



Hunsbury Park Primary School

School Recovery Plan

Priority areas 2020/21

Date: 01.09.20

Review date: 26.10.20

Purpose of this document:

The School Recovery Plan sits alongside the School Improvement Plan (SIP). The purpose of this document is to provide specific targets and actions required in response to the Covid-19 pandemic and the subsequent impact on Education. This document, together with the risk assessment and the SIP, provides a suite of materials detailing our approach to school improvement.

The School Recovery Plan is organised into 5 sections as detailed in the Government guidance document, the link to which is found below:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Area 1	Mitigating Risk
Area 2	School Operations
Area 3	Curriculum, behaviour and pastoral support
Area 4	Assessment and Accountability
Area 5	Contingency for outbreaks

1.Mitigating Risk

Target	Action	Responsibility	Timeframe Resources (Costs/CPD)	RAG of Action taken or Impact
To ensure safe working practices for all staff and pupils in accordance with DfE guidance	<ul style="list-style-type: none"> Risk Assessment developed and held as Appendix to recovery plan. 	Headteacher and Chair of Governors	To be developed prior to 1 st September and reviewed weekly	Whole school risk assessment completed and submitted to the LA.
	<ul style="list-style-type: none"> Risk Assessment shared with all stakeholders 	Headteacher	At the start of the Autumn term	Completed and published on the school website.
	<ul style="list-style-type: none"> Risk Assessment to be reviewed and updated as and where necessary on a regular basis (schools to determine timeframe – weekly, moving to fortnightly etc.) 	Headteacher and SLT	ongoing	During the initial reopening phase, the risk assessment will be reviewed weekly / in accordance to guidance; the frequency will change in response to school, local and national need.
	<ul style="list-style-type: none"> Control measures in place as identified in DfE guidance: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools Local outbreak plan to be shared with all staff: https://www.northamptonshire.gov.uk/coronavirus-updates/Documents/DRAFT%20Northamptonshire%20Outbreak%20Prevention%20and%20Control%20Plan%20-%20LRF%20Headline%20Summary.pdf 	All staff	ongoing	Guidance is currently being implement. Local outbreak information has been shared with all staff.
To minimise contact between individuals	<ul style="list-style-type: none"> To develop and maintain groupings through staggered start / finish times, break / lunch times, the use of communal spaces and mobility around the school. 	All Staff	£2,300 for all – reimbursement application submitted by Bursar.	Information and processes have been put into place; however, this will be under constant review.

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2. School Operations

Target	Action	Responsibility	Timeframes/resources	RAG of Action taken or Impact
To ensure that pupils are transported safely on dedicated school transport	<ul style="list-style-type: none"> To liaise with school transportation to ensure groups can be adhered to where required or alternative provision is in place 	SENCo	Beginning of August 2020	Not applicable currently
	<ul style="list-style-type: none"> To promote active travel plans as and where possible within the school community in accordance with LA initiatives. Active Travel plan incentives developed in school and promoted within the community 	SENCo	September 2020	Document printed. No local initiatives at present.
Ensure all pupils are in attendance where they are not shielding	<ul style="list-style-type: none"> Review and refine school attendance policy and procedures in response to Covid-19 	Headteacher, school office and family support worker	September 2020	Attendance policy to be reviewed for September. All pupil absences will be followed up by school staff; where persistent absence becomes a concern, the school will follow the risk assessment guidance.
	<ul style="list-style-type: none"> Letter sent to parents clarifying attendance expectation and disseminating school policy and procedures for non-attendance 	Headteacher	Letter sent July 2020 September 2020	HT letter, Guidance booklet sent to all and attendance included in HT Vlog.
	<ul style="list-style-type: none"> Liaise with families directly where there are concerns about attendance due to anxieties and agree actions to improve attendance 	Family support worker	Ongoing	Families already identified have had regular wellbeing calls over the lockdown by FSW to build up relationships and engagement. Children have always had an opportunity to speak to FSW. Class teachers have been asked to ensure FSW knows of families who they feel will struggle. Email sent out to staff by KB July 2020.
	<ul style="list-style-type: none"> Develop programme of pastoral support for reluctant attendees to address key issues and to develop programme to support mental health Refer to Northamptonshire EPS refusal programme 	Family support worker/SENCo	ongoing	Documents uploaded to Dojo July 2020 and shared with staff. EPS document printed and shared with staff.
Ensure that staff return to work in accordance with contract of employment	<ul style="list-style-type: none"> Contact to be made with all staff to ensure that they will return in September 	Headteacher	Prior to start of Autumn term 2020	Email sent to all staff with September plans.
	<ul style="list-style-type: none"> Induction programme developed for new staff to adhere to Covid-19 guidance, including for NQTs, identifying required support programme 	Headteacher SLT NQT Lead	September 2020	SLT lead inductions of new staff.

	<ul style="list-style-type: none"> Agreed working practices developed for extremely clinically vulnerable staff through liaison with HR and union reps 	Headteacher SLT	Prior to start of Autumn term 2020	Risk assessment for one staff member – to be signed in September.
	<ul style="list-style-type: none"> To contact HR immediately where any issues arise 	Headteacher	ongoing	Head teacher to complete if required.
	<ul style="list-style-type: none"> To identify a programme of mental health support for all staff and to implement this to in day school practice 	Headteacher and SLT	Ongoing Time given in Weekly staff meetings for mental health support	Staff well-being support document and Jogo supervision available. Emailed out to staff and displayed on the staff room board.
Ensure effective deployment of staff	<ul style="list-style-type: none"> Identify key areas of need and ensure that staff is deployed as and where needs arise considering: SEND requirements Catch-up programmes and targeted children 	Headteacher SENCo SLT	Prior to September 2020	Successful BSA recruitment July 2020 SaLT providers arrangements made
	<ul style="list-style-type: none"> Designated safeguarding lead/Deputy Safeguarding lead to have increased/additional release time to address potential increase in incidents requiring referrals and to support staff as and where incidents occur 	DSL DDSL	Autumn term	FSW now assigned to Deputy Designated Safeguarding Lead – out of the classroom full time to complete all necessary communication and meetings.
	<ul style="list-style-type: none"> Risk assessment, practices and protocols to be shared with visiting teachers (e.g. peripatetic music, SIS, SE team, supply teachers) prior to visit. 	Deputy Headteacher and school office	September 2020	Guidance booklet for visitors. School entry system clearly displays disclaimer and available information for school processes.
	<ul style="list-style-type: none"> Develop clear guidelines for volunteers and share schools risk assessment to ensure adherence to government guidance and ensure safe working practices. 	Deputy Headteacher, school office and School Business Manager	September 2020	Visitor booklet to be held in the main reception area and will be a MUST read before coming into school. Office staff have a scripted language to use for all visitors.
	<ul style="list-style-type: none"> Resume breakfast and afterschool offer, referring to guidance produced by DfE: https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak Agree and share with parent's policy for extra-curricular provision and develop action plan to identify implementation of provision and adherence to Risk assessment 	Headteacher and family support worker Extra-curricular lead	September 2020 Extra-curricular clubs to not start until Autumn 2.	Breakfast club has been running throughout, start time for pupils to return to 8am from September. Children wash hands on entering school, family groups can sit together, others sit 1 metre apart, children no longer allowed in food areas, toothbrushes are kept in individual pots and covered, all areas are sanitised before and after use, individual colouring packs and pens sanitised daily.

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3. Curriculum, behaviour and pastoral support

Target	Action	Responsibility	Timeframe Resources (Costs/CPD)	RAG of Action taken or Impact
Identify educational needs of pupils and respond accordingly	<ul style="list-style-type: none"> Appoint lead with responsibility for Covid catch-up fund – (Deputy Headteacher). 	Deputy Headteacher and SENCo	September 2020	Action plan in place based on a Government funding of £80 a child (£25,600 for the school), targeted interventions will be planned, developed and delivered to support identified children.
	<ul style="list-style-type: none"> Baseline pupils and most effective programmes to close gaps: 1-1 sessions, boosters etc. 	Deputy Headteacher and SENCo	September 202 and ongoing	Class teacher judgement as a baseline. SEND TA asked to complete baselines in September 2020 for some named SEN pupils before intervention starts.
	<ul style="list-style-type: none"> Develop Catch up plan identifying targeted pupils, actions taken and the cost of programmes implemented funding is being used and the impact of this. 	Deputy Headteacher and SENCo	September 2020	Action plan in place based on a Government funding of £80 a child (£25,600 for the school), targeted interventions will be planned, developed and delivered to support identified children.
	<ul style="list-style-type: none"> In EYFS, develop a curriculum to focus on prime areas in and addressing gaps in language, early reading and mathematics with focus on developing phonic knowledge and extending vocabulary 	Assistant Headteacher (RB)	Prior to September 2020	KB Phase 1 SENCO – planned SLCN intervention for SEND/vulnerable children who would have gaps in their language.
	<ul style="list-style-type: none"> In KS1, teachers to identify gaps and to ensure opportunities to read widely, develop vocabulary and knowledge are identified 	Assistant Headteacher (RB)	Autumn term	KB Phase 1 SENCO – planned SLCN intervention for SEND/vulnerable children who

				would have gaps in their language.
Ensure the continuing delivery of a broad and balanced curriculum	<ul style="list-style-type: none"> Review PSHE curriculum to ensure opportunities for the development and discussion of mental health and well-being are included Ensure PSHE is taught to focus on mental health and well-being, team work, building relationships. Review RHE (primary) Curriculum and develop plan for implementation prior to summer term 	PSHE Lead Deputy Headteacher	Autumn term 1	Curriculum and policies updated in line with National Guidelines Respecting self and others is the first topic for all. RHS taught in Terms 3 and 6.
	<ul style="list-style-type: none"> For all subjects, identify curriculum priorities – what do we need to teach now? Where necessary and appropriate, subject leads to identify key concepts to address gaps in knowledge and to share these with all staff. 	Deputy Headteacher Curriculum Leads	Prior to Autumn term	<p>All teachers start with a focus on wellbeing and addressing anxieties linked with</p> <p>Maths – Carry out diagnostic assessments using 'White Rose diagnostic assessment tests or the compilation of 'end of units tests' from Power Maths. Start with Book A as this will follow on from the place value, number and calculating taught the previous year. When children start topics not taught the previous year carry out an initial assessment and pre teach the gaps as necessary.</p> <p>T4Writing – Carry out detailed analysis of cold tasks and plan to teach gaps and misconceptions in the unit of work.</p> <p>T4 Reading – use the techniques used in this approach to reading at the level the children are working at. Choose appropriate texts.</p> <p>Foundation subjects - use the new Cornerstones planning and the schemes in place for other foundation subjects. Coverage will be monitored as subjects are taught.</p>

				Where relevant carry out an initial assessment and pre-teach gaps. Spelling and Reading ages completed for selected children.
	<ul style="list-style-type: none"> Review curriculum development to date. Where are we currently? Where do we want to be? Develop clear action plan for curriculum development 	Deputy Headteacher Curriculum Leads	Autumn term	New curriculum in place (Cornerstones).
	<ul style="list-style-type: none"> Develop Action plan for phonics catch up identifying actions for all pupils and any additional vulnerable pupils 	Assistant Headteacher (RB)	September 2020	Year 1/2 groups will be combined to make three classes – systematic teaching of phonics will be a key priority within all year 1/2 classes.
	<ul style="list-style-type: none"> Where music lessons are held, clear protocols and practices are in place in line with government guidance as identified in section 3: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools 	Music lead, office staff, SBM and NMPAT	Ongoing from September 2020	NMPAT risk assessment received for String instrument teaching sessions.
	<ul style="list-style-type: none"> PE lead to develop guidance for all staff on the teaching of P.E to mitigate risk of spread and to ensure systems of control. Reference to be made to sport England guidance:https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/guidance-for-the-public-on-the-phased-return-of-outdoor-sport-and-recreation. 	PE lead	Ongoing from September 2020	One-page overview has been completed - highlighting guidance for all teachers to follow when completing PE sessions.
	<ul style="list-style-type: none"> To continue to develop the remote learning offer to pupils unable to attend schools. Case studies detailing where successful remote learning has been seen, as compiled by LA, can be referred to and used to amend current practice 	ICT Lead, Assistant Headteacher (JD) and all Class teachers	Ongoing beginning Autumn 2020	Microsoft will be developed as HPPS remote learning platform (CPD – 01.09.20). Learning expectations shared with all staff.
To have an agreed behaviour policy	<ul style="list-style-type: none"> To review behaviour policy and amend to address behaviours seen on re-entry to school, sharing with all staff to ensure consistency of approach 	Assistant Headteacher (JD)	Prior to September 2020	Behaviour policy completed and shared with staff. Appendix on COVID behaviour expectations.
	<ul style="list-style-type: none"> Letter sent to parents clarifying new behaviour policy and including any changes to sanctions and rewards 	Assistant Headteacher (JD)	Week 2 - September 2020	
	<ul style="list-style-type: none"> Programmes developed to address key issues and shared with staff Consider the introduction of Trauma informed behaviour policy 	Assistant Headteacher (JD) SENCo	Autumn term	Trauma informed practice document downloaded and shared with all staff. Teachers asked to use with children if required.

	<ul style="list-style-type: none"> To liaise with Education Inclusion Partnership and Virtual School (for LAC) teams for specific and identified pupils at risk of exclusion. 	SENCo Family Support worker	As and where required	Not currently applicable
	<ul style="list-style-type: none"> Identify those children who are vulnerable and likely to struggle to reintegrate to school easily and plan additional pastoral support for these. 	SENCo Family Support worker DSL/DT	Prior to September	Early Bird club group, Nurture group, class support arranged. Phone calls to be made this week. We have already made social stories for 8 children and families to share over the summer, these have information on key changes around school as well as the classroom staff supporting the child in September. Time will be allocated to work 1:1 with vulnerable children who are likely to struggle. Regular liaison with families and open lines of communication to ensure they have access to the support.
To ensure provision is maintained for all pupils where Alternative Provision is in place.	<ul style="list-style-type: none"> Education Plans to be developed by schools for those pupils attending Alternative Provision (AP), to identify clear timetable of provision particularly where a pupil is attending more than one AP. Liaise with AP to ensure that processes and procedures are in line with the school's and vice versa. Develop clear plan to show how pupils are transported from one provision to another in accordance with guidelines. Liaise with school transport 	Headteacher Pastoral support Family Support worker DSL/DT	Prior to September	Only one child attending an AP currently, the child is leaving school September 2020 to start new special school.

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4. Assessment and Accountability				
Target	Action	Responsibility	Timeframe Resources (Costs/CPD)	RAG of Action taken or Impact
Ensure that staff and pupils are prepared for Statutory Assessments	<ul style="list-style-type: none"> Staff to re-familiarise themselves with assessment expectations, timetabling and material including: KS1 phonic screening checks Year 4 multiplication tables check KS2 tests Statutory trialling 	All teaching staff	Ongoing from September 2020	HPPS has opted to engage with EYFS baseline testing. Phonics testing to be delivered to year 2 as baseline support. All staff are aware of testing requirements for the academic year.
To be aware of accountability measures for academic year 2020/21	<ul style="list-style-type: none"> Data analysis from 2019 to be readily available and referred to, as a starting point, in conversation with outside agencies 	Headteacher SLT Curriculum Leads Governing Body	ongoing	KS1/KS2/EYFS – Teacher Assessment judgements uploaded to Fisher Family Trust.
Evaluation				
Autumn				
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5. Contingency				
Target	Action	Responsibility	Timeframe Resources (Costs/CPD)	Impact
Ensure continued Educational provision in the event of an outbreak	<ul style="list-style-type: none"> All staff to familiarise themselves with the LRF Control Plan below: https://www.northamptonshire.gov.uk/coronavirus-updates/Documents/DRAFT%20Northamptonshire%20Outbreak%20Prevention%20and%20Control%20Plan%20-%20LRF%20Headline%20Summary.pdf 	Headteacher Chair of Governors		Local outbreak information has been shared with all staff.
	<ul style="list-style-type: none"> To develop an action plan detailing how high-quality remote learning can be delivered immediately should pupils be required to self-isolate or if there is a local lockdown. Details of considerations and what should be contained within the contingency action plan are contained within DfE guidance: 	Headteacher SLT - JD Curriculum Lead - JR All class teachers	CPD - £550 Microsoft 365 set up – (£1200).	Microsoft will be developed as HPPS remote learning platform (CPD – 01.09.20). Learning expectations shared with all staff. Flow chart and

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

expectation guidance produced.

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