

Recovery Plan – Wymeswold C of E Primary School – August 2020	
Phase 1 (last up to 2 weeks – teachers to use their professional judgement)	
Lever 1: Relationships - we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.	<p>Think carefully about transition to class, particularly for children who are new to the school.</p> <p>Character Education – blue star from last year</p> <p>Re-establish the school values with classes – collective worship in classes</p> <p>Positive behaviour expectations maintained</p> <p>Safeguarding</p> <p>New Zealand model for supporting children following major traumatic events  <a href="https://www.teritotoi.org/wp-content/uploads/2020/04/4.-Advice-for-principals-and-teachers_FINAL.pdf">https://www.teritotoi.org/wp-content/uploads/2020/04/4.-Advice-for-principals-and-teachers_FINAL.pdf</a></p>
Lever 2: Community - we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.	<p>Transition meetings planned for September</p> <p>Share the recovery process with parents</p> <p>Attendance to be supported where necessary</p> <p>Support home learning / distance learning – teachers to have plans in case of lockdown or isolation, use of Teams</p>
Lever 3: Transparent Curriculum - all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.	<p>Share expectations of learning, presentation and learning journey with children</p> <p>Clarity about assessment and the purpose of assessment –formative &amp; benchmarking</p> <p>Clear drive for end of year expectations.</p> <p>Pedagogy - <a href="https://www.ambition.org.uk/research-and-insight/learning-what-is-it/">https://www.ambition.org.uk/research-and-insight/learning-what-is-it/</a></p>
Lever 4: Metacognition - in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.	<p>Explicit instruction about learning strategies with children –more prevalent than ever.</p> <p>Scaffold and support for distance learning (if required)</p> <p>Support for transparent curriculum &amp; learning behaviours –why we need to: review learning; recall from memory; be motivated;</p> <p><a href="https://teacherofsci.com/principles-of-instruction/">https://teacherofsci.com/principles-of-instruction/</a> (Rosenshine)  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</a> (EEF Metacognition)</p>
Lever 5: Space - to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.	<p>Reflection</p> <p>Aspiration for the future/ future-self</p>

Phase 2	
Tiered Approach for Academic Year 2020 - 2021	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf</a>
Teaching	<p>High quality teaching</p> <p>Explicit instruction</p> <p>Flexible grouping</p> <p>Cognitive and metacognitive strategies</p> <p>Deep subject knowledge</p> <p>High quality assessment</p> <p>Re-establish routines in classroom, wider school and behaviour</p> <p>Training where necessary</p>
Targeted academic support	<p>Targeted academic support can take many forms:</p> <p>Differentiated work, expectations, tasks</p> <p>Small group or individual support to address misconceptions identified in daily lesson and feedback. May be a sustained intervention over a number of sessions, or more flexible depending on the individual child's needs. Could be addressed by teacher or teaching assistant and may be in or out of the classroom.</p>
Wider strategies	<p>Strategies to address any non-academic difficulties, such as attendance, behaviour or social and emotional difficulties.</p> <p>Involvement outside agencies where necessary</p>