



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

Eastfield Primary School

Priority 1 - Overarching Trust COVID recovery Priorities

Curriculum, behaviour and pastoral support

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

School Operations

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

Additional Funding

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

Focus Priority 1a: Curriculum, behaviour and pastoral support

Trust actions / support

Central catch up curriculums have been designed and created by central SLEs that focus on core knowledge and skills in RWM and phonics.

Online learning platform that supports the delivery of remote learning and allows for remote communication between pupils and teachers.

Trust amended behaviour policy to reflect Covid implications

Central emotional well-being team in place to assist school-based well-being teams in offering support to families who are identified as being in need.

Trust central curriculum plans to support teachers in delivering the full national curriculum.

Key Performance Indicators

Whole Trust Objectives	School Specific Actions	Responsibility	Timeframe
Identify, address and support pupils	<ul style="list-style-type: none"> • Analysis of existing data and intelligence gathered during partial closure to identify children at higher risk of having gaps in knowledge and skills to inform provision maps. Pyramid of need established. <ul style="list-style-type: none"> ○ 18% of all children across the school had ‘limited’ learning experiences during school closure 	LF	

<p>in all schools to “catch up” on gaps in pupils’ knowledge and skills.</p>	<ul style="list-style-type: none"> ○ 33% of PP children ○ 14% of non-PP children • Assessment screening undertaken in appropriate year groups for phonics, reading benchmarking using Bug Club, handwriting baselines and time tables have been used to find any gaps in learning to be addressed. • Pupil progress meetings more regularly to monitor assessment of gaps and, in time, impact of interventions. 5 weekly review of pyramid of need. • Revised timetable to allow for additional ‘catch-up’ teaching. • Interim learning and teaching/marking policy in place • Additional ASAs/teachers deployed to teach key groups of pupils • Supervision in place for all teachers to support and challenge the pacing and implementation of the ‘catch-up curriculum’. • Strong links made to practise basic skills in speaking, reading and writing through PSHE for three weeks. • SEND – EHCP Provision – catch up – SEN ASA’s delivering interventions <p>Phonics</p> <ul style="list-style-type: none"> • Teachers to use the LCP letters and sounds phonics plans for the phase the children left off at before the lock down in years FS- 3 daily. Children identified in years 4 and up will receive the appropriate phonics support. • EYFS/ KS1/ ASA staff to recap training in phonics. • Additional learning time to be given to phonics each day. Children will have more opportunities to engage in phonics games/ learning opportunities throughout the day and the staggered start and end times will give teachers time for this. • Phonics screening with all pupils in Year 1, Year 2 and those in Year 3 that need it to identify gaps in learning, as in line with section 3 of the DfE guidance. • Past phonics paper to be used at end of Autumn 1 to identify pupils requiring further catch-up in Autumn 2 by SS. • September assessment to be used to address gaps. <p>See HCAT phonics catch-up curriculum – Appendix 1.</p> <p>Reading</p> <ul style="list-style-type: none"> • LKS2 to follow the HCAT catch-up reading programme in a guided reading session of 45 minutes. • UKS2 to follow the HCAT catch-up reading programme during whole class reading session of 30 minutes daily for 3 weeks. • Additional reading sessions for years 3- 6 in ‘catch up core’ afternoon lessons, focusing on fluency and key cognitive domains which have been identified. • Children who have been benchmarked below the expected colour band will read 1:1 to develop fluency and comprehension on a weekly basis with staff. • Quality texts to be used in all subjects and approach designed to support purposeful use of reading and research to obtain the information that they need. • All children in Y1 and Y2 read to an adult every other day individually. Pupils in receipt of PP funding read individually to an adult every day. • All children in EYFS to read/ share a book to an adult every day individually, to support the development of reading and communication and language. • ELGs incorporated in to year 1 Trust catch up plans. • Benchmarking of all pupils in all years to identify gaps in fluency. • Teachers to use a combination of talking to pupils and scrutiny of work, in line with Section 3 of the DfE guidance, to identify gaps in pupil skills. • Teachers to ascertain gaps through formative assessment, then Years 3-6 will conduct Optional SATs from week 4, and Y6 can complete a previous SATs paper in Year 6. This follows completion of the catch-up programme. 	<p>SW/LF AHT’s</p> <p>SW</p> <p>LW JHa/HS/SS</p> <p>SS/AHT’s</p> <p>LW LeT</p>	
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	<ul style="list-style-type: none"> Teachers to ascertain gaps through formative assessment, then Years 3-6 will conduct Optional SATs from week 4, and Y6 can complete a previous SATs paper in Year 6. <p>Wider curriculum</p> <ul style="list-style-type: none"> A whole school focus on PSCH in the first 2 weeks to support children's well-being with returning to school using resources from Jigsaw and also 'Life in Lockdown' from Headstart. PSHCE, RE and PE to be taught for the first 3 weeks to support children's well-being with returning to school and to allow extra time for identifying gaps in core subjects. A reduced wider curriculum in Autumn to allow for extra time from identifying gaps in the core subjects. Teachers to use COVID plans that identify which non-core subjects will be a focus that term. Coverage will increase term by term to ensure the curriculum returns to being broad and balanced by the Summer term 2021. Subject leaders have identified essential teaching for non-core subjects and pacing grids will demonstrate which subjects are a focus and when. There are sufficient documents in our curriculum to allow teachers to identify missed skills due to lockdown. Through ongoing formative assessment (observing pupils, talking to pupils to assess understanding and scrutiny of pupil's work, as recommended in Section 3 of the DfE guidance) teachers will be altering their teaching sequences accordingly to identify gaps in skills progression. Teachers will assess knowledge retention through an identified application opportunity at the end of a unit. <p>See Subject LTPs – Appendix 7 See School and Trust skills progression documents – Appendix 8</p>	LeT	
<p>Have a clear plan to return to a full, broad and ambitious curriculum across all subjects.</p>	<ul style="list-style-type: none"> All subjects will be returned to our original long-term plans for the start of Summer 2021, ahead of government guidance. Year group MTP on website for parents and pupils to access. CPD will continue to focus on curriculum development to ensure staff are fully equipped to plan, sequence and deliver a sequence of lessons including the relevant knowledge, skills and opportunity for application of knowledge. Any pupils identified as under achieving in core subjects by end of Autumn 2 will continue with additional core lessons in the afternoons. These will be on a rotational basis, so pupils still access all foundation subjects. <p>See Eastfield pacing plan – Appendix 3 See subject LTPs – Appendix 7 See School and Trust skills progression documents – Appendix 8</p>	LeT HS LF/AHT's	
<p>Develop remote education so that it is integrated into school curriculum planning.</p>	<p>Develop hybrid approach that supports maximum access using intelligence gathered during partial closure.</p> <ul style="list-style-type: none"> Teachers to produce basic skills packs for core and SEND pupils that go home immediately with the pupil. All pupils to be given an exercise book, in preparation for self-isolation or lockdown. AHT to oversee learning content for home learning is in line with curriculum expectations for their year groups. Weekly plan produced and available on school website. Work will move to Trust online platform once staff have been trained in use. Welfare call from AHT on Day 1 and 2. This is to establish direction to home learning timetables and any barriers to accessing the learning. Family consultation/survey to gather intelligence to support swift adjustments as necessary. If no contact is made, report to RS for home visit. Educational call from teacher on Day 3. Check-in call from teacher end of week 1. Welfare call from EWB Day 9 to discuss school return. 	AB SS	

	<ul style="list-style-type: none"> • Reintegration plan for children returning from isolation. • Survey the children’s perspective regarding their access to work. • Educational call from teacher end of week 2. <p>See home learning flow chart – Appendix 9</p> <p>Tier 4 Contingency</p> <ul style="list-style-type: none"> • Staff who interact remotely with pupils will continue to look out for signs that a child may be at risk and that any such concerns will be addressed through the school policy 		
<p>Have clear systems in place to identify and support pupils who display challenges in behaviour or require emotional support.</p>	<ul style="list-style-type: none"> • Emotional Wellbeing Workers provide support to pupils and their families. • Referral forms for EWW support in share point – under behaviour support. • School Mental Health champions support staff and share any up to date training. • Daily check-in circles. Specific focus on language development to express emotions- progressing throughout the school. • Extended work on class charters and the school ethos including SMART values and character virtues. • Whole school mapping for coherence including family communication and provision for our most vulnerable pupils • Flow charts in place for children who need extra support with de-escalation and behaviour strategies. • Key pupils are supported by the Graduated Response to Behaviour. • Staff logging on CPOMs any changes they notice in children for wellbeing team to follow-up. • Check-in champions for specific pupils. • Identified areas for specified pupils to be able to access (safe spaces). • Enhanced PSHCE curriculum – Jigsaw. • Weekly pastoral meeting for early identification of pupils needing support. (SW,RS,SC,KBa) • Mapping of assemblies focused on mental health and Jigsaw. • Emotion boxes in classrooms. <p>See Trust amended behaviour policy – Appendix 10</p> <p>See Trust RP Policy</p> <p>See De escalation strategy/policy</p>	<p>SC SC and RS</p>	
<p>Have clear systems and strategies in place to support pupils in returning to the structured environment of schools and with attendance.</p>	<ul style="list-style-type: none"> • Risk assessments show a safe school environment. • Teachers to focus on showing new routines during week one. • Letters / postcards from new teachers prior to term starting. • Transition books sent home over the summer to all pupils with ASD / SEMH • Immediate reintroduction of attendance policy • Communication of attendance policy for non-attenders. • Home visits to be conducted. • Whole school focus on attendance. • Continue to review attendance weekly and make contact with identified families with low attendance. • Re-engagement action plans to be put in place for identified families. • Weekly attendance meetings to monitor impact for individual families and to inform whole school actions. • Support/challenge from Trust family links worker, if required. • Ensure that behaviour expectations are re-established as quickly as possible. • To compare attendance at start of year to last year to identify similarities in families. • Teachers to use Chameleon COVID PSHCE lessons in addition to standard lessons from Jigsaw. • Staff have a clear understanding of the Home learning flow chart for eventualities such as a pupil having to self-quarantine 	<p>SLT AHT’s</p> <p>SW RS</p> <p>RS/SC</p>	

	<p>or a whole class bubble having to self-isolate for 14 days.</p> <ul style="list-style-type: none"> Develop reintegration plans for children returning from self-isolation. <p>See home learning flow chart – Appendix 9 See Risk Assessment – Appendix 11</p>		
SEND	<ul style="list-style-type: none"> EHCP risk assessments in place and updated on return to school and then as necessary. ADPRs used to create SMART targets and assess children’s learning. De-escalation plans in place as required. Teachers to adapt HCAT catch-up plans and have flexibility in these for pupils on SEND register. Complete and follow risk and recovery plans. <p>See EHCP plans – Link to SharePoint See risk and recovery assessments – Link to SharePoint See de-escalation plans – Link to SharePoint</p>	SW	

Monitoring arrangements

- Attendance monitored weekly by SLT at individual and group level to inform personal re-engagement plans and whole school action (specifically additional actions to mitigate the risk of illness)
- Weekly pastoral meetings with SLT to access emerging needs regarding behaviour and emotional support, adapt whole school mapping, and review implementation of re-engagement plans and de-escalation plans.
- SLT and AHT’s monitor pyramid of need 5-weekly to inform WAVE 2 and WAVE 3 provision.
- Curriculum lead to monitor the implementation of the curriculum through teacher supervision meetings, necessary adaptations made to programmes and pacing.
- SLT to monitor interventions every 5-weeks. Analysis of data
- SLT to take feedback from curriculum lead to inform them of the progress with implementation of the non-core curriculum.
- AHT to establish any barriers to home learning and feedback to SLT with adaptations made.
- Pupils’ teacher assessed in core subjects against KPIs at February mid-year.
- Governors to receive SLT progress reports termly.

<p><u>Autumn 1 Milestones</u></p> <p>All pupils continue to be taught a broad range of subjects. School leaders have ensured that whilst there is a focus on core subjects, a range of non-core curriculum subjects continue to be taught over the Autumn and Spring term and have sequenced lessons carefully to ensure gaps in knowledge are minimal.</p> <p>Remote learning systems, including tracking and monitoring are established. It is aligned with some of the key skills and knowledge that are being taught in the classroom.</p>	<p><u>Autumn 2 Milestones</u></p> <p>Monitoring of remote learning indicates that provision is effective, aligned well with the school curriculum and children learning from home are still making good progress.</p> <p>Rates of attendance are consistently at least in line with national for all groups.</p> <p>Number of children requiring continued support through re-engagement plans reduced.</p> <p>Early indications from assessments are positive and demonstrate the impact of catch up funding</p>	<p><u>Spring Milestones</u></p> <p>All subjects have now been taught over the two terms.</p> <p>Mid-year assessments demonstrate that the majority of children have made at rapid progress in core subjects and numbers on track to meet end of year AREs are at least in line with Feb 2020’s assessments.</p> <p>Wave 2 and 3 interventions that are required during the Summer are identified.</p> <p>Re-engagement plans discontinued. Number of pupils requiring additional emotional/behaviour</p>	<p><u>Summer Milestones</u></p> <p>Children return to full curriculum.</p> <p>All children previously ARE are working at their ARE for 2020.21</p> <p>Some disadvantaged children have made more rapid progress and have now met the ARE for their year group.</p>
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<p>All families are confident in the work of the school and are only taking absence to self-isolate in line with Government guidelines or are genuinely ill. Re-engagement action plans are in place for all identified families.</p> <p>Plans in place for all pupils who display challenges in behavior or require emotional support.</p>	<p>and the school's approach.</p> <p>Pupil progress meetings</p>	<p>support reduced.</p> <p>Catch up funding has been used effectively to support the whole school's recovery.</p>	
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Focus Priority 1b: School Operations

Trust actions / Support

Central Covid risk assessment in place with trust wide measures identified.

Central policies on systems to report suspected and confirmed cases of Covid.

Amended policies as a result of COVID.

Trade Union consultation

Key Performance Indicators

Whole Trust Objectives	School Specific Actions	Responsibility	Timeframe
<p>Schools across the trust to regularly update premises and operational risk assessments and disseminate clearly to all stakeholders in line with government and DFE advice/guidance.</p>	<ul style="list-style-type: none"> • Whole School Risk Assessment written by SLT via consultation with staff, following DfE guidance. • Union consultation on new revisions in-line with Trust schedule. • Staff to inform SLT of any issues arising that would require amendments to the risk assessment. • Staff and pupil circles used to reflect on school implementation of risk management. • SLT to update Whole School Risk Assessment as required. • Whole School Risk Assessment review - standing agenda item on weekly SLT. • Amendments communicated to staff and parents where necessary. • Updated Whole School Risk Assessment to be made available on school website. • Amended behaviour, safeguarding/child protection policies in place. • All interim policies available on website and implemented through staff meetings. • Personal Risk Assessments in place for all staff identified as clinically extremely vulnerable or who have identified additional personal circumstances, including increased anxiety, that requires them to have a Personal Risk Assessment in place. <p>See Whole School Risk Assessment – Appendix 11 See template Personal Risk Assessment – Appendix 12</p>	<p>SLT/DA/ER</p>	

Monitoring arrangements

SLT and site facilities officer to complete weekly site walks to monitor implementation of the risk assessment.

Trust supported monitoring half termly. (CEO/SIP)

<p>Autumn milestone Risk assessment arrangements are working effectively Staff are well informed of changes to RA and policy updates All staff who need personal RA have one in place</p>	<p>Spring milestone Risk assessment arrangements are working effectively Staff are well informed of changes to RA and policy updates All staff who need personal RA have one in place</p>	<p>Summer milestone Risk assessment arrangements are working effectively Staff are well informed of changes to RA and policy updates All staff who need personal RA have one in place</p>	
<p>Focus Priority 1c: Additional Funding</p>			
<p>Key Performance Indicators</p>			
<p>Whole Trust Objectives</p>	<p>School Specific Actions</p>	<p>Responsibility</p>	<p>Timeframe</p>
<p>Schools to identify and allocate additional funding to support pupils in their return to full time education.</p>	<p>The information below outlines how the use of Catch-up funding improves classroom pedagogy, provides targeted support and supports additional whole school strategies:</p> <p>To provide whole class support and targeted intervention focusing specifically on the core curriculum to ensure pupils rapidly recover.</p> <ul style="list-style-type: none"> • One additional KS1 teacher deployed to teach phonics during whole class sessions and to deliver phonic intervention • One additional KS2 ASA deployed to provide whole class support and targeted intervention focusing on reading and times tables • One additional teacher deployed in year 6 to support with core subjects and to deliver intervention <p>To implement and deliver regular mental health and well-being sessions including targeted individual sessions when required.</p> <ul style="list-style-type: none"> • Pupils in identified vulnerable groups supported socially and emotionally to ensure they are in an optimum state to learn • Develop use of Rainbow Room across the full day • EWBW supporting key children and parents with wellbeing <p>To identify knowledge and skills are accurately identified across the curriculum with a focus on core subjects (autumn and spring)</p> <ul style="list-style-type: none"> • Weekly meetings for teachers with AHT and/or curriculum leaders to ensure knowledge and skills are identified across the curriculum – Autumn and Spring 	<p>LF</p>	

	<p>To regain the stamina and work ethic prior to lockdown to sustain learning throughout the full school day</p> <ul style="list-style-type: none"> • Character education, values and attributes explicitly identified and praised across whole school • Staff CPD on character education <p>See Catch Up Plan for details of spending allocation - Appendix 13</p>		
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<p><u>Monitoring arrangements</u></p> <ul style="list-style-type: none"> • Attendance monitored weekly by SLT at individual and group level to inform personal re-engagement plans and whole school action (specifically additional actions to mitigate the risk of illness) • Assessment/curriculum lead to monitor the implementation of the curriculum through fortnightly teacher supervision meetings, necessary adaptations made to programmes and pacing. • SLT to monitor interventions every 5-weeks. Analysis of data • Governors to receive SLT progress reports termly.
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