at risk'. | Wellbeing with Rachel Ewan planned for 20/21 Emotional, behavioural and learning difficulties added to Behaviour section. | Re-establish expectations, if necessary, this may mean a re defining of roles and structure within leadership and management to manage and deal with the 'new' context and 'situation'. Continue to monitor any long term challenges and delays in response. This will be incorporated into the systems in place. Policies can be updated accordingly to reflect any changes to the systems and processes. Continue to keep governors informed. Ensure all systems are reviewed so support is accessed, given and monitored for effectiveness. Ensure governance input into any proposed re-structure. | |
| Are leaders considering what is needing to be achieved, identifying the challenges, developing a way forward and a | Plan for the future – core plan for return of all pupils over time. Ensure risk assessments reflect the overall plan for return of pupils. Risk Assessment to hold safety and infection control at the heart of them as well as to enable more pupils to attend. | ✓ | Once pupils are all in school, how will leaders look at the development of the quality of education for all – over time, what will this plan look like? How will leaders determine their intent and how it is implemented based upon pupil needs? | |

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| Timescale/resources/cost that is realistic and works. | | | | |
| What are leaders doing to ensure governors are aware of what is happening and what input are governors having in the decision making process? | Ensure governors are supporting leaders through the stages of pupils returning to school. | GB agreement to delegate decision making to HT and either Chair or Vice Chair of Governors over school holidays. | Include governors in the process of reviewing the school's work – policies; curriculum; school development and improvement. | |
| Are the staff being facilitated to be able to develop a vision for the future considering what has been successful, what can be better and how the school develops over time? | Give time to staff to be able to articulate vision and reflect upon the experiences they have had following on from a large scale crisis. | | How will the vision be adapted and 'lived out'? How will the vision be communicated to pupils and parents? | |
| What information do families need throughout the phasing return of more pupils? | Communicate effectively with parents – decide how this will be carried out consistently and effectively. How will communication differ for those still home learning and those back at school? | Sway website social media letters home Face to Face and telephone calls - Teams | Re-establish communication channels so that leaders are able to meet parental expectations and they are realistic and sustainable. | |
| Local authority supporting documents: | | | | |
| <ul style="list-style-type: none"> School ethos, vision and values Leadership of EYFS | | | | |

| Recovery Priority: Governance | | | | |
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| Consideration: | Current phase: (Phase II and III) | Comments/ Action | Moving further forward: (Phase IV and V) | Comments/ Action |
| How do governors need to work to ensure they are effective during this time of considerable change that means the school can move forward successfully in its work? | Governor plan to establish and agree the structure of working to be able to focus upon the new priorities, reviewing what was in place and deciding appropriateness of 'going back' or what this needs to look like to 'move forward'. Has the 'make-up' of the governing Body changed as a result of the pandemic? Are there any new members/less members? How will this be supported? Develop strategic Governance Plan which can be reviewed and updated as time moves forward. | Governor plan included in this document. New wellbeing lead | Continue to review effectiveness of governance following the completion of the phases of admitting pupils full time to school. Gain external verification of impact and effectiveness to establish ways forwards. Use known, effective, audit and review tools to assess impact. | |

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| <p>What are governors able to do to support leaders during the various phases of re-opening?</p> <p>How will they assure themselves of the safety of pupils and staff?</p> <p>What will be the determining factors for making the decisions they need to make?</p> | <p>How do governors support and challenge leaders/share their views/know that the leaders are making appropriate decisions for the school to:</p> <ul style="list-style-type: none"> ensure the health and safety of pupils/staff? support and review pupils' starting points knowing how they will catch up? develop and monitor the curriculum effectiveness? <p>How are governors ensuring and securing the headteacher's well-being? Are governors confident the headteacher is being well looked after and supported? How do governors know?</p> | | <p>How are governors evaluating their effectiveness? Is this reflected in their self-evaluation and how does this inform future planning?</p> <p>Governor involvement in external reviews/monitoring linked to their specific role.</p> | |
| <p>What aspects of governance are being put to one side to deal with the immediate situation?</p> <p>When do leaders envisage these to be reviewed as being or not being required?</p> <p>Think about the CPD programme for governors to be able to lead the strategic development of the school following an 'unknown' situation.</p> | <p>How are governors ensuring they are fulfilling their duties as governors at a strategic level?</p> <p>Establish and implement a training programme for governors so they have the knowledge and understanding needed to monitor the school's work effectively.</p> <p>Consider if a governance review is required/necessary to support governors moving forward.</p> <p>How are governors looking forward to perhaps a different way of thinking and consider how their work, particularly related to monitoring may look different?</p> | | <p>Continue to review governors' effectiveness and the allocation of strategic work they do. Ensure the findings of the review inform the next development of the governing body.</p> | |
| <p>How are governors supported to carry out their role effectively?</p> <p>How will governors evaluate their effectiveness?</p> | <p>How is external monitoring supporting governors to manage the unprecedented situation they need to manage?</p> <p>How are governors supported with the Complaint's Procedure should the need arise – are they aware of how it works and the processes so they can follow them effectively to manage situations that may be presented.</p> <p>Ascertain what additional, if any, support governors need to further develop and increase their confidence.</p> <p>Governors to be supported with HR matters so this does not disrupt and/or distract the school's work to get back on track.</p> <p>Governors consider their role in light of external monitoring being undertaken by, for example, local authority/Ofsted.</p> | | <p>Continual review of effectiveness linked to school improvement priorities to ensure governors appropriately support and challenge leaders and all aspects of the school's work.</p> <p>Check that governors are fulfilling a strategic role as opposed to a day-to-day role.</p> | |
| <p>Additional funding planning – disadvantaged pupil; pupils with SEND – effectiveness of spending as pupils return to school.</p> | <p>Governors to review and further scrutinise and monitor the effectiveness and impact of additional funding, including the additional funding cited following the COVID-19 crisis.</p> | | <p>How are governors ensuring the funding is ensuring pupils' needs are met and they achieve well/catch up from various starting points through an adapted and reviewed curriculum that meets their changing needs?</p> | <p>Finance officer to report on Finance at every FGB meeting. Governor with responsibility for finance</p> |

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| | | | | and other funding streams to liaise with Finance Officer |
| How are governors supporting staff including the headteacher? | <p>Governors monitor staffing situation and provide appropriate support where necessary. Governors expectations continued combined with level of support</p> <p>Headteacher performance management – how are governors meeting this responsibility and what adaptations have been made to headteacher targets?</p> <p>Governors included in the journey of establishing the direction of the school – vision, values – contribution with appropriate consultation.</p> | <p>In place – support with supply</p> <p>V and V new</p> | <p>Governors evaluate that they have successfully been a part of the process of supporting staff and establishing high expectations for the school’s definition of what will now become normal.</p> <p>How do headteacher targets reflect the situation moving forward, and do these targets hold leaders to account in respect of the curriculum, etc?</p> | |
| <p>What role have governors played as a collaborative group to move the school forward?</p> <p>Are there ways of working that have been particularly successful and other ways that require review to be effective moving on?</p> | <p>How are governors monitoring the school’s work through the next phases?</p> <p>What decisions will be made to secure a rigorous but supportive way forward and what will this look like for all aspects of the school’s work?</p> | <p>Governor visits/reporting schedule to be created termly to ensure educational priorities are monitored.</p> | <p>Governors’ ways of working are established, and the focus is being transitioned from practicalities of opening to considering the curriculum and how well pupils are achieving.</p> | |
| <p>Are governors aware of their role in maintaining the headteacher performance management and their statutory obligations linked to this?</p> | <p>Consider how governors will review the headteacher performance management process in light of the disruption and looking ahead. How will systems be reviewed and maybe adapted going forward.</p> <p>Ensure governors continue to seek external support to fulfil their statutory role.</p> | <p>On-going and dates in the diary for next term</p> | | |
| <p>Local authority supporting documentations:</p> <ul style="list-style-type: none"> • Leadership of governance • https://www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/Behaviour-and-Exclusions-during-the-COVID-19-pandemic.docx • https://www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/COVID-19-Complaints-Policy.docx | | | | |

| Recovery Priority: Staffing | | | | |
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| Consideration: | Current phase: (Phase II and III) | Comments/ Action | Moving further forward: (Phase IV and V) | Comments/ Action |
| <p>Staff are subject to the same challenges faced by all during the lockdown. They also have the additional pressure of supporting pupils during this</p> | <p>Communicate with staff effectively so they know the expectations.</p> <p>Ensure staff all know changes to policies, updates and equally know their support network they can access</p> | <p>Test and trace emailed to staff, on RA, displayed in school.</p> | <p>Review roles and responsibilities as the phases are successfully worked through.</p> <p>Review expectations and shared vision for the school so everyone ‘buys into’ and accepts accountability for the next steps.</p> | |

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| <p>time of crisis. How are these aspects and challenges being supported by governors and leaders?</p> <p>Ensure staffing is considered so planning for their return to work is in place enabling staff to feel supported but also understanding of the expectations.</p> <p>Identify staffing needs – health, anxiety, trauma – support in place.</p> <p>Remember staff may be delivering home schooling for pupils in the school and additionally have their own children who they have been home schooling – consider the impact on their capacity to fulfil their role and put in appropriate support during the initial stages of transition.</p> | <p>Manage any staffing issues following 'shielding', personal situations being dealt with and own anxieties</p> <p>Ensure staff are aware of the 'test and trace' scheme and how to access/manage this</p> <p>Can 'supervision sessions' be arranged for teachers who feel vulnerable?</p> <p>Are risk assessments written to support individual staff returning after shielding, etc.</p> <p>Continue to manage the COVID-19 implications with staff – illness, trauma responses and own views about safety which potentially could impact upon their work.</p> <p>Communicate with staff so leaders can meet staff needs – some may be reflecting/re-prioritising due to the crisis impact upon them during the lockdown period of time (depending upon their personal situations). Sensitivity needed balanced with expectations that will ensure pupils needs are met and the school can get on track (whatever that may look like).</p> <p>Signpost staff to professional health workers and HR counselling services as appropriate.</p> <p>Establish support channels such as mental health first aiders, well-being champion if applicable – review any staff well-being policies.</p> <p>Link to/with:</p> <ul style="list-style-type: none"> • PSHE Service • Ed Psych Service • Early Help Hubs • Community Hubs <p>Review of the CPD schedule to prioritise needs of staff</p> | <p>✓</p> <p>✓</p> <p>NA at present</p> <p>✓</p> <p>✓ ongoing SS been very poorly</p> <p>✓ Support plan in place</p> <p>✓</p> | <p>How do performance management targets reflect the situation moving forward?</p> | |
| <p>Have staff all had adequate training and guidance to support and respond to the changing profile of pupils and what may raise a challenge and concern?</p> | <p>Identify the needs of pupils as they begin to attend school more frequently. Source support and training for staff to be able to meet the emotional and pastoral support of pupils.</p> | <p>Stars, SEND services</p> | <p>Continue to evaluate the support being provided so staff are always feeling confident to deal with short and long term implications and impact.</p> | |
| <p>Has the impact of secondary traumatic stress from working with traumatised pupils been thought of and how this may show through staff working, reaction and responses?</p> | <p>Ensure leaders have the oversight of what staff are dealing with and ensure appropriate support and intervention is provided.</p> | <p>SLT offered support with wellbeing service –July 20</p> | <p>Continue to evaluate the actions, reviews and impact of situations so further support can be offered and intervention escalated if necessary.</p> | |
| <p>Think about staff workload and how to manage the</p> | <p>✓ Continue to monitor the expectations and performance – to check need and support, as well as maintaining rigour of approach and team building.</p> | <p>✓</p> | <p>Establish strength in the team. Ensure all are clear about their roles and responsibilities.</p> | |

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| <p>balance between 'overload' and low expectations resulting potentially in roles and responsibilities not being fulfilled effectively.</p> <p>Raise staff awareness of each other including the headteachers so all know the level of stress and anxiety that has been evident promoting working together towards longer term aspirations.</p> | <p>Re-establish staff appraisal systems to reinforce expectations and ensure staff supported and challenged in balanced way</p> <p>Consider team building and how this will support staff to be effective and feel valued in a time of anxiety and stress for many</p> <p>Ascertain the staffing situation re returning to work and establish programmes to support and ensure staff are supported/challenged to be working towards their full capacity</p> | | <p>Ensure staff appraisal is sharp around the objectives so there is a clarity in understanding of their role moving forward.</p> | |
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Local authority supporting documents:

- [Personnel, performance and professional development](https://www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/Webinar-Summary-and-Resources.pdf)
- <https://www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/Webinar-Summary-and-Resources.pdf>
- <https://www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/BAMEed-Network-Schools-and-Covid-19-guidance-for-BAME-staff-and-their-employers-2.pdf>
- <https://www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/HR-Flowchart-for-schools-v7.pdf>
- <https://www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/Employee-assistance-programme.pdf>
- <https://www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/Recruiting-NQTs-during-Coronavirus.docx>

Recovery Priority: Parents/community

| Consideration: | Current phase: (Phase II and III) | Comments/ Action | Moving further forward: (Phase IV and V) | Comments/ Action |
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| <p>What does the review process look like for parents to be able to manage the changes currently happening particularly as phases are worked through?</p> <p>Ensure expectations are clear and are not diverted from until established and shared review dates.</p> | <p>Continue to develop regular communication to parents/community to ensure they understand the situation linking it to the national and local authority guidance.</p> <p>Review homework/home learning protocols and expectations and update policies accordingly</p> <p>Governors/Local authority to continue to support with communication so headteachers are not the only messengers. Shared common approach established</p> <p>Establish regular communication systems – newsletters, blogs, tweets, other social media. Ensure parents feel informed</p> <p>Does communication need to be different for those still home learning – if so how?</p> | <p>Weekly newsletter on going since June 2020. Website and Facebook. Additional information sent out as necessary. Weekly online assemblies</p> | <p>Review what communication is required in line with the school's situation. Communicate why the communication is changing frequency/format so parents know what to expect and how regularly with the knowledge of why and how.</p> | |
| <p>Ascertain parental anxiety and individual responses to COVID-19 so support can be discussed and arranged.</p> | <p>In the likelihood that pupils will be expected to attend school, ensure any parental concerns are alleviated with additional support and communication. This could involve health and safety walk throughs, parental communication sessions and individual catch ups.</p> | <p>✓</p> | <p>All pupils attending school regularly and attendance monitored.</p> <p>Any attendance issues are monitored, and support/challenge established.</p> | |

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| <p>Attendance systems reviewed so the processes are a measure of support and expectation. This is to ensure all parents are worked with so their fears and anxieties are alleviated as much as is possible.</p> | <p>Attendance expectations reviewed and re-visited with parents/community so all are reminded of leaders' expectations.</p> | | | |
| <p>How will parents/community be included in the school's work moving forward? What will this look like so they feel a part of the way the school is 'recovering' from the national crisis?</p> | <p>Aligned with the health and safety, discuss pupils' education with parents and how the school envisages and plans for the school to move forward discussing curriculum and quality of pupils' education.</p> <p>Work with parents to establish a shared, realistic expectation re spending additional funding effectively and how parents can support pupils at home and at school.</p> <p>Establish with parents the home schooling situation as a phased approach so the work done in school can respond to this realistically and manageably.</p> <p>School to school support – what are other schools doing that you could learn from.</p> | <p>Link with Kinderley Manea</p> | <p>Continue to develop the new ways of working forward with a focus on pupils' catching up and the quality of the curriculum they receive having aligned and blended the home/school provision pupils have received over time.</p> | |
| <p>Are all parents clear about the process of closure if there are cases of COVID-19 in the school?</p> <p>Are parents aware and clear about the processes and expectations following any repeats of illness so they know what to do and how to manage it?</p> <p>If there is a spike in cases, how will parents be communicated with so they are not concerned?</p> | <p>Continue to communicate with parents. The support to be continued and starting to add expectation so it is realistic and takes account of the individual cases and scenarios.</p> <p>Develop a policy related to possible future closure. Share with parents and post on the school website.</p> <p>Ensure parents/community are aware of the 'test and trace' scheme and how to access/manage this.</p> | <p>Test and trace on letters, websites FB</p> | <p>Continue to promote regular hygiene and health and safety until risk is eradicated and beyond for good practice.</p> <p>Review 'Closure Policy' alongside Critical Incident and Business Continuity Plan.</p> | |
| | <p>Local authority supporting documents:</p> <ul style="list-style-type: none"> • Working with parents • Cambridgeshire • Peterborough • PCC Application form | | | |

| Target | Key Priority or Action (specific dates and action on Termly Operational Calendar) | Resources | Monitoring (by whom and how) | Impact and Next Steps RAG and date completed | | |
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| | | | | Au | Sp | Su |
| 1.1 All leaders have the skills and knowledge to check on the quality of teaching in their respective subjects and tackling inequalities for pupils due to COVID. | Au <p>Gap analysis tool used by teachers, following NTS/GAPS/SATS to inform future planning, SL to check up the implementation of this. Develop end point assessments for all areas. MSL and ESL to observe their subject across the school to inform individual support required by teachers eg coaching, demonstration lessons, team teaching. SENDCo to observe provision across the school with a focus on promoting engagement in learning for children with EHCPs, school to inform individual support required by teachers eg coaching, demonstration lessons, team teaching. Improvement adviser to work with all subject leaders to develop their confidence to hold others to account. Leaders have a full and realistic picture of the impact of the school improvement priorities using an increased range of monitoring processes, to be included in Sp and Su terms and added to SIDP as necessary. Recovery curriculum developed and CDP identified by leaders and added to termly calendar.</p> | <p>Supply cover for classes £210 per day x10 Cost of LA SLA</p> <p>£1800 Cost of standardised assessment materials for English and maths</p> | <p>Learning walks by HT and subject leaders to identify where they have supported individual teachers. SENDCo to monitor termly intervention data to ensure increase in pupils making expected progress is apparent in data.</p> <p>Governing body visit (Chair of Governors) to meet with subject leader to review how inequalities are being addressed.</p> <p>LA Primary Advisor; English, Maths, notes of visit. HT - Pupil progress reports show increased accountability and challenge, Tests administered and results discussed at PPM.</p> | | | |
| | Sp <p>Monitoring by subject leaders as outlined in timescales, reports to be prepared for governor visits commenting on quality of teaching in their subject, as a result of the impact of their leadership. Leaders including governors have a consistently accurate picture of pupil's attainment and progress through the increased use of PPM. MSL and ESL to lead pupil progress meeting for their subject area, across the school. Curriculum leaders to identify support for individual children at risk of not being on track by the end of the year. Subject leaders to meet with HT and named link governor to provide information about the impact their subject leadership has had on the quality of teaching. Curriculum leaders to identify funding requirements for their subject from the new budget. Curriculum leaders to prepare a case study for governors of pupil not in their class to show impact of recovery curriculum.</p> | | <p>Learning walks by HT and subject leaders to identify where they have supported individual teachers.</p> <p>Governing body visit (Chair of Governors) to meet with subject leader to review how inequalities are being addressed.</p> <p>LA Primary Advisor; English, Maths, notes of visit.</p> | | | |
| | Su <p>Curriculum leaders are able to articulate the impact their leadership has had on improving the outcomes for children across the school as a result of their leadership. Subject leaders able to produce a detailed development plan for their area for the next year as a result of their findings, assessment data, and test results. ESL able to lead the whole of English across the school including phonics. Leadership judged as at least good in its impact on school improvement by external consultant End of year Performance Management reviews completed; pay awards decided School improvement priorities, including achievement show good improvements, and good outcomes for pupils Primary Offer leadership briefings attended by leaders. Further develop the expertise and skills of our senior and middle leaders to secure effective succession planning.</p> | | <p>Learning walks by HT</p> <p>LA Primary Advisor; English, Maths, notes of visit. Governing body visit (Chair of Governors) to meet with subject leader to review how inequalities are being addressed.</p> | | | |
| 1.2 Leaders ensure the curriculum is ambitious & designed to give all pupils, particularly disadvantaged pupils and including pupils | Au <p>All Leaders - Develop the use of the education endowment fund (EEF) research tools to ensure any initiatives introduced are proven to be high impact/low cost. To restructure termly pupil progress meetings to ensure any progress slippage is highlighted and addressed swiftly and effectively. – ensure COVID vulnerabilities for pupils identified at PPM Core subject leaders to study one research project and report back to SLT. Staff training session on the EEF resources available and relevance to our context.</p> | <p>£3000 Cornerstone s</p> <p>OA meeting cost of PSQM and Maths</p> | <p>HT learning walk Data to be scrutinised by Governor -Claire Norman at end of each term to consider if progress in line with FFT and rapid enough and Groups Claire King. Chair and Vice Chair to meet with senior leaders to carry out book look at least once each term.</p> | | | |

| Target | Key Priority or Action (specific dates and action on Termly Operational Calendar) | | Resources | Monitoring (by whom and how) | Impact and Next Steps RAG and date completed | | |
|---|---|---|---|--|--|----|----|
| | | | | | Au | Sp | Su |
| with SEND, to succeed in life. Linked to Quality of Education Section 2. | | Progression planned for as outlined in Section 2. Leadership review – All curriculum leaders PP Champion to complete action plan. | Mastery course (including supply cover) | Curriculum leaders to triangulate TA, work in books and learning walks and provide report for governors. HT learning walk to enable triangulation of evidence. Claire King to meet with PP champion to monitor spending of PP. | | | |
| | Sp | All staff aware of EEF and the research projects PP Champion to review action plan. Core subjects' leaders have a deeper understanding of the relevant projects and outcomes related to their subjects Any appropriate projects discussed with staff and governors and introduced Senior leaders to review project reports and integrate any relevant research into SIDP Progression planned for as outlined in Section 2. | | As outlined above | | | |
| 1.3 Ensure that the impact of secondary traumatic stress from working with traumatised pupils is minimised through use of support in school | Ongoing | MHFA training for two TA and HT All staff to have access to wellbeing support from MH First aider, wellbeing service and training. Wellbeing Governor to be appointed Wellbeing support promoted to staff through staff meetings, displays. Supervision offered to all staff. PSHE lead to review curriculum with staff to ensure recovery is planned for and wellbeing prioritised for children. | £600 cost of MHFA training | Wellbeing governor to meet with PSHE lead to explore support given to pupils and staff – report to FGB | | | |

| Section 2: Quality of Education | | | |
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| Objective: The Quality of Education is good | | Governor Lead: Jeanette Redding | |
| Success Criteria | Evaluation | RAG | |
| To ensure all teaching is securely good | | | |
| Curriculum intent, implementation and impact is articulated to stakeholders. | | | |
| Children make progress in line with national | | | |
| Children with SEND and/or disadvantaged have the curriculum changed/adapted to meet their needs. | | | |
| More-able children across the school are on track to achieve GDS at the end of the Key Stage. | | | |
| Reading is prioritised to allow pupils to access the full curriculum offer | | | |
| Teachers have adopted and adapted a curriculum for Townley Children that is ambitious, broad, balanced and engaging. | | | |

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| Routine Actions: | <p>Half-termly cycle of monitoring and developmental work: Monitoring to include half-termly PPMs, half-termly lesson obs, learning walks, book scrutinies – curriculum leaders, SENDCo and HT.</p> <p>ABC Dog weekly visits to continue throughout the year.</p> <p>Promote reading through head's awards in assembly and Hot Chocolate Club, weekly, throughout the year.</p> <p>First News used in KS2 to support GR throughout the year.</p> <p>Storytime at the end of each day across the school throughout year.</p> <p>Story cafés linked to books, termly, throughout the year.</p> <p>Curriculum Corner communicated on newsletter weekly</p> <p>ICT used to increase levels of engagement and aid learning (Rock Stars Times Tables and SATs Companion for reading, SPAG and Maths).</p> <p>Pupil Progress meetings half-termly and subsequent action taken.</p> <p>HT drop-ins.</p> |
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| Recovery Priority: Getting curriculum back on track (including assessment/attainment/progress academically of pupils) | | | | |
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| Consideration: | Current phase: (Phase II and III) | Comments/ Action | Moving further forward: (Phase IV and V) | Comments/ Action |
| Has it been established where pupils left off and how this was followed on through home learning access; key worker pupils and those vulnerable pupils in school? | <p>How will leaders establish pupils' starting points (not necessarily data linked – well-being, application, readiness to learn)? Take into account different way of being schooled for pupils and the summer holiday period may be in between.</p> <p>Consider the curriculum in supporting and informing assessment of pupils.</p> <p>Develop a shared knowledge and understanding that the curriculum will be the crucial area to focus upon to ensure pupils catch up and their learning gets back on track. This is also necessary to ensure pupil well-being and a sense of success and achievement.</p> <p>When will pupils' starting points be established – while pupils are being phased into school or when all pupils are full-time in school?</p> | <p>Transition over first two weeks.</p> <p>Assessments during first two weeks for y2 – y6 – NTS/Gaps</p> <p>Y1 – PSC</p> <p>EYFS development matters</p> | Start to review the curriculum provision for all pupils considering loss of learning and impact of pupils not being in school for the whole school year. | |

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| <p>What is the plan over time for the curriculum to be considered so quality of education is established quickly and catch up for pupils achieved?</p> <p>Consider 'realistic' but equally 'aspirational/ambitious' milestones for all in the context of the school and current situation.</p> | <p>Have leaders put the curriculum and quality of education at the forefront as a lever for the development of pupils following the time of phased re-entry to school?</p> <p>Consider how the curriculum being thought through will add quality to the catch up and quality of education pupils receive.</p> <p>How are leaders able to demonstrate how they are getting the curriculum back on track/changed to meet pupils' varying needs?</p> <p>How are leaders evidencing that pupils' quality of education is being considered and rapidly developed to ensure pupils are given the best chance of success and enabling them to be where they should to continue success in the next stages of their education.</p> <p>How are pupils' starting points academically being considered? How is this informing the curriculum and quality of education they are receiving at various points of the phased entry process?</p> | | <p>Evaluate the initial stages of development and implementation – review what this is achieving and the impact. Change/continue according to impact in the short term and establish what longer term examples will be.</p> <p>Reporting to be re-established to local authority and external agencies.</p> <p>Consider curriculum reviews as external monitoring to inform action planning.</p> | |
| <p>How will leaders begin to transition from the current phase to prioritise the achievement of pupils and plan/review the curriculum so it includes aspects that will ensure pupils' achievement is at the forefront.</p> | <p>Processes are in place to ensure the curriculum is considered fully, is ambitious and is adapted to meet the needs of pupils in the school.</p> <p>Take the findings of the work done to evaluate the provision pupils have received and their starting points and with leaders plan how pupil achievement will be assessed and how this will inform the quality of education and curriculum.</p> <p>Ensure all stakeholders and staff have a secure expectation and vision for the achievement of all pupils to be a priority.</p> <p>Make sure governors and staff know and understand the need for catch up and how this can be achieved through quality first teaching, the planning and delivery of a curriculum that meets pupils' needs and appropriately targeted, focused and well-planned intervention.</p> <p>Re-focus on the academic side of the school's work, this can run parallel to the planning of the admittance of all pupils to the school and so it is a priority of the school's work.</p> | | <p>Ensure the intent, implementation and impact of the planning and discussions around the curriculum and quality of education inform the next stages of school improvement.</p> <p>Complete the school improvement plan with leaders, staff and governors to ensure they know and understand what the vision is for the school's work and expectations high.</p> | |
| <p>Local authority supporting documents:</p> <ul style="list-style-type: none"> Assessment | | | | |

| Recovery Priority: Phased return for pupils | | | | |
|--|--|-----------------------------|---|-------------------------|
| Consideration: | Current phase: (Phase II and III) | Comments/ Action | Moving further forward: (Phase IV and V) | Comments/ Action |
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| <p>Are the eligible pupils in school?</p> <p>If they are, is there capacity during the review period up to the end of July to consider more pupils? What might this look like.</p> | <p>Complete a 'core' plan taking into account the DfE guidance as to how the school will stage the return of pupils over time until all pupils are returning to school full time.</p> <p>Adapt the 'core' plan of phasing pupils back to school with the national guidance and the support provided by the local authority.</p> <p>Update the risk assessment to reflect the changes when each phase is completed.</p> <p>Maintain the review periods and stick to these so all staff, parents and the community know what is happening and are frequently informed.</p> <p>Where pupils could be in school (and where schools have the capacity to support this) but parental choice is preventing this – what could you do to persuade these children to attend?</p> | | <p>Ensure by these phases all pupils are in school full-time with appropriate adjustments made and support in place.</p> <p>Review the Covid-19 addendum to your Attendance Policy.</p> | |
| <p>If there is continued interruption to pupils being in school, how will this be managed?</p> | <p>Establish a 'crisis' plan for a potential spike in the pandemic which may cause continued disruption in attendance at school.</p> <p>Establish the priority pupils and how the home/school provision will be considered in the short term/longer term if government guidance determines this.</p> | <p>Teams in place - FB</p> | <p>Governors and leaders review their 'critical incident' policies to include pandemic situations. This can then be shared with all, including parents, and referenced when needed. Include the learning from the current situation in terms of closure of school to some/all pupils.</p> | |
| <p>Re-establish routines and expectation as pupils return.</p> | <p>Continue to re-establish routines particularly in light of the new systems, health and hygiene measures in place. This includes with behaviour. Keep re-visiting as pupils continue to increase in numbers.</p> <p>Address the re-visiting in whole school 'events' carried out possibly in smaller groups such as assemblies, gatherings – taking into account national guidance.</p> <p>Consider, (written together with pupils – perhaps prior to return) classroom and whole school expectations.</p> | | <p>Ensure whole school events re-visit expectations to ensure consistency throughout the school over time as well as further development of the systems.</p> <p>Review and update any policies that may need looking at because of a new way of working or following analysis of the current school situation.</p> | |
| <p>Rebuild relationships as pupils return particularly as some pupils will have different teachers and be entering a new key stage. This includes with friendships too as they will not have seen their peers for some time.</p> <p>Some pupils will need to learn to play, share, communicate appropriately. Ascertain those pupils who are likely to struggle and identify those who previously may not have been highlighted but are now exhibiting different behaviours.</p> | <p>Reiteration of expectations as pupils continue to return to school.</p> <p>Review the systems in line with national expectations and implement adapting systems already successfully in place.</p> <p>Closely supervise behaviour, routines – treat as new academic year expectations to secure consistency of approach and learning by pupils. Continue re-visiting as more pupils join.</p> <p>Balanced level of support and challenge so pupils' needs are responded to, but the high expectations are appropriately set and sought after by all.</p> <p>Review and adapt</p> <ul style="list-style-type: none"> • Pastoral support plans • Individual Education Plans • Behaviour support plans • Health care plans <p>Possible requirement for Emergency EHCP Reviews.</p> <p>Update/refresh any appropriate training</p> | | <p>Review behaviour policies to reflect any changes. Communicate this with all so all have consistent approach and understanding to behaviour management throughout the school.</p> <p>Continue to develop systems of support as the school addresses the challenges they face and review what has worked successfully.</p> | |

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| Support in place for any separation anxieties as pupils deal with the changes they are faced with. | | | | |
| Local authority supporting documents: | | | | |
| <ul style="list-style-type: none"> • Pupil well-being • https://www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/Pupil-wellbeing-activity-pack.pdf • www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/PCC-Covid-19-Bereavement-Guidance.docx • https://www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/Recovery-following-Pandemic-PCC-Secondary.pdf • https://www.cambslearntogether.co.uk/asset-library/contacts-in-early-help-and-social-care.pdf • https://www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/Recording-attendance-during-the-coronavirus-COVID-19-outbreak-checklist-v4.docx | | | | |

| Target | Key Priority or Action (specific dates and action on Termly Operational Calendar) | Resources | Monitoring (by whom and how) | Evaluation, RAG and date completed | | |
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| 2.1 All teaching is securely good; children's needs being met through planning and through reshaping during lessons. Books show good to very good evidence of challenge for pupils at all levels. | ^A Observation by H/T -Week beginning 5 th October TA performance management. Week beginning 12 th October Teaching observations and performance management. Other dates agreed on 3 rd September Developmental work to include weekly support for planning teaching and assessing, Implementation of support plan where necessary. – HT Lesson observations show opportunities for children to solve challenges independently. | Governor visits LA Advisers Primary Offer | LA adviser to formally observe teaching with HT ESL and MSL to observe teaching across the school Data to be scrutinised by Governors Claire Norman at end of each term to consider if progress in line with FFT and rapid enough and Groups to be scrutinised by Claire King. | | | |
| | ^{Sp} Dates to be agreed at end of autumn term and recorded on termly calendar Cycle of monitoring and developmental work: Monitoring to include half-termly PPMs, half-termly lesson obs, learning walks, book scrutinies, termly teacher appraisal, support for planning, teaching and assessing. Implementation of support plan where necessary. | Local Cluster meetings Improvement Adviser | Governor to carryout book look to see impact of coaching, monitoring and feedback with H/T – Jeanette Redding Data to be scrutinised by Governors Claire Norman at end of each term to consider if progress in line with FFT and rapid enough and Groups to be scrutinised by Claire King. | | | |
| | ^{Su} Dates to be agreed at end of Spring term and recorded on termly calendar. Cycle of monitoring and developmental work: Monitoring to include half-termly PPMs, half-termly lesson obs, learning walks, book scrutinies, termly teacher appraisal and support for planning, teaching and assessing. Implementation of support plan where necessary. | Adviser | Governor (to carryout learning walk to see impact of coaching, monitoring and feedback with H/T at least once each term - Jeanette Redding Data to be scrutinised by Governors Claire Norman at end of each term to consider if progress in line with FFT and rapid enough and Groups to be scrutinised by Claire King. | | | |
| 2.2 Assessment is accurate and used well to inform learning across all subject areas | ^{Au} NTS and Gaps (to be purchased) to be carried out termly across the school and gap analysis used to inform planning, PPM and next steps. All teachers are able to accurately evaluate pupils' knowledge and skills across each core subject. Retrieval practice, and quizzes used from Y1 to support low stakes assessment across core subjects HT book look and evidence triangulation, learning walks. PSC for Y2 to be planned and phonics curriculum recovery developed. Knowledge organisers/bookmarks to be developed for Science assessment End points for assessment in English, maths and science are clear, end points for subjects taught this term developed. | Cost of standardised assessment materials for English and Maths | Subject leaders to triangulate TA, work in books and learning walks. Chair to meet with subject leaders to carryout book look at least once each term. Curriculum link governor to carry out book look with curriculum leaders. Data to be scrutinised by Governors Claire Norman at end of each term to consider if progress in line with FFT and rapid enough and Groups to be scrutinised by Claire King. SL to speak to children during learning walks to find out if children can articulate what they need to do to make progress. | | | |

| Target | Key Priority or Action (specific dates and action on Termly Operational Calendar) | | Resources | Monitoring (by whom and how) | Evaluation, RAG and date completed | | |
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| | | | | Primary Advisers notes of visit Governors to monitor the implementation/ administration of tests. | | | |
| | Sp | Dates to be agreed at end of autumn term and recorded on termly calendar Standardisation and moderation carried out as school for writing and maths PPM indicate that all chn are on track to achieve targets in line with FFT New EYFS assessments to be planned for September 2021 Children know what they need to do to make progress in their learning and evidence of them acting on it. Retrieval practice, and quizzes used from Y1 to support low stakes assessment across geography and history. Cluster moderation dates to be agreed Cluster moderation for Y2 and Y6 Knowledge organisers/bookmarks to be reviewed for science and then developed for history and geography assessment end points for history and geography clear. | | Pupil voice – Curriculum link governor to speak to chn on learning walks to confirm chn know what they are learning and how they can make progress in the lesson and evidence of them acting on it. | | | |
| | Su | Dates and actions to be agreed at end of Spring term and recorded on termly calendar. Knowledge organisers/bookmarks to be developed across foundation subjects in Y1-6. Assessment end points for all remaining subjects in place and children in Y5/6 know how to achieve these – children in Y1 – 4 developing their understanding of knowing how what they need to learn to achieve end point. PPM indicate that all chn are on track to achieve targets in line with FFT | | Pupil voice – Curriculum link governor to speak to chn on learning walks to confirm chn know what they are learning and how they can make progress in the lesson and evidence of them acting on it. | | | |
| 2.3 Reading continues to be prioritised across the curriculum to ensure the teaching of guided reading is planned for and skills built on across the whole school and sequenced towards cumulatively sufficient knowledge and ensures children's progress and attainment is at least good. | Au | Other dates agreed on 3rd September As detailed in Eng action plan Guided reading training for teachers then developed for all staff Reading Bingo summer holiday reading challenge for all children. Reading across the curriculum, including maths taught – Alex Quigley book read by all teachers and used to support training for TAs Reading volunteers from the community recruited (COVID 19 dependent) | | Gov learning walk before FGB in December to see reading in the environment and impact of new OA books for EYFS. HT learning walk to look at reading evidence across the school and environment. English Adviser notes of visit. Governors to monitor pupil voice will demonstrate pupils' awareness of, and engagement with reading. | | | |
| | Sp | Dates to be agreed at end of autumn term and recorded on termly calendar, as detailed in Eng action plan First news used in KS2 to support GR through theme. Bedtime read and World Book Day Curriculum leads to audit reading across the curriculum to ensure materials can be purchased in new financial year. | | Gov learning walk before FGB in 2 nd half term to see reading in the environment. HT learning walk to look at reading evidence across the school and environment. English Advisor notes of visit Pupil voice will demonstrate pupils' awareness of, and engagement with reading. | | | |
| | Su | Dates to be agreed at end of Spring term and recorded on termly calendar. New material for reading through curriculum purchased. Reading across the curriculum, including maths taught. Summer holiday reading challenge planned and distributed before children break for the summer holidays. | | As above | | | |
| 2.4 To continue the review of the curriculum to ensure effective skills progression is in place | AU 20 | RSE Curriculum fully implemented in time for changes to law in Sept 2020 - PSHE delayed until Autumn term 2021 by government due to Lockdown. School aims to be ready by end of Autumn Term 2020 Curriculum statement on website reviewed as necessary | Cornerstones | Book scrutiny to be conducted in Autumn 1 and 2 by relevant curriculum leads LA Primary Adviser notes of visit. HT learning walks | | | |

| Target | Key Priority or Action (specific dates and action on Termly Operational Calendar) | | Resources | Monitoring (by whom and how) | Evaluation, RAG and date completed | | |
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| and coherently planned for (this is second year of two-year action). | | <p>Long term planning for two years mapped out and on website for Y1-6 -Curriculum leads, taking recovery curriculum into consideration.</p> <p>Long and medium-term plans for Reading and music show clear skills and knowledge progression by December 19th.</p> <p>Book scrutinies in science and art show increased depth of learning for all pupils in these two areas.</p> <p>Using OA support, Alex Quigley documents and Cornerstones, assign skills and knowledge to medium term plans for each year group.</p> <p>Curriculum leads to share this with staff.</p> | | <p>Governors to monitor website for information and compliance JR</p> <p>Headteacher report to governors about curriculum development and role of OA.</p> <p>PSHE to monitor planning for PSHE to ensure it meets statutory RSE curriculum</p> | | | |
| | Sp | <p>Dates TBC and added to calendar</p> <p>Long and medium-term plans for Geography and history show clear skills and knowledge progression. Book scrutinies in increased depth of learning for all pupils in these two areas. - Curriculum leads</p> | | Monitoring as above | | | |
| | Su | <p>Long and medium-term plans for PE and maths show clear skills and knowledge progression. Book scrutinies in increased depth of learning for all pupils in geography and history - Curriculum leads</p> | | Monitoring as above | | | |
| 2.5 complete PSQM to raise the profile of science and improve attainment. | A | <p>Science leader Dates TBC and added to calendar</p> <p>Assessment of science is accurate.</p> <p>There is a shared and demonstrated understanding of the importance and value of science to children's learning.</p> <p>For children to know the value of science and to raise its profile. To have fun with science, but also raise attainment.</p> <p>The science Lead knows about the quality of science teaching and learning across the school and is working with staff to improve their teaching where necessary enabling all staff including EYFS Staff are knowledgeable about planning for this year - HT</p> <p>School continues to work towards achieving PSQM.</p> <p>The subject leader has taken part in some CPD that has had an impact in his/her classroom.</p> | £1000 cost of PSQM Cost of supply cover | <p>LA Primary Adviser notes of visit</p> <p>Reports from PSQM advisor</p> <p>Action plan for PSQM shared with governors in December meeting.</p> <p>Chair of Governors to meet with new subject leader to discuss science action plan.</p> <p>HT triangulation of evidence – work in books, learning walks and PPM.</p> | | | |
| | Sp | <p>Science leader Dates TBC and added to calendar</p> <p>Science supports and links with other curriculum areas and contributes to maximising whole school initiatives while retaining its unique status.</p> <p>The purpose of science assessment is well understood and shared by the members of the school community. Assessment approaches are designed to fit those purposes.</p> <p>There are clear links to other schools and outside agencies/organisations/ communities to enrich science curriculum.</p> <p>All pupils are actively engaged in a science enquiry; using a variety of enquiry strategies, independently making decisions, using evidence to answering their own questions, solving real problems, evaluating their work.</p> <p>The subject leader maintains an interest in the subject outside the school and this impacts on his/her teaching.</p> | | <p>Curriculum Governor book look at science work to see improvements in the quality of science work in books. TBC once PSQM starts.</p> <p>Governor holds pupil perception discussions to see if children value science.</p> <p>LA Primary Adviser notes of visit.</p> <p>HT triangulation of evidence – work in books, learning walks and PPM.</p> <p>Other monitoring TBC in line with PSQM requirements.</p> | | | |
| | Su | | | | | | |

| Section 3: Behaviour and Attitudes | | |
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| Objective: The whole school community has high expectations and behaviour and attendance will be good. | Governor Lead: Claire Norman | |
| Success Criteria | Evaluation | RAG |
| Pupils at risk of emotional, behavioural and learning difficulties have been identified and supported. | | |
| Relationships rebuilt as pupils return, particularly those with different teachers and entering a new key stage. | | |
| Children’s attitudes to learning are positive due to a carefully planned curriculum and lessons that met their needs. | | |
| High expectations of planning meeting needs. | | |
| Those vulnerable to underachievement (attendance, PPG, SEND, young carers, GDS) | | |
| Children’s learning behaviour in and outside of lessons is good. | | |
| A minority of pupils have significant challenges to overcome and, in some cases, need daily support from experienced staff to support them in the choices they make. This support ensures the learning of other pupils is not affected. | | |
| Systems are robust and secure to keep our pupils safe. | | |

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| Routine Actions: | <p>HT drop-ins.</p> <p>Assessments to be recorded termly.</p> <p>Peer Mediation.</p> <p>Restorative Approaches.</p> <p>Pupil voice – governors to speak to children during learning walks</p> <p>Governor learning walk visits will comment on children’s behaviour for learning, if carried out while children are in classes.</p> <p>COVID RA reviewed at least ½ termly (more frequently if guidance/legislation change, or situation in school changes)</p> <p>Weekly attendance reporting</p> <p>The exceptionally positive ethos and climate for learning across the school continues and children behave well because learning in lessons meets their needs.</p> <p>Pupils make a good contribution to a safe and positive learning environment, their conduct continues to demonstrate a pride in themselves, their learning and in school.</p> |
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| Target | Key Priority or Action (specific dates and action on Termly Operational Plan) | | Resour ces | Monitoring (by whom and how) | Evaluation, RAG and date completed | | |
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| 3.1 Although staff will be aware of pupils at risk, other pupils may now be at risk following the experiences they have lived through during this time. Identify these pupils and put systems of support in place. | ongoing | <p>All staff identify pupils with a high risk of emotional, behavioural and learning difficulties through class meetings, knowledge of children, communication with parents and PPM</p> <p>Tracking grid/PPM shows systems and support for 'other pupils now at risk' due to COVID.</p> <p>All systems are reviewed so support is accessed, given and monitored for effectiveness. Rebuild relationships as pupils return, particularly as some pupils will have different teachers and be entering a new key stage. This includes with friendships too as they will not have seen their peers for some time.</p> <p>Some pupils will need to learn to play, share, communicate appropriately. Ascertain those pupils who are likely to struggle and identify those who previously may not have been highlighted but are now exhibiting different behaviours.</p> <p>Support in place for any separation anxieties as pupils deal with the changes they are faced with.</p> <p>SENDCo to ensure all teaching staff are aware of all the new interventions purchased. And to ensure children with SEND are raised with SEND Services where necessary.</p> | | <p>Wellbeing Governor to talk with staff to gather Wellbeing perceptions, meet with ELSA lead to consider effectiveness of this intervention for vulnerable learners, and how this is measured.</p> <p>SENDCo to monitor implementation and impact of new interventions</p> <p>Leadership Governor to Meet with SENDCo to share findings above.</p> | | | |
| 3.2 Balanced level of support and challenge so pupils' needs are responded to, but the high expectations are appropriately set and sought after by all. | ongoing | <p>Reiteration of expectations as pupils continue to return to school – all staff</p> <p>Review the systems in line with national expectations and implement adapting systems already successfully in place – all leaders</p> <p>Closely supervise behaviour, routines to secure consistency of approach and learning by pupils – all staff</p> <p>Teaching staff -Review and adapt:</p> <ul style="list-style-type: none"> •Pastoral support plans •Individual Education Plans •Behaviour support plans •Health care plans <p>Possible requirement for Emergency EHCP Reviews.</p> <p>Update/refresh any appropriate training (steps) –Steps Tutor</p> <p>Review behaviour policies to reflect any changes. Communicate this with all so all have consistent approach and understanding to behaviour management throughout the school.</p> <p>Continue to develop systems of support as the school addresses the challenges they face and review what has worked successfully.</p> | Inset day 4 th Sep | HT report to GB each half term | | | |
| 3.3 The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. | Au | <p>In line with Section 2, identified subjects will be coherently planned for progression by the end of the term.</p> <p>Cycle of monitoring and developmental work: Monitoring to include Half-termly PPMs, Half-termly lesson obs, learning walks, book scrutiny Termly teacher appraisal.</p> <p>Developmental work to include weekly support for planning teaching and assessing.</p> <p>Implementation of support plan where necessary.</p> <p>Teachers sharing good practice - focused mentoring for a particular area needing improvement; improvements evidenced. Opportunities to observe high quality teaching</p> | LA SLA | <p>HT triangulation of evidence – work in books, learning walks and PPM.</p> <p>Primary Adviser notes of visit.</p> <p>Pupil voice – governors to speak to children during learning walks</p> <p>Governor learning walk visits will comment on children's behaviour for learning, if carried out while children are in classes.</p> | | | |

| Target | Key Priority or Action (specific dates and action on Termly Operational Plan) | | Resources | Monitoring (by whom and how) | Evaluation, RAG and date completed | | |
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| See Section 2 Quality of education for additional milestones and monitoring. | | and learning in other classes as necessary to provide additional support for teachers as required. Support from OA to be planned in early Au term. Use of professional conversations to analyse the impact of teaching | | Data to be scrutinised by Governor (Claire N) at end of each term to consider if progress in line with FFT and rapid enough and Groups to be scrutinised by Claire K. Governor booklook and data evidence to see progress of children – Simon Freeland | | | |
| | Sp | In line with Section 2, identified subjects will be coherently planned for progression by the end of the term. Cycle of monitoring and developmental work: Monitoring to include Half-termly PPMs, Half-termly lesson obs, learning walks, book scrutiny Termly teacher appraisal. Developmental work to include weekly support for planning teaching and assessing. Implementation of support plan where necessary. Teachers sharing good practice - focused mentoring for a particular area needing improvement; improvements evidenced. Opportunities to observe high quality teaching and learning in other schools/classes as necessary to provide additional support for teachers as required. Use of professional conversations to analyse the impact of teaching Children know what they need to do to make progress in their learning and evidence of them acting on it. | | As above | | | |
| | Su | As outlined above and actions from previous term reviewed and acted upon Peer observations to be used to identify areas for development in learning opportunities for resilience and independence. | | As above | | | |
| 3.4 Improve the attendance of a small minority of our pupils | Annual on going | Maintain the improvements in attendance through continuing with what has worked well during 2019/2020 Ensure parents feel safe to return children following lockdown – ensure RA on website, along with welcome videos. Ensure data of vulnerable groups continues to be scrutinised, whilst maintaining oversight of small numbers of pupils in groups skewing data. We must continue to deter parents from taking pupils on holiday during term time. We will continue to issue penalty notices for all parents this applies to. We will also continue to challenge parents early on if a pupil's attendance falls below an acceptable level, so they are encouraged to develop positive attitudes to attendance and punctuality and not allow bad habits to form PA or potential PA pupils identified and steps taken at earlier stage to prevent PA. Referrals made to EWO/Penalty notice team. Targets set for individual families. Review meetings held to celebrate success or offer additional support through EWO Reduction in no of PA pupils when compared with last two years. Number of persistently lates reduced Continued collaboration and sharing of good practice for developing through cluster support group and relationship with secondary transfer schools. | | Attendance Governor (Yvonne) to receive report termly from attendance officer detailing number and type of letters sent, breakdown of attendance figure and report back to FGB. EWO reports | | | |

| Section 4: Personal Development | | |
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| Objective: Personal Development is good. | Governor Lead: Claire King | |
| Success Criteria | Evaluation | RAG |
| SMSC - They understand moral codes from their own and others' traditions. Consequently, moral development is good. | | |
| Pupils show respect for, courtesy and good manners towards each other and adults. Lessons flow smoothly and any minor disruption is dealt with swiftly | | |
| Pupils' attitudes to learning are good but key pupils with EBD do need additional support from the learning mentor and pastoral system at times. | | |
| Pupils are ready for the next stage of education. They have the knowledge and skills they need. | | |
| Pupils with SEND achieve the best possible outcomes. | | |
| Children in receipt of PPG achieve the best possible outcomes, ensuring their end of KS results are in line with national results. | | |

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| Routine Actions: | <p>HT drop-ins</p> <p>Assessments to be recorded termly.</p> <p>Peer Mediation</p> <p>Restorative Approaches</p> <p>Pupil voice – governors to speak to children. during learning walks</p> <p>Governor learning walk visits will comment on children's behaviour for learning, if carried out while children are in classes</p> |
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| Recovery Priority: Vulnerable pupils (identified by leaders) | | | |
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| Consideration: | Current phase: (Phase II and III) | | Moving further forward: (Phase IV and V) |
| <p>What does 'vulnerable' mean to the school?</p> <p>Who are the school's 'vulnerable' identified pupils?</p> <p>There are naturally assumed groups – pupils with SEND/disadvantaged but ensure others are identified and their support and provision through the phases considered.</p> | <p>Provision considered for identified vulnerable pupils as they return to school. What does this look like for those being 'cared' for in school and those being home schooled?</p> <p>How is the provision over time aligned so their needs are considered and they are prepared for a range of provision including 'catch up' programmes?</p> <p>Consider the pupils who have been 'shielding' and how their return to school is managed. These pupils may well be a 'new' group of identified vulnerable pupils for leaders to consider</p> <p>Review of inclusion policy and post on the school website/communicate changes to parents.</p> <p>Review systems in place for vulnerable pupils under the remit of the appropriate leader</p> <p>Ensure staff are well informed and CPD provided to help them support vulnerable pupils</p> | | <p>A continued consistent approach over time to ensure vulnerable pupils' needs are met and they are ready for the next stages of their education through the curriculum/quality of education over time.</p> <p>Evaluate the staffing CPD so they are able to provide the best possible quality of education that meets the needs of all vulnerabilities of pupils.</p> <p>Use of curriculum mapping tools where appropriate.</p> |

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| | <p>Consider in the light of government definitions first, and then with respect to schools' own identified groups.</p> <p>Provision – assess, plan, do, and review. Ensure Code of Practice is adhered to.</p> <p>Communication with parents will be important when undertaking and reviewing all processes.</p> | | | |
| How are leaders considering the use of the additional funding to support vulnerable pupils? (including that being provided as additional following the pandemic) | <p>Leaders to plan effective use of the additional funding and evidence this thoroughly for 'monitoring impact' purposes.</p> <p>Continue to review provision of the vulnerable pupils in line with their peers to ensure consistency and understanding of staff of the approach being taken.</p> <p>Individual meetings in an organised thought through way which will secure a regular review for implementation and impact, so vulnerable pupils are given the best chance to catch up and be successful.</p> | | <p>Review the effectiveness of the additional funding – that already allocated to the school and the additional funding following the pandemic.</p> <p>Governors frequently monitor the impact of spending of the additional funding.</p> <p>Routinely communicate with parents the use/impact of the additional funding.</p> <p>Continue to review provision based upon the findings of evaluation so far.</p> <p>Consider support – external disadvantaged pupil review to ascertain next steps.</p> | |
| <p>Ensure vulnerable pupils' emotional well-being is considered and evaluated.</p> <p>Keep in sight that underachievement will further add to pupils' well-being, confidence and self-esteem.</p> <p>Consider how the well-being and academic success will be a balanced approach so pupils develop personally, socially and emotionally and academically too.</p> | <p>Whole school provision plan for vulnerable pupils looking at their well-being over time responding to their needs following 'lockdown' and beyond including transition back into school or from receiving 'care' from the school.</p> <p>Changes to be well thought through and managed for individual pupils so they are able to cope with the next steps, albeit small steps.</p> <p>Arrange and formalise statutory plans and responses accordingly. Where necessary involve external multi-agency support and include in all reviews.</p> | | <p>Continue to re-introduce systems already being used by the school and/or look at what may be working more effectively following the crisis.</p> <p>New ways of working to be implemented and to inform the next stages of the school improvement process.</p> | |
| Considering the vulnerabilities of pupils due to the different experiences pupils have had due to space to work at home; difficult relationships with parents/siblings; parental commitment to supporting pupils at home; parental interest, capability, skills to be able to support effectively and access to appropriate resources for example, online provision. | <p>How have the various factors made some pupils previously not considered vulnerable, now vulnerable?</p> <p>Review the needs of pupils and ensure the systems in place strive to meet their needs based upon initial needs analysis and how this will need to be developed for longer term impact.</p> | | <p>Review the school's 'vulnerable' identified pupils with appropriately agreed criteria. Monitor the impact of the support and provision so it can be changed/stopped if no longer required due to the progress made.</p> | Ongoing monitoring by Governor with responsibility for PP/vulnerable learners (CK) |

Local authority supporting documents:

- <https://www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/Multi-agency-Risk-Assessment-Protocols-and-Time-Scales-Final.pdf>
- <https://www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/Final-EHCP-easement-arrangements-for-schools-and-settings.docx>
- <https://www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/CCC-and-PCC-Supporting-children-in-care-with-returning-to-school-during-COVID-19.pdf>
- <https://www.gov.uk/government/news/plans-to-ease-guidance-for-over-2-million-shielding>

Recovery Priority: Home/School learning alignment/blending

| Consideration: | Current phase: (Phase II and III) | Comments/ Action | Moving further forward: (Phase IV and V) | Comments/ Action |
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| <p>Distance (home) learning can be effective if the teaching and learning is of a high quality.</p> <p>Evaluate the effectiveness of the home learning provision over time for each year group.</p> <p>Have staff used the fundamental aspects of effective teaching and learning in the home learning provision? For example, clear explanations, scaffolding, feedback.</p> <p>Think about how, as more pupils attend school, the school and home learning are aligned for consistency and to ensure smooth transition to pupils learning when all back at school full time.</p> | <p>Continue to evaluate the alignment of home/school learning as more pupils attend school.</p> <p>Review the Homework/home learning policy and continue review to reflect the pupils' access to school/home as phases are worked through.</p> <p>Review the quality of the education pupils are accessing with leaders and teachers – set Timescale/resources/costs for the review so it is being monitored and changes communicated to governors, staff and parents. This will also ensure expectations are shared and understood.</p> <p>Continue to assess pupils' capacity to independently access home learning. Adapt accordingly in set review times.</p> <p>Have staff been trained in 'virtual learning' techniques?</p> | <p>GB monitoring of Facebook input for all year groups and observation of lessons for those children in school to see if offer is comparable and effective.</p> | <p>Review the curriculum provision for all pupils considering intent and implementation of what it will look like once all pupils are attending school full time.</p> <p>Develop and implement appropriate assessment opportunities in order to monitor and report pupil achievement over time.</p> | |
| <p>Has parental engagement been evaluated to find out what support is in place to further help pupils 'catch up' over time?</p> | <p>Following evaluation of which pupils have received high quality provision at home and those where there have been challenges, plan the support to help pupils catch up – this may be short term due to pupils' capacity to learn being different. This will come from teacher knowledge of pupils and what assessment is given to determine the starting points of pupils.</p> <p>Many pupils will have accessed home schooling, evaluate the value of relying on quality first teaching to support pupil catch up as opposed to a number of intervention programmes which may not fill gaps that quality first teaching could.</p> | | <p>The analysis of the impact of pupils being away from school and accessing home schooling may show impact over time. Continue the work to monitor the 'catch up' process for all pupils.</p> <p>Pupil progress sessions to inform leaders so planning can be sharp, rigorous and purposeful.</p> <p>Include parents in the process of aligning home and school provision so parents are aware of their contribution to the 'big picture' of the school.</p> <p>Consider:</p> | <p>Governor to observe PPMs to ensure system is robust</p> |

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| | Leaders to listen to teachers and respond to their home provision experiences and the initial phase of pupils returning to school to inform the planning and oversight. What forms of parental evaluation have been used/considered? How accessible are these to all parents/carers? | | <ul style="list-style-type: none"> • how SEND/Inclusion parent views are sought • Parental working parties. | |
| Monitor the stages of continuing home /school shared provision continuing to focus on aligning it during the summer term to reduce differences for the next phases of pupils returning to school. | Start to look at the home provision and the school provision as it starts to change. Communicate this to parents so expectations are clearly shared. Consider how the current situation will contribute towards the future curriculum in the school when all pupils attend school. | | Use the findings and teacher information intelligently to inform the next steps of school development regarding the curriculum and quality of education. Can leaders articulate this journey of development and improvement, so it is clear how effectively they are making up any lost ground and securing the best chances for pupils moving forward? | |
| What aspects of the school's curriculum have been missed/neglected? What adjustments can be made to ensure home/school provision can meet some of the missed aspects? | Established subject leaders to evaluate the starting points for the curriculum in their subject areas and suggest/plan what aspects could be focused upon to support transition to the full curriculum provision. Ensure subject leaders have an oversight of the direction of travel for their subject area from early years through to sixth form. Subject leaders to carry out subject audits, as well as teacher subject knowledge audits to inform next step planning. | | Are leaders able to articulate clearly how they are getting their curriculum area of responsibility on track from their own oversight of home/school provision? Leaders plan and review their intent, implementation and impact following an oversight of the home/school provision for all pupils. Staff CPD to continue to meet staff needs in all subject areas over time informing school improvement of developing the curriculum, catch up, meeting pupils' needs and therefore successfully ensuring pupils achieve well throughout the curriculum the school offer. | Curriculum Governor to monitor impact |
| Local authority supporting documents: | | | | |
| <ul style="list-style-type: none"> • https://www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/Online-Learning-Resources-Key-Stage-1-2.pdf • https://www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/Guidance-for-families-currently-learning-at-home.pdf • https://www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/Home-Learning-Booklet.docx | | | | |

Recovery Priority: Managing transition 2020/21

| Consideration: | Current phase: (Phase II and III) | Comments/ Action | Moving further forward: (Phase IV and V) | Comments/ Action |
|---|--|---------------------|---|------------------|
| Time is considered for pupils to transition to a new school, new teacher, new classroom and the new way of working including systems. How is this included in the plans for return to school? | Implement appropriate transition plans 'virtually' or safely on site taking into consideration the national guidance and following the expectations for health and safety on site. | | Evaluate the transition plans and use them to follow up to check effectiveness and settling of pupils and inform future transition arrangements. It may be that systems worked successfully, and so current school arrangements could be reviewed and improved. | |
| Early years: younger children may be unable to express how they feel about the | Home/school communication is even more crucial currently. As young children come back into school, communication with home so it is clear how this will best work for the child. | | Evaluate the transition plans and use them to follow up to check effectiveness and settling of pupils and inform future transition | |

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| <p>current circumstances verbally. Is behaviour being observed carefully for changes that may indicate anxiety, frustration and/or stress.</p> <p>Include parents in the communication process so they are reassured, included and form positive relationships which can be developed at the early stages of home/school partnerships and supporting children to learn.</p> | <p>Re-establish routines and expectations – behaviour, how to play, explore and investigate.</p> <p>Prioritise ‘play’ – essential to children’s holistic well-being and development.</p> <p>Support children to develop their awareness of routines and the physical environment which are being changed frequently.</p> <p>Follow the children’s lead, interests and strengths. This will help children to feel safe and enable them to develop strong relationships and encourage interest in learning promoting their readiness to learn – heightening their levels of curiosity and inquisitiveness.</p> | | <p>arrangements. It may be that systems worked successfully, and so current school arrangements could be reviewed and improved.</p> <p>Continue to develop use of visual prompts, modelling and role play.</p> <p>Continue to develop children’s readiness to learn.</p> | |
| <p>Primary to secondary: consider how Year 6 are being prepared – both from home or in school. How are pupils’ attitudes and thoughts about attending secondary school being sought and managed so transition is an effective one?</p> | <p>Ensure pupils are involved in their transition. What are their concerns and what excites them?</p> <p>Make sure contact has taken place with the secondary settings. This will reassure pupils and parents.</p> <p>What possible opportunities have Year 6 had while being at school/home to have contact from the secondary school they are due to attend?</p> <p>Have there been the chance for academic discussions between settings?</p> | <p>Information shared via newsletter, social media, telephone calls email. NW engaged DMA Zoom meeting</p> | <p>Evaluate the transition plans and use them to follow up to check effectiveness and settling of pupils and inform future transition arrangements. It may be that systems worked successfully, and so current school arrangements could be reviewed and improved.</p> | |

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| <p>Local authority supporting information:</p> <ul style="list-style-type: none"> • Transition guidance • Primary to secondary transition guidance • https://www.cambslearntogether.co.uk/asset-library/Peterborough-Transitions-into-School-STARTing-School.pdf • Pupil well-being and transition • https://www.cambslearntogether.co.uk/asset-library/Transitions-from-EYFS-to-Year-1-Top-Tips.pdf |
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| Recovery Priority: Process of pupil ‘catch up’ | | | | |
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| Consideration: | Current phase: (Phase II and III) | | Moving further forward: (Phase IV and V) | |
| <p>Cognitive, learning and behaviour can all be affected by grief and exposure to stressful and traumatic circumstances. This can be short or long term</p> | <p>Evaluate the impact on the school population. Plan and put in place systems to manage the various situations that arise – manage this short, medium and over the long term.</p> | | <p>Continue to make sure that monitoring addresses the concerns and any vulnerabilities which have become apparent. This will also include a review of behaviour, attitudes to learning and relationships with peers and adults.</p> | |

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| and take time to manifest itself and can do so in many ways. | Review the systems and personnel who provide support. Ensure staff have appropriate support and CPD to be able to manage and deal with what may arise. | | | |
| All to have the awareness of the impact on academic achievement of pupils missing school. After well-being support and phased admittance to school, is this being appropriately thought of to inform the curriculum provision for pupils? | Reference phased entry back for pupils. Do all leaders and staff have the understanding that the quality of pupils' curriculum will be a crucial aspect of pupils catch up and future life chances? What does this mean to all staff, governors and pupils? Identify the key areas for concern and where there are strengths/successes that can be celebrated and further enhance the positive ethos and process of moving forward. | | Shared vision established and planned. Where there are concerns, support systems developed, reviewed and extended to look at longer term implications. | |
| It is likely that pupils average level of learning would decrease as pupils are out of school. How is this being evaluated so the curriculum can be reviewed effectively? | Reference back to curriculum review. Whole school focus on preparing pupils to learn looking at the process to be established to promote pupils readiness to learn. Priority to encourage positive attitudes towards learning based upon listening to pupils' experiences and using these to plan their emotional well-being support. Review of Teaching and Learning Policy/Assessment policy and practice. | | Continue a whole school approach to develop pupils' attitudes to learning with full consideration given to the school curriculum and the quality of education. Ensure the curriculum intent is re-visited; evaluate its ambition and how it is likely to result in the academic success of pupils. | |
| It is likely that disadvantaged pupils' learning will be negatively affected compared to their higher socio-economic background peers. How will leaders, including governors, ensure that this is focused upon to be able to ascertain what extent this is the case for disadvantaged pupils at the school? | Reference to additional funding. National concern about disadvantaged pupils moving forward from the pandemic experiences. Use the additional funding in the best way to promote achievement of disadvantaged pupils. Leaders have a plan for the needs of disadvantaged pupils that is routinely reviewed and monitored by governance strategic oversight. Plan CPD for staff and governors so they are best able to understand the 'big picture' of disadvantaged pupils. This will give them an insight into how they plan, deliver and monitor the provision for disadvantaged pupils. Consider EEF resources, case studies and reports. | | Continue to address the improvement and development of disadvantaged pupils in order to have a trend of diminishing the gaps both through well-being, emotional support and academic achievement. Plan ways to use the additional funding to ensure disadvantaged pupil needs are met and they catch up with their peers and so are able to experience success and readiness for the next stages of their education. Look at staff appraisal and consider how staff are held accountable for catch up with disadvantaged pupils. | Governor for Vulnerable pupils/groups to monitor effectiveness of PP spend and any Covid funding/support. |
| Considering the school's assessment processes, how will this be used/adapted/changed to be able to ascertain accurate re-starting points for pupils? | What will the assessment process look like for the school following the review? How will leaders use this to inform them about what pupils' needs are and how the planning of the curriculum can meet the needs of all pupils. Use the information gathered to check the groupings of pupils in terms of need and priorities for catch up and learning. | | Leaders, (including subject leaders for curriculum and other areas of responsibility), to be able to articulate and demonstrate how they have used their assessment and curriculum to determine their actions and ways forward in the school improvement process. | |
| How are leaders considering the other 'learning' experiences pupils have missed out on – social, personal, emotional – interactions with people; play; | Consider approach to curriculum in the initial stages that encourages and promotes the priority of speaking, listening, establishing expectations. Use this information to inform the next steps ensuring there is a well balanced approach and measure of focus on well-being and academic achievement. | | Continue to consider well-being and how this is included in the curriculum provision for pupils. Ensure priorities about academic achievement are also at the forefront of thinking and how to successfully plan for school improvement. | |

making friends; speaking and listening etc.

Local authority supporting documents: *(see national documentation and add as this area develops)*

| Target | Key Priority or Action (specific dates and action on Termly Operational Plan) | Resources | Monitoring (by whom and how) | Evaluation, RAG and date completed | | |
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| | | | | Au | Sp | Su |
| 4.1 Disadvantage faced by pupils as a result of Lockdown, are addressed to ensure pupils can catch up on missed learning and make expected progress. | <p>^A Sept and Dec PPM Identify and plan for vulnerable groups when returning to school in September. Who has engaged with the process and shared their experiences? Who are we most concerned about? Teachers to identify lists of engagement and who they are concerned about. Head has requested this information from teachers as to who the children are that will need extra support and follow specific programmes. PPG expenditure report prepared for Governors – July 2020 HT Review progress from last KS assessment point in EYFS/KS1. - HT Pupils identified as falling behind expected progress identified and support/intervention identified with CT.- HT Pupils highlighted in pupil progress meetings and impact of support reviewed and adapted where necessary.HT Progress measures from last key stage assessment point show vulnerable pupils without SEND are making ARE/ progress. HT Sept. Induction for staff on cohort of pupils Half-termly PPMs - identifying children making less than expected progress; identifying those who need to make accelerated progress to catch up; plan and monitor progress towards targets. HT Gap Analysis and personalised intervention is enabling disadvantaged pupils to make rapid progress. - Curriculum leads All staff know who our disadvantaged pupils are and their specific individual barriers to learning. - PP champion Evaluation of expenditure of PPG includes barriers to learning and actions for individual pupils. – PP Champion Monitoring schedule focuses on accelerating progress all book scrutinies have one PPG from each year group (dates for Book Scrutiny dates outlined in calendar. how to overcome barriers to academic progress, attitudes to and understanding of families’ circumstances individually with PP Champion</p> | Primary Offer LA Advisers NLE time | <p>Headteacher to scrutinise assessment data through PPM, NTS and GAPS PSC data, to ensure disadvantaged pupils are achieving as well as non-disadvantaged pupils termly. Headteacher book scrutiny ½ termly.</p> <p>Governing body vulnerable groups’ governor, Claire K, visit and learning walk termly. Governor, Claire N, to monitor assessment data and report to Governors termly. LA Advisers to review data at end of term. LA review</p> <p>PP mentor - Monitor more closely the impact of support staff on the progress of our disadvantaged pupils and build on successful practice to improve the outcomes for our disadvantaged pupils by having oversight of intervention record an PPM data.</p> | | | |
| | <p>^{Sp} Monitoring dates to be included on Termly Calendar. Gap Analysis and personalised intervention is enabling disadvantaged pupils to make rapid progress. Half-termly PPMs identify children at risk of not meeting ARE at the end of year, interventions planned and monitored as appropriate. Monitoring schedule focuses on accelerating progress all book scrutinies have one PP per class (dates for Book Scrutiny dates outlined in calendar) Book monitoring shows reducing gaps</p> | | | <p>Headteacher to monitor tracking data, Pira and Puma data, to ensure disadvantaged pupils are achieving as well as non-disadvantaged pupils termly. Headteacher book scrutiny ½ termly. Governing body vulnerable groups’ governor, Claire King visit and learning walk termly. Claire Norman to monitor school tracking data and report to Governors termly. LA Advisers to review data at end of term.</p> | | |

| Target | Key Priority or Action (specific dates and action on Termly Operational Plan) | | Resources | Monitoring (by whom and how) | Evaluation, RAG and date completed | | |
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| | Su | <p>Monitoring dates to be included on Termly Calendar. Half-termly PPMs shows that achievement of children eligible for PPG is good as other children. EEF Toolkit continues to be used to inform planning for PPG expenditure Half-termly PPMs.</p> <p>Monitoring schedule focuses on accelerating progress all book scrutinies have one PPG per from each year group (dates for Book Scrutiny dates outlined in calendar) - books show good to very good evidence of challenge for PPG pupils at all levels.</p> <p>Summer data shows that disadvantaged pupils have made better than expected progress and the difference is diminishing.</p> | | Governors to review effectiveness of PPG spending at end of school year using EEF resources –Claire King. | | | |
| 4.3 Pupils' work across the curriculum is consistently of good quality. | Termly ongoing | <p>Peer observations to be used to identify areas for development and acted upon termly.</p> <p>Teachers sharing good practice - focused mentoring for a particular area needing improvement; improvements evidenced. Opportunities to observe high quality teaching and learning in other schools/classes as necessary to provide additional support for teachers as required.</p> <p>Support from OA to be planned in early Au term.</p> <p>Use of professional conversations to analyse the impact of teaching.</p> <p>Book scrutiny carried out as whole school staff, including TAs</p> <p>School T and L policy is followed by all staff.</p> <p>Children's work demonstrates a pride in themselves and in school.</p> | | <p>Data to be scrutinised by Governor (Claire N) at end of each term to consider if progress in line with FFT and rapid enough and Groups to be scrutinised by Claire K.</p> <p>Assessments to be recorded termly.</p> <p>Lesson monitoring by HT and SL</p> <p>Termly Governor book look and data evidence to see good quality of work in books by children – Jeanette & Simon</p> | | | |
| 4.4 The new RSE curriculum is embedded across the school | Au | <p>PSHE action plan in place</p> <p>Rolling programmes for all classes show curriculum coverage on 2 year cycle.</p> <p>Training for SL and HT for new RSE curriculum</p> <p>Recovery planning for lost term of PSHE</p> <p>Consultation with parents, face to face, undertaken for new RSE curriculum (if unable to undertake this face to face, implementation to be moved into Spring Term in order to strengthen relationships with vulnerable families.</p> <p>New RSE policy in place (December Governors)</p> <p>Purchase PSHE Subscription</p> <p>Life Bus Visit</p> | £250 PSHE Subscription | <p>Wellbeing Governor (CN) to monitor and report to FGB</p> <p>Learning walk with governors and subject lead to speak with children.</p> <p>Chair/Vice Chair to attend parents workshop</p> <p>Governors to approve policy December 2020</p> | | | |
| | Sp | <p>All actions to be complete by the start of the Spring Term, unless COVID causes delay to face to face consultation with parents.</p> <p>PSHE RSE programme to be taught and engage pupils.</p> | | | | | |
| 4.5 Provide teachers with support materials to work on mental health and wellbeing for children returning to work. | Ongoing from September | <p>Staff need to be communicated with face to face about changes that have to be made owing to government guidance on schools reopening in September</p> <p>Pupils most in need to be identified by teachers in September for additional support – if necessary referrals Identify the new challenges, develop a way forward with a timescale/resources/cost that is realistic and works.</p> | | Wellbeing Governor (CN) to monitor and report to FGB | | | |

| Section 5: Early Years | | Actions and priorities to be led by Jo Evans – EY Lead | |
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| Objective: To ensure Early Years is at least good. | | Governor Lead: Yvonne Chenery | |
| Success Criteria | | Evaluation | RAG |
| Storytime phonics is embedded in practise throughout Reception. Phonics teaching is consistently judged to be good or better. | | | |
| % of chn achieving Exceeding in GLD is in line with national. | | | |
| Maths - observations show children are confident, resilient, competent mathematicians who enjoy Maths | | | |
| Children, including those from disadvantaged backgrounds, do well, all chn including vulnerable pupils make progress in line with national. | | | |
| Children with SEND achieve the best possible outcomes. | | | |
| The curriculum and care practices promote and support children’s emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children’s needs. | | | |
| The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. | | | |
| Observations consistently show level 5 engagement | | | |

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| Routine Actions: | Lesson observations, learning walks, scrutiny of learning journals/floor book, drop-ins, audits of provision |
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| Target | Key Priority or Action (specific dates and action on Termly Operational Calendar) | Resources | Monitoring (by whom and how) | Evaluation, RAG and date completed | | |
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| | | | | Au | Sp | Su |
| 5.1 ensure there are successful transitions for all children back into the setting or starting the setting from new, in light of COVID restrictions | Au Share video tour of school with new families Socially distance home visits taken place July 2020 Zoom parents meeting to discuss transition July 2020 New children invited to complete an ‘All about me’ booklet to share with EYFS team Signpost families to helpful online resources about starting school Staggered start to Autumn term to ensure all children settle in safely, quickly and with consideration for their well being Provide all children with a booklet ‘All about my time at home’ to share with EYFS team, to include a section on ‘anything I or my family are worried about’ Tailor the setting to take account of children’s needs and interests, staff to engage in high quality interaction with children, initially in small groups due to staggered start Work in partnership with parents to support children who will need a more gradual introduction to the new environment. Consider individual needs and provide flexibility if needed Provide activities and resources which are tailored to support and nurture children’s social and emotional development Complete Leuven scales of engagement/wellbeing for every child | All about me booklet/ All about my time at home booklet Leuven scales of engagement/well being | HT Audit of environment HT to monitor transition process EYFS governor to carry out learning walk in week 4 to see how children have settled and to observe adult interventions SENDCo to monitor wellbeing of children with SEN | | | |
| 5.2 ensure children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, | Au Staff training on the Message Centre Greg Bottrell- July 2020 Message centres to be set up indoors and outside-September 2020 Drawing club session introduced to Reception children with focus on developing reading and writing skills Adventure Island/Play School TV (Greg Bottrell) introduced into the setting. Adventure Island Magazine sent out monthly via e mail and an edited version printed and given to each child. Parents workshop to introduce message centre/Adventure Island Story Café to take place termly Parents phonics and shared reading workshop Dates for EY adviser to observe with HT on e-diary planner Review progress of Storytime phonics teaching and learning ½ termly as a staff. | Flashcards for home (YR) Adventure island magazine Message centre resources Phonics bug | EYFS governor YC to carry out learning walk in week 4 to see phonics in the environment, using learning journeys as well as children’s interactions. Governors to attend story café, gathering feedback from parents. HT and EY adviser (Harriet Gervasio) to observe EY staff. Headteacher to monitor phonics tracking data, to ensure disadvantaged pupils are achieving as well as non-disadvantaged pupils termly through PPM. | | | |

| Target | Key Priority or Action (specific dates and action on Termly Operational Calendar) | | Resources | Monitoring (by whom and how) | Evaluation, RAG and date completed | | |
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| | | | | | Au | Sp | Su |
| giving them the foundations for future learning. To achieve the target number of children who achieve ARE in Reading/ Writing/CLL | | Introduce Helicopter stories throughout the setting Makaton signs introduced for the whole unit – one/two signs per week. Daily story time (in addition to stories during PITM) ensures children are read to in a way that excites and engages them, introducing new ideas, concepts and vocabulary. Daily use of Mrs Wordsmith to teach vocabulary (3 new words a week linked with children’s interests/book of the week) Words displayed and shared with parents Introduce New phonics bug reading books | reading books | | | | |
| | Sp | Review use of New phonics bug reading books Parent workshop PITM. (Explanation in entrance to unit plus on website) Review progress of Mrs Wordsmith Chn in YR have a secure a knowledge of phonics, learning all phase 2 and 3 graphemes. | | EYFS governor YC and ESL to carry out learning walk to see phonics in the environment, using learning journeys as well as children’s interactions. HT and EY adviser (Harriet Gervasio) to observe EY staff. Headteacher to monitor phonics tracking data, to ensure disadvantaged pupils are achieving as well as non-disadvantaged pupils termly through PPM. | | | |
| | Su | Staff are modelling a wide range of vocabulary, YR children are able to communicate effectively (using Makaton if appropriate), Chn in YN are developing a range of vocabulary appropriate for their age and stage of development. Chn in YR have a secure a knowledge of phonics, reciting phase 2/3 HFW and phonemes, becoming confident and fluent readers of vocabulary appropriate for phase 4 of phonics. Introduce guided reading if appropriate to specific groups | | Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes. | | | |
| 5.3 Ensure needs of high number of children with SEND are able to make progress in EYFS. | Au | All EYFS staff CPD Making Sense of Autism (Online Training) September 2020 CPD for Early Years lead and inclusion lead- Good Autism Practice/Extending and enhancing good Autism Practise/Leading good Autism practise Assess children with additional needs using Early Years Developmental journal (PDJ) Introduce Attention Autism (bucket time) to small group Produce visual prompts using inprint resources Liaise closely with SALT to ensure children’s needs are being met, implement recommendations Request Education Health Care (EHC) Needs Assessments if necessary | | | | | |
| | Sp | Review effectiveness of Attention Autism sessions. | | Monitoring impact – SEND Governor | | | |
| | Su | Support children with SEND with transition to Year 1 Children with SEND make good progress taking into account their needs | | | | | |
| 5.4 ensure there are successful transitions for all children back into the setting or starting the setting from new, in light of | Au | Ensure EYFS staff feel confident to develop mathematical teachable moments in PITM.- share the book “Making numbers” as part of CPD for all EYFS staff Introduce Number talks once a week to Reception children to enable them to develop their reasoning/understanding and ensure they can articulate their thinking Audit the Maths provision within the unit Share a variety of stories with Maths focus eg. Anno’s counting book Daily counting/chanting forwards and backwards, as part of daily maths lesson and during PITM eg How many can I count to while you put on your wellies? Wash your hands count to 20 | | EY adviser EY Governor learning walk HT learning walk MSL Learning walk | | | |
| | Sp | Ensure learning journals show maths understanding including evidence of reasoning | | Maths Governor (SF) to carry out learning walk in EY with MSL | | | |

| Target | Key Priority or Action (specific dates and action on Termly Operational Calendar) | | Resources | Monitoring (by whom and how) | Evaluation, RAG and date completed | | |
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| | | | | | Au | Sp | Su |
| COVID restrictions | Su | Review use of stories with Maths focus eg. Fish Eyes Maths workshop for parents | | MSL to review observations for teachable moments in learning journals. GB attendance at Parent workshop to gather parent views of school support | | | |

| Section 6: English | | Actions and priorities to be led by Nelly Greening ESL | |
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| Objectives: 1. To improve Reading outcomes at the end of KS2 2. To raise outcomes in SPaG for KS1 and KS2 3. To develop the knowledge and appropriate use of vocabulary across the whole school (Powerful Words Project) 4. To increase the number of children achieving GDS in writing across the whole school | | Governor Lead: Sue Rudge | |
| Success Criteria | | Evaluation | RAG |
| 6.1 - All children to make progress in Reading. | | | |
| 6.2 - Children will be able to apply spelling rules consistently and develop strategies to learn how to spell new words. Use spelling intervention to ensure children with SpLD are targeted to develop rules and strategies required. (revision of phonic strategies). | | | |
| 6.3 - Children to use varied and high-quality vocabulary relevant to the genre or subject studied. | | | |
| 6.4 - Children targeted to achieve GDS in writing to be identified in PPM Autumn A and to achieve it in Summer B. | | | |
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| Routine Actions: | Lesson observations, learning walks, book scrutiny, drop-ins, regular slot in staff meetings. Hot Chocolate Club |
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| Target | | Key Priority or Action (specific dates and action on Termly Operational Calendar) | Resources | Monitoring (by whom and how) | Evaluation, RAG and date completed | | |
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| | | | | | Au | Sp | Su |
| 6.1 Improve outcome for Reading at the end of KS2. | Au | Identify children who will need additional support following school closure. Daily teaching of StoryTime Phonics in Reception and Year 1Year 2 to have extra StoryTime Phonics to catch up in order to meet PSC threshold. CTs/TAs to explain how to use the library in the 1 st week of Autumn A and to monitor safe return of school books. Children in years 2-6 to complete NTS Reading Summer Assessment in September 2020. Gap analysis to be completed and interventions to be put in place accordingly. NTS tests to be administered termly (Years 1 to 6) gap analysis to be used to inform future planning. Each class must be read to daily to expose them to a range of high-quality texts and to have 'fluent' reading modelled to them through notation, punctuation and expression. (15 minutes daily in KS2). Guided/ shared reading to take place in every classroom daily to develop reading stamina and teach reading strategies. Library use following on school purchase of banded books and reorganisation. Deep Dive preparation for Reading (ESL to carry on developing through discussions with staff, HT, Governor Link and EA). | NTS tests High-quality Texts ESL on LA course (03/12/2020) TA time to keep library in order? / Time to show whole school new organisation in staff training in Sept. 2020 | ESL to monitor data termly. HT to monitor through PPMs – English Data Tracking ESL + Link Governor to complete reading learning walk termly. To discuss management of reading books in classes and library to be Covid safe. | | | |

| Target | | Key Priority or Action (specific dates and action on Termly Operational Calendar) | Resources | Monitoring (by whom and how) | Evaluation, RAG and date completed | | |
|---|----------|---|---|--|------------------------------------|----|----|
| | | | | | Au | Sp | Su |
| | Sp Su | | Bookmarks / resources for hot chocolate | | | | |
| 6.2 Rise in outcomes in SPaG for KS1 and KS2. | Au | No Nonsense Babcock Spelling to be taught (daily in Year 2 and 3 times on week A in Years 3 to 6, in single year group). Cued Spelling (2 to 3 15-minute sessions on Week B) to develop spelling strategies to learn Common Exception Words for the relevant year groups. GAPS tests to be administered termly (Years 1 to 6) GAPS gap analysis to be used to inform future planning. Common Exception Words to be given as homework weekly Children to complete GAPS Summer Assessment in September 2020. Gap analysis to be completed and interventions to be put in place accordingly. | No Nonsense Scheme CEW lists GAPS tests ESL time - book scrutiny and feedback. ESL on LA course: | ESL to monitor impact of spelling through book scrutiny. ESL to monitor GAPS data termly. HT to monitor through PPMs – English Data Tracking | | | |
| | Sp | | Phonics and Spelling in KS2 (22/10/2020) | ESL to meet with English Governor to discuss impact of spelling teaching and progression across whole school. | | | |
| | Su | | | | | | |
| 6.3 Develop the knowledge and appropriate use of vocabulary across the school. | Au | Appropriate vocabulary to be introduced to children at relevant points during teaching, including technical vocabulary and that which is appropriate to the genre/subject. Children to build banks of varied vocabulary they can use/ refer to over a unit of work to be supported through working walls/display. Daily use of Mrs Wordsmith to teach vocabulary (3 new words a week + 2 revision sessions) in KS2 classes. From after October half term (w/b 02/11/2020) NG to continue leading Powerful Words Project, attend sessions when they resume and pass on information and training through CPD. Look at how to develop vocabulary through regular slots in staff meetings. | Appropriate vocabulary for genre/subject Mrs Wordsmith bookstand Time/cover to attend + to disseminate to staff | ESL to monitor through book scrutiny. CT to monitor use of words in children's writing. ESL to monitor through book scrutiny and results of half-termly vocabulary. ESL meet with English Governor focus being development of oracy – EYFS to Y6, and data. | | | |
| | Sp | | | | | | |
| | Su | | | | | | |
| 6.4 Increase the number of children achieving GDS in writing across the school. | Au | Develop stamina by giving the children opportunities to write across the curriculum. Ensure appropriate feedback is given during lesson time, to allow children to improve their written work immediately. Focussed editing process in writing to include a variety of sentence structures, good use of spelling and grammar and high-quality vocabulary. Moderation of writing for Year 2 and Year 6. | ESL on LA course: Book Based Planning for Progress in Y3/4 (10/11+ 09/03) | Link Governor / ESL to monitor through book scrutiny. | | | |

| Target | | Key Priority or Action (specific dates and action on Termly Operational Calendar) | Resources | Monitoring (by whom and how) | Evaluation, RAG and date completed | | |
|--------|----|--|--|------------------------------|------------------------------------|----|----|
| | | | | | Au | Sp | Su |
| | | Develop modelled writing and opportunities for modelled writing to be planned for. Look at writing across the year groups during regular slots in staff meetings. | Y2+Y6+ESL to attend cluster moderation Training from EA | Class Teachers + HT + ESL | | | |
| | Sp | | | | | | |
| | Su | | | | | | |
| 6.5 | Au | | | | | | |
| | Sp | | | | | | |
| | Su | | | | | | |

| Section 7: Maths | | Actions and priorities to be led by Jane Gathercole | |
|---|-------------------|---|--|
| Objective: To further raise attainment across all key stages, ensure the teaching of maths across the school is at least good. | | Governor Lead: Simon Freeland | |
| Success Criteria | Evaluation | RAG | |
| 7.1 A Mastery approach will be developed across the school, ensuring all teaching is at least good | | | |
| 7.2 All pupils are fluent in mental calculation strategies | | | |
| 7.3 Improve multiplication tables knowledge, recall and application to develop fluency, reasoning and problem solving | | | |
| 7.4 Identify staff and pupils who may need additional support following school closure | | | |
| To ensure all pupils make rapid progress to achieve age related expectations or greater depth as appropriate | | | |

Routine Actions: Lesson observations, learning walks, drop ins, work scrutiny, pupil interviews, weekly maths slot at staff meeting

| Target | Key Priority or Action (specific dates and action on Termly Operational Calendar) Mathematics – including addressing gaps through other subjects and outdoor learning | | Resources | Monitoring (by whom and how) | Evaluation, RAG and date completed | | |
|---|---|--|---|---|------------------------------------|----|----|
| | | | | | Au | Sp | Su |
| 7.1 A Mastery approach will be developed across the school, ensuring all teaching is at least good | Au | NG and MSL will continue mastery course and disseminate training to staff and governors. MSL and RB to support teachers in developing long term overview, taking into account recovery planning. Teachers to use White Rose mixed age schemes of learning alongside Power Maths. Equipment for all encouraged across the school. Learning walls to reflect a mastery approach, celebrate success and set challenges. PDMs reminders: POG, Build it, draw it, explain it connect it. PDM variation. Training for support staff to. | White Rose schemes of learning, Power Maths PDM x 2 | HT, MSL, learning walks Maths mastery adviser notes of visit | | | |
| | Sp | | | | | | |
| | Su | | | | | | |
| 7.2 All pupils are fluent in mental calculation strategies | Au | Whole class number talks delivered at least once a week. Number talk principles applied during whole class sessions and group work. Regular retrieval practice to include opportunities for recall of number facts as part of daily maths lesson. Homework to include mental maths activities. | | HT, MSL, Governor(SF) monitoring | | | |
| | Sp | | | | | | |
| | Su | | | | | | |
| 7.3 Improve multiplication tables knowledge, recall and application to develop fluency, reasoning and problem solving | Au | Early assessment to establish known/unknown multiplication tables. Staff meeting to remind staff of strategies for teaching multiplication tables by developing input, storage and output activities. Daily counting/chanting forwards and backwards, as part of daily maths lesson and at 'dead' times. Regular opportunities provided for reasoning and problem solving using multiplication tables. Pupil access to TTRS for home learning and in school. | PDM 1 hour | HT, MSL, SF | | | |
| | Sp | | | | | | |
| | Su | | | | | | |
| 7.4 Identify staff and pupils who | Au | HT to identify staff who may need additional support upon return to school. All staff to identify children who may need additional support, especially those on their call list, upon return to school. | | HT, MSL, SF | | | |

| Target | Key Priority or Action (specific dates and action on Termly Operational Calendar) Mathematics – including addressing gaps through other subjects and outdoor learning | | Resources | Monitoring (by whom and how) | Evaluation, RAG and date completed | | |
|--|---|---|---|------------------------------|------------------------------------|----|----|
| | | | | | Au | Sp | Su |
| may need additional support following school closure | | Staff to consider vulnerable pupils, those with an EHCP and those with emotional/behavioural and learning difficulties. Staff to identify pupils who have not had adequate provision during closure. 1:1 tuition for disadvantaged/vulnerable children. Third Space Learning: https://thirdspacelearning.com/ks2-maths-intervention-programme-year-3-4-5/?prev_page=interventions_programmes_section https://thirdspacelearning.com/ks2-maths-sats-intervention-programme-year-5-6/?prev_page=interventions_programmes_section | | | | | |
| | Sp | | | | | | |
| | Su | | | | | | |
| 7.5 Kick-start learning; realistic but suitably aspiring | Au | Send questionnaire to parents for feedback on learning over lockdown. Teachers to share which units were not covered. Use NTS assessments to assess where pupils are by giving summer assessment of the previous year. Analyse results and adapt provision accordingly. Teachers to use revised White Rose mixed age plans alongside Power Maths. Units to be adjusted according to need and taking into account content not covered in 2019-20 and gaps identified in initial assessment. Longer term sustain parental engagement by maintaining facebook/website interaction and encouraging regular homework of core skills: Learn multiplication tables, practise number bonds, learn spelling and meanings of maths vocabulary. | NTS assessments for previous year group summer term | HT, MSL, SF | | | |
| | Sp | Home learning to include telling the time, Money, measures, especially capacity and mass. | | | | | |
| | Su | | | | | | |

| Questions Governors could ask: | |
|--|---|
| <p>What are the targets for this year? What is "good" progress? What percentage of learning and teaching is good or better? Is there any variation between subjects? What evidence is there that children are fully engaged in the learning process and taking responsibility for their learning in all year groups? Are observations of learning and teaching focussed on progress for individuals, groups and classes? Which aspects of learning and teaching across the school are less secure and what action will be taken in respect of this? What proportion of teaching is good or better? How has this improved since last term? Does the data reflect the improvements in the quality of teaching? What is the evidence that AfL is having an impact on the quality of teaching and standards? What are the next steps? Where are the gaps? Does marking/feedback give opportunities for pupils to demonstrate progress in their learning? How do learning environments support pupil progress? How does differentiation support learning? What impact has it had on progress rates?</p> | <p>What Boosters and interventions do we deliver and what impact do they have? How do we usually monitor staff subject knowledge and how effective is this? How are we ensuring that questioning is strong in all staff? Are there any experts who can support others? How is presentation of work monitored? How has Pupil Premium Funding improved learning? What support is there for teachers regarding the quality of teaching? How is coaching being used? What has the impact been?</p> <p><i>The excellent reputation of the schools in caring for their pupils has meant a significant increase in recent years of pupils with additional needs coming into the school.</i></p> |

KEY

CI/L =child initiated/ learning
EYFS = Early Years Foundation Stage (Birth to end of reception Year)
N=Nursery
R=Reception
Chn =Children
PITM=Planning in the moment
ELG = Early Learning Goals
KS1 = Key Stage 1 (Years 1 and 2)
KS2 = Key Stage 2 (Years 3, 4, 5 and 6)
CT = Class Teacher
Au=autumn term, Sp=Spring, Su=Summer

TA = teaching assistant
HT =Headteacher
TT= Target Tracker
PPG = Pupils Premium Grant
PPM = Pupils Progress Meetings
ARE = Age Related Expectation
ESL= English Subject Leader
MSL= Maths Subject Leader
OA – Opportunity Area
SL=Subject leader
Nov =Note of Visit

Relevant links to DfE guidance:

Safeguarding

- Safeguarding: <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>
- Remote learning: <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>
- Attendance: <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>
- Premises: <https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>
- Prevention and control- <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- Advice: <https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance>
- Data protection: <https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>
- Children’s services: <https://www.gov.uk/government/collections/local-authority-childrens-services-coronavirus-covid-19>
- Safe working in schools, child care and social care <https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care>
- Keeping children safe in education: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Policy: <https://www.cambslearntogether.co.uk/asset-library/Safeguarding-and-Child-Protection-Policy-COVID-19-Addendum-June-2020.doc>

Health and safety

- A detailed checklist and key guidance for action for health and safety is available at: www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak
- Information re testing: <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>
- Premises: <https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>
- Prevention and control- <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- Test and trace: [national guidance](#)
- Test and trace [flowchart](#).
- Air conditioning: [HSE advice on air-conditioning](#)
- Social bubbles: [Whole class bubbles from September – guidance to come within 2 weeks](#)

Leadership and management

- Local authority: <https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-learning/school-term-dates-closures/school-closures>
- Local authority: <https://www.peterborough.gov.uk/residents/schools-and-education/school-closures>
- Guidance for schools: https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19?utm_source=eda524da-454d-4c76-a010-26aae04dd5a0&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily

- Confirmation of critical worker: https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision?utm_source=1d1e4b82-014a-4db2-8ae8-172fa6fff72b&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily
- Academy status: https://www.gov.uk/guidance/convert-to-an-academy-information-for-schools?utm_source=3aa454f6-0d6f-481c-9bf8-b256bc058491&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily

Governance

- Educational provision guidance: <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>
- Educational settings: <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- Guidance on school closures: <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing>
- Reporting: <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings/educational-settings-self-reporting-online-form-frequently-asked-questions-faq>
- Governance update: <https://www.gov.uk/government/publications/school-governance-update/school-governance-coronavirus-covid-19-june-update--2>

Staffing

- NQT advice: <https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers>
- Supporting new teachers: <https://www.gov.uk/government/publications/supporting-early-career-teachers>
- Shielding/medically vulnerable: <https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>
- Free schools: <https://www.gov.uk/government/publications/free-school-staffing-issues>

Parents/Community

- Parents: <https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19>
- Parents with pupils with SEND: <https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19>
- Supporting parents: <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#working-with-parents>

Phased return of pupils

- Cluster and hubs: <https://www.gov.uk/government/publications/using-clusters-and-hubs-to-maintain-educational-provision/cluster-and-hub-provision-coronavirus-covid-19>
- Early years: <https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak>
- Attendance: <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-in-education-and-early-years-settings>
- Flexibility in return of pupils: <https://www.gov.uk/government/news/primary-schools-to-be-given-flexibility-to-bring-back-more-pupils>
- Planning curriculum for a phased return: <https://www.gov.uk/guidance/supporting-staff-in-curriculum-planning-for-a-phased-return>
- Mental health and well-being support: <https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers>
- www.annafreud.org/coronavirus-support/
- www.annafreud.org/schools-and-colleges/resources/
- www.gov.uk/guidance/reception-baseline-assessment

Vulnerable pupils

- Vulnerable: <https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>
- Extremely vulnerable: <https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>
- SEND - <https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>
- [Pupils with SEND for wider opening of schools: https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance](https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance)
- [Changes in SEND: https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus](https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus)
- Vulnerable charities strategic plan: <https://www.gov.uk/government/publications/vulnerable-children-national-charities-strategic-relief-fund>
- Free school meals: <https://www.gov.uk/government/publications/free-school-meals-guidance-for-schools-and-local-authorities>

Home/School alignment/blending

- Home learning support: <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources>
- Remote support: <https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19>
- Accountability measures: <https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability>

- Pupils' mental health support/pastoral care at home: <https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak#helping-children-and-young-people-cope-with-stress>
- Adjusting the curriculum: <https://www.gov.uk/government/case-studies/adjusting-the-curriculum-for-use-in-school-and-at-home>
- Adjusting the curriculum – secondary: <https://www.gov.uk/government/case-studies/a-secondary-schools-approach-to-adjusting-the-curriculum-for-use-in-school-and-at-home>
- Planning a home/school curriculum: <https://www.gov.uk/guidance/planning-a-curriculum-to-teach-at-school-and-at-home>
- Making the most of reduced curriculum time: <https://www.gov.uk/guidance/making-the-most-of-reduced-classroom-time>

Managing transition

- Early years: <https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures>
- <https://www.annafreud.org/media/11727/managing-transition-back-to-school-jun2020.pdf>

Getting curriculum back on track

- Reporting on pupil performance: <https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers>
- Regaining knowledge/gaps: <https://www.gov.uk/government/case-studies/regaining-knowledge-and-improving-wellbeing>
- Pastoral care in the curriculum: <https://www.gov.uk/guidance/pastoral-care-in-the-curriculum>
- New curriculum aspects: <https://www.gov.uk/government/publications/introduction-of-t-levels>
- Consultation assessment: [Government to consult on delaying 2021 exam season](#)

Process of pupil 'catch up'

- Catch up funding: <https://www.gov.uk/government/news/billion-pound-covid-catch-up-plan-to-tackle-impact-of-lost-teaching-time>
- Catch up: <https://www.gov.uk/government/case-studies/organising-mixed-ability-pupils-in-smaller-groups-and-helping-those-who-need-to-catch-up>
- Gaps in learning: <https://www.gov.uk/guidance/identifying-and-addressing-gaps-in-pupils-understanding>
- EEF: [launched the NT programme](#) Questions/answers: [FAQ for the scheme](#)
- Catch up: <https://schoolsweek.co.uk/ofsted-will-check-how-schools-are-spending-650m-catch-up-cash-says-williamson/>
- Catch up: [Year 7 catch up premium added to national funding formula](#)

Other local authority support documents for reference:

- Recovery pack: [Recovery Pack](#)
- Peterborough school improvement: <https://www.cambslearntogether.co.uk/peterborough-schools-guidance-and-resources/peterborough-school-improvement/eyfs>
- Recovery plan documents: <https://www.cambslearntogether.co.uk/recovery-plan>

Other relevant links:

- Public health England <https://www.gov.uk/government/organisations/public-health-england>
- NHS: <https://www.nhs.uk/conditions/coronavirus-covid-19/what-to-do-if-you-or-someone-you-live-with-has-coronavirus-symptoms/>
- Government advice: <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>
- DfE <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- NSPCC: www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/NSPCC-Advice-and-Support.pdf