



Bretherton Endowed September Recovery Plan

*Walking in the footsteps of Jesus with our Christian family, we learn, grow,
achieve and flourish together in God's love.*

Bretherton Endowed CE Primary School is committed to ensuring that routines, expectations, standards relationships and values are re-established. Our children may not all need to 'Catch up' but resume academic learning with good progress whilst supporting emotional wellbeing. This is what our school community, Governors, Leadership Team and staff see as our absolute priority.

Pastoral Care	An enhanced focus on children's wellbeing. We have always supported children's personal, social and emotional learning but the pandemic has increased the need for an extra layer of understanding of and acting on any concerns after lockdown
Tailored Curriculum	To celebrate our children's achievements in lockdown to engage with home education, review what they know and are secure on and plan for progress to ensure ALL children progress and to act on any negative impact on attainment quickly.
Routines and Expectations	To re settle our children back into school routines with high quality education offering in all curriculum areas to offer a wide and balanced curriculum. To ensure children feel safe, have a voice and can influence their journey within the parameters of our behaviour for learning expectations and standards.

The level of support for each of the above will be considered within a tiered approach.

Universal Support	Provision that will underpin and be appropriate for all children in school (age appropriate)
Focused Support	Additional measures for a group/groups of children that can be delivered through class provision, out of class support, family support
Targeted Support	Specific support for individuals or families which is likely to involve external agencies

The following pages outlines the actions that will be taken by Bretherton Endowed which will be organised by strand and then by level of support so that there is clear priority, purpose and direction of support.

Pastoral

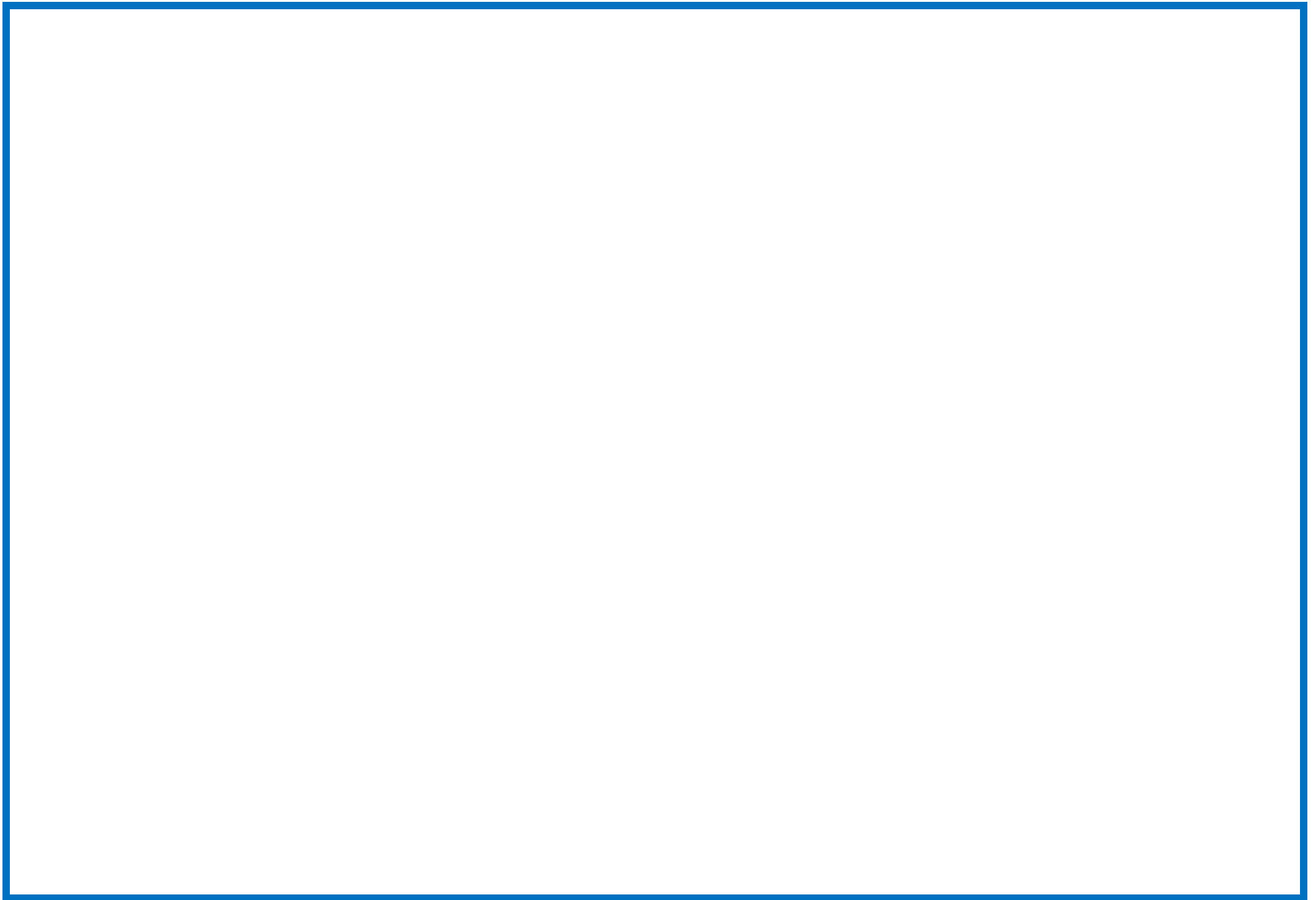
Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none">• Children who show changes in behaviour will be referred to DSL/SENDco• Maintain communications through phone calls, website and Google classroom (when appropriate) and emails to connect with parents.• Virtual worship to maintain 'togetherness' for Friday celebrations• Mindfulness activities• Return to school Jigsaw (and others) wellbeing packs• Additional PHSE Jigsaw sessions• Additional opportunities to talk• Additional exploration of emotions and experiences	<ul style="list-style-type: none">• DSL to speak to families who have experienced trauma/ changes in circumstances and ask what help they need• Resource from school nurse• Resource 'Confident Me'• Plan2be resources• ELSA resources through Pastoral TA• Additional in house support	<ul style="list-style-type: none">• If appropriate bereavement support for identified families/children• Referral to external agencies where concerns identified and agreed• Use the CIN, CP and Early help support if appropriate• School nurse 1 to 1 help for family

Tailored Curriculum

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"> • Phonics to be delivered daily in smaller and flexible groups (within covid restrictions). Assessments to identify gaps and interventions planned for individuals or groups • Handwriting – re-establish high standards with explicit lessons and promoted in ALL classes in ALL subjects • Use of English Bridging units/ summer 2020 or adapted autumn 2020 planning units to review and review skills in reading and writing for every year group. Ongoing assessments of pupils with gaps identified and addressed through lessons with appropriate interventions. • Reading will be a high priority, assessment taking place as soon into term, teacher and others reading regularly and monitoring home reading to support children’s accessing other aspects of the curriculum. • Maths – use of White Rose transition/ bridging units to account for any/ if any missed learning with constant 	<ul style="list-style-type: none"> • SENDCo to work with CT to support whole class and school provision mapping. IEP’s to be written where SEND needs exist and additional focus on SEND children on return. • Promote independent learning if children have become reliant on 1 to 1 support at home • Gaps in non-core curriculum to be addressed – mapping out any skills missed to include this year 	<ul style="list-style-type: none"> • Children may not have engaged at home and need more specific targeted support to get them back to pre covid level • SENDCO to work with external support- EP surgeries/ Cluster schools to gather support strategies or support • Appropriately trained adults to work with children interventions • Liaise with parents to support gaps /targets in specific way

ongoing assessment of pupils with gaps identified and addressed through lessons with appropriate differentiation

- Key focus in maths on number, functions and language
- PHSE new curriculum Jigsaw to focus on wellbeing and additional sessions and resources used. Whole school approach to build on previous learning and consolidate year on year.
- Children moving into year 1 will be assessed on areas of ELG and when gaps identified, will be planned for and bridged
- Year 1 going to year 2 children will have access to continuous provision to support bridging gaps in social and relationship learning and behaviour for learning skills
- Music – Cheranga to be updated to reflect guidance on singing and Brass sessions reduced in size in line with Covid expectations
- PE curriculum – focus on fitness, active lifestyle and skills
- Consideration to adapt NOT remove other curriculum areas to ensure teaching and learning high quality with depth and breadth despite Covid.



Routines and Expectations

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"> • CT to spend time over first 3 days establishing routines, class charters, hopes and dreams and behaviour expectations • HT to hold class worship first day back to ascertain feeling and approach to school and set expectations for the year • Re visit school values – planned and explicit • Team points and HT awards for children making good choices and putting effort and working hard in learning, not just attainment • Positive behaviour management by ALL staff at ALL times in and routinely around school • Growth mind-set work with all classes to be PRIORITY 	<ul style="list-style-type: none"> • Team points can be used to support new protective measure compliance • Support and remind children struggling to socially distance or follow hand hygiene- all staff to address and model • Specific conversations where needed • Monitor pupils attendance, identify concerns or patterns. Contact families. • Staff to review attendance patterns and children’s attitudes to school 	<ul style="list-style-type: none"> • HT to contact parents to seek engagement, offer support and work with them on attendance • Advice sought from attendance officer if needed • Praise children who have adapted well in own context. <p>All staff to consider that not all children will need additional support but the need may arise at any time. Some children may need more time to adjust to the lockdown impact and changes since. Some children may need more support than others to adjust post lockdown</p>