



Please ensure 'NPCAT Covid-19 Recovery Curriculum' document is used to shape the school's bespoke plans in conjunction with the DfE's 'Guidance for full opening - schools'

St Bede's Catholic Primary School

Intent: To develop-

- : a curriculum that addresses missed experiences/what the pupils need and ensures progress and impact with both learning and mental health- being**
- :the working memory and long term memory**
- : effective teaching strategies to impact on pupils learning across all aspects of the curriculum**
- : pupil voice- ensuring pupils are equipped to discuss, evaluate, reflect and move forward**
- : a way of re-establishing the strong relationships between pupils, staff, parents and the community**
- : resilience in pupils; reflective and confident pupils simply to care about others**

Implementation: To develop-

- :outstanding teaching and learning strategies, incorporating effective and personalised planning**
- : speaking and listening opportunities with an emphasis on pupil voice**
- : plans for sequential steps in learning which in turn responds to pupils own needs**

Impact:

- : excellent progress from the pupil's newly established starting point**
- : retain knowledge and understanding with evidence throughout the books**
- : resilient, empathetic pupils; and for pupils to feel safe and confident to move forward**

What	How	Who	When	Cost
1. Ensure that school leaders maintain effective communication with all school families in order to understand the impact of the pandemic. Ensure the correct provision and support at all levels. Identify external agencies to support.	<ul style="list-style-type: none"> Letter to parents outlining the procedures and systems in order to prepare for full re-opening in September 2020. 	SLT	16.9.20	Free
	<ul style="list-style-type: none"> The Jigsaw Recovery Curriculum document KS1 and KS2. School to purchase full document Spring term 	SLT	Spring 2020	£1800
	<ul style="list-style-type: none"> -Belonging and feeling safe at school -Reconnecting with friends at school The Coronavirus explained and keeping safe and well Managing worries, fears and anxieties Being positive and looking forward to learning Gratitude and appreciation Loss and Bereavement 			Free
	<ul style="list-style-type: none"> Rainbows training to be accessed Weekly newsletter to parents from school informing parents of work achieved by pupils that week for the Recovery Curriculum Curriculum continuity questionnaire to parents 	All staff SLT	Spring term Weekly	Free
			Autumn 14.9.20 tbc	
	<ul style="list-style-type: none"> Parent Support Worker and Play Therapy enquiries made and waiting to be confirmed 	SLT	2020/21	
	<ul style="list-style-type: none"> CAMHS- assessments/referrals for vulnerable pupils 	All staff	18.9.20 Weekly	

	<ul style="list-style-type: none"> • Termly Curriculum Newsletter outlining all curriculum areas including Recovery Curriculum 	All staff All staff	Week commencing 14.9.20	Free
	<ul style="list-style-type: none"> • Social media school has parent mail and Twitter 	All staff	2020/2021	Free
	<ul style="list-style-type: none"> • Subject overviews and long term planning organised and communicated to parents 	All staff	2020/2021	Free
	<ul style="list-style-type: none"> • Visibility of SLT and school staff in exits and entrances to the school environment 	All staff	2020/2021	Free
	<ul style="list-style-type: none"> • Daily communication with parents as and when needed 	All staff	Ongoing	
	<ul style="list-style-type: none"> • Rights Respecting Schools/Unicef/Children's Rights used in planning and communication with parents and children 	SLT	Ongoing	
	<ul style="list-style-type: none"> • DfE and DHSC updates to SLT to communicate to staff 	All staff	Ongoing	
	<ul style="list-style-type: none"> • NSPCC- updates and information- website • Constant website updates • Setting up Facebook-tbc 	SLT All staff SLT	ongoing Autumn	

<p>2. Trust/school wide opportunities for spiritual reflection to enable staff to come together to share their experiences in order to reconnect and re-establish relationships. Ensure staff receive quality time to rest, repair, self-regulate and reflect in order to meet the needs of their school communities.</p>	<ul style="list-style-type: none"> • Training day organised with a focus on preparation for School return including Recovery Curriculum and vision for the year ahead. 	All staff	1.9.20	Free
	<ul style="list-style-type: none"> • Daily communication with all staff and SLT visible around school. 	SLT	2020/2021	Free
	<ul style="list-style-type: none"> • Open door policy for all staff to be able to share concerns and ideas about the school community 	SLT	ongoing	Free
	<ul style="list-style-type: none"> • Staff organised into Year group bubbles in order to reduce the risk of the spread of COVID-19 	SLT	Daily	Free
	<ul style="list-style-type: none"> • PPA cover organised within Year group bubbles in order to reduce movement of staff around school/reduce anxiety and keep staff safe 	SLT	9.9.20	Free
	<ul style="list-style-type: none"> • Staff meeting led by SLT to share the PPA cover arrangements and to inform of key stage staffing. Met with staff individually to provide an opportunity for individuals to share any worries/concerns. 	All staff	9.9.20 9.9.20	Free
	<ul style="list-style-type: none"> • Establishing relationships with staff at St Edward's and All Saints/support with planning and sharing of resources 	All staff	ongoing	Free
	<ul style="list-style-type: none"> • NPCAT lead chaplain sends daily prayers to give staff the opportunity for spiritual reflection 	AOB	ongoing	Free
	<ul style="list-style-type: none"> • Staff Liturgy and welcome back led by Parish Priest 	FrDT	1.9.20	Free

	<ul style="list-style-type: none"> • Ten Ten Resources • Ensure essential emails only after school finishes • Staff signposted to the Headspace App which is currently free to join for staff in education 	All staff All staff All staff	1.9.20 Ongoing July 2020	 Free Free
3. Provide CPD in order to equip all staff to cater for all pupils and the holistic, individual and deeper support which may be required.	<ul style="list-style-type: none"> • NPCAT CPD calendar available for all staff • Safeguarding training- 'signs and symptoms' of COVID-19 • RE Co-ordinator CPD through Diocese training • National College webinars organised - 'EYFS Framework Reforms: Strengthening Learning through the DfE Development Matters Curriculum' St Bede's/St Edward's/All Saints- planning, subject overviews, curriculum and assessment shared to support all staff and ensure standards <p>Shared PPA resources between all years groups in St B, St E and AS</p>	All staff All staff RE Leads EYFS Lead All staff All year groups	ongoing 15.9.20 15.9.20 6.10.20 July 2020 ongoing weekly	Free Free Free £50 Free Free
4. Ensure leaders communicate their detailed plan with a clear rationale for all stakeholders.	<ul style="list-style-type: none"> • Clear guidelines revised with staff meetings • Staff meeting planner organised and distribute to staff 	All staff All staff	1.9.20 Week commencing 14.9.20	Free Free

	<ul style="list-style-type: none"> • Curriculum overviews and long-term planning shared and discussed with staff • Reflection for all staff at the start of staff meetings • Open door policy for all staff by SLT • IAB meetings scheduled to disseminate information • Link Governor visits • SDP and SEF shared • Collaborative communication and planning across three schools 	<p>All staff</p> <p>All staff SLT</p> <p>SLT</p> <p>SLT/All Staff</p> <p>All Staff</p>	<p>w/c 14.9.20</p> <p>ongoing</p> <p>23.9.20 TBC</p> <p>Autumn 1</p> <p>Autumn</p> <p>Ongoing</p>	<p>Free</p> <p>Free</p> <p>Free</p> <p>Free</p> <p>Free</p> <p>Free</p>
5. Consider ways in which to assess missed learning but also for missed experiences.	<ul style="list-style-type: none"> • Long term planning and subjective overviews shared • Formative assessments for all subjects outlining end of year objectives and expectations including previous year group objectives • Baseline assessment/pre-learning as part of planning and preparation <ul style="list-style-type: none"> -Headstart resources- English and maths -Focus Learning tasks -Speaking and Listening opportunities-missed 	<p>All staff SLT</p> <p>All Staff</p> <p>All staff</p>	<p>14.9.20</p> <p>Autumn 1</p> <p>Week commencing 14.9.20</p>	<p>Free</p> <p>Free</p> <p>Free</p>

	<p>experiences -Art work and PSHE tasks 'Knowledge Grids' 'Focus' Bespoke opportunities- teacher assessed -Circle time opportunities</p> <ul style="list-style-type: none"> • Constant dialogue and observations between staff in previous year group to ensure smooth transition/ongoing discussions • Communication scheduled between year groups in St B, St E and AS • Questionnaire for pupils 	All staff	W/C 2.9.20	Free
<p>6. Provide curriculum guidance and resources to support the recovery for NPCAT pupils.</p> <p>Up to and including key stage 3, prioritise within subjects of the most important components for progression.</p> <p>EYFS teachers should focus on prime areas of learning. Receptions teachers assess and address gaps in early language, reading and maths and acquisition of phonic knowledge and extending</p>	<ul style="list-style-type: none"> • Jigsaw Recovery Curriculum document- see above • Learning areas to focus on the prime areas of learning and the characteristics of learning to build resilience • DFE-school adopter of new baseline profile 	<p>All staff</p> <p>EYFS</p> <p>EYFS/SLT</p>	<p>1.9.20/ ongoing Autumn 1</p> <p>Autumn Term 2020</p> <p>Ongoing</p> <p>Autumn 1</p>	<p>Free</p> <p>Free</p> <p>Free</p>

<p>being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.</p>	<ul style="list-style-type: none"> • Individual risk assessments completed for targeted children/shared with parents • Daily scrutiny of attendance • External agencies to support identified children and families • The Trust Attendance Strategy focuses on attendance expectations being consistent across all schools. • Practices and procedures in place reflect above strategy and ensure pupils are provided with pastoral support, where required. • Trust Attendance Manager to liaise with the School Attendance Lead at the beginning of September to consider the cases of pupils requiring formal attendance proceedings prior to lockdown and whether this action is to be resumed, or whether an alternative measure is required. • New Leave of Absence requests- term-time applications to be considered by the Headteacher aligning to exceptional circumstance criteria and to be administered through the NPCAT. 	<p>SENDCo/A All staff</p> <p>SLT</p> <p>SLT</p> <p>SLT</p> <p>SLT</p> <p>SLT/NPCAT</p> <p>HoS</p>	<p>1.9.20</p> <p>Daily</p> <p>Ongoing</p> <p>Daily</p> <p>Daily</p> <p>Daily</p> <p>Ongoing</p>	<p>Free</p> <p>Free</p> <p>TBC</p> <p>Free</p> <p>Free</p> <p>Free</p>
<p>9. All schools are expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.</p>	<ul style="list-style-type: none"> • Questionnaire to be distributed to pupils to gauge capacity for online learning 	<p>SLT</p>	<p>Week commencing 14.9.20</p>	<p>Free</p>

	<ul style="list-style-type: none"> • Google Classroom set up for each year group as a contingency measure • Paper learning packs prepared for those pupils unable to access online learning • Teacher communication with families/pupils to ensure pupils learning at home understand their learning • Curriculum mapping and newsletters communicated with parents and observed on the website 	All staff All staff All staff All staff	Week commencing 14.9.20 Ongoing Ongoing ongoing	Free Free Free Free
10. In exceptional circumstances, it may be in the best interests of a year 11 pupil to discontinue an examined subject because the school judges that, for example, they would achieve significantly better in their remaining subjects as a result, especially in GCSE English and mathematics. School leaders are expected to make such decisions in discussion with pupils and parents and informed by ongoing assessment of a pupil's progress and wellbeing, using the existing discretion that schools already apply on these matters.	NA for primary schools			
11. Pupils with complex needs, we strongly encourage schools to spend this funding on catch-up support to address their individual needs.	<ul style="list-style-type: none"> • Transition between Year 6 and Year 7 dialogue in summer term • • Dialogue between SLT and staff to assess individual 	SLT/Year 6 Teacher 	July 2020 ongoing	Free Free

	<p>pupils complex needs and prioritise pupils-what is needed, why and impact</p> <ul style="list-style-type: none"> Once confirmation of Catch-up support funding, SENDco and SLT to discuss how best to support pupils New SENDCO organised and introduced to staff-establishing risk assessments and EHCP for pupils Established and embedded risk assessments for vulnerable pupils 	<p>SENDCo/ SLT</p> <p>SENDCo/ staff and parents</p>	<p>14.9.20</p>	
<p>12. Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to: support the rebuilding of friendships and social engagement, address and equip pupils to respond to issues linked to coronavirus (COVID-19), support pupils with approaches to improving their physical and mental wellbeing.</p> <p>Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible.</p>	<p>SLT/SENDCo discussion to identify individual pupils, prioritise their needs and implement individual activities</p> <p>Subject overviews and planning allows for the teaching and learning of PSHE- friendships, pastoral activities, mental health and well-being and citizenship</p> <p>Mental health and well-being day- October 10th 2020- whole school theme</p> <p>Establish opportunities for extra-curricular year group activities to include:</p> <ol style="list-style-type: none"> 1. Sporting activities 2. Gardening club 3. Prayer groups 4. Minnie Vinnies 5. Chaplaincy work 6. School council 7. Picture news as whole school discussion points <p>Extended After school schedule to be designed</p>	<p>ongoing</p> <p>ongoing</p> <p>All staff</p> <p>Extended school lead/PE Lead</p> <p>SLT</p>	<p>10.10.20</p> <p>w/c 21.9.20</p> <p>21.9.20</p>	

	<ul style="list-style-type: none"> • Parent Support Worker- enquiries made • The Link • CAMHS • Rainbows training to be organised • Footprints Play Therapy to be organised 			
13. Schools should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour.	<ul style="list-style-type: none"> • A behaviour addendum has been completed and approved by the Board of Directors of NPCAT and shared with staff; uploaded onto the website and displayed in the staffroom/school network • Each class makes their own charter (part of the Jigsaw PSHE curriculum) • Letter to parents for the wider re-opening of school to Y6, Y1 and then all pupils • NPCAT Home School agreement • Reward systems introduced • Behaviour Policy updated and displayed in the staff room • Breaktimes and lunchtimes staggered to keep pupils safe • KCSIE 2020 shared with all staff; displayed on the website and in areas in school 	<p>All staff</p> <p>All staff</p> <p>SLT/all staff</p> <p>All staff</p> <p>SLT</p> <p>SLT</p>	<p>2.9.20 ongoing</p> <p>Autumn 1</p> <p>July 2020/ Autumn 1</p> <p>Sept '20</p> <p>Sept '20</p> <p>3.9.20</p>	