



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

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.

	<p><u>Year 1 Transition</u></p> <ul style="list-style-type: none"> • Previous F2 teacher to work alongside Y1 teacher to assist with curriculum, transition and provision planning. • Previous teacher to support baseline assessment of children in year 1 against characteristics of effective learning and Development Matters and map out weekly focused challenges for independent learning time. • Use Trust guidance on how provision should be developed in Y1. • Two additional handwriting sessions each week. • School focus on EAL pupils, as these children have not been exposed to English language and communication during lockdown. Nuffield Early Literacy Programme applied for to provide specific intervention for these pupils. • Teachers are assessing against the foundation profile and identifying gaps for pupils through observations and pupil talk, as per Section 3 of the DfE guidance. <p>See Pearson pacing plan – Appendix 3 See HCAT Y1 guidance – Appendix 4</p> <p><u>Writing</u></p> <ul style="list-style-type: none"> • Y1 to follow on from Foundation profile using guidance given by HCAT. Direct teaching in line with year 1 curriculum, feedback in line with ELG expectations in Autumn. • Years 2 to 6 to follow the HCAT catch-up curriculum – based on covering all the GPS from the previous year group. • In week 5, following completion of the catch-up programme, Years 2 to 6 to complete a writing assessment to inform future school planning. <p>See HCAT Y1 guidance – Appendix 4 See HCAT writing catch-up curriculum – Appendix 5</p> <p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Y1 to follow on from Foundation profile using guidance given by HCAT. Incorporating ELGs into learning sequences for place value, addition and subtraction. • Years 2 to 6 are to have a minimum of two additional mathematics sessions in an afternoon for pre-loading of gaps in knowledge to support all children to access the quality first teaching in the morning or for extending understanding through reasoning and problem solving. • Children in Years 2 to 6 to carry out a unit assessment from the previous year to identify pupils with gaps in knowledge for pre-loading sessions. <p>Maths hub baseline testing prior to teaching to inform teaching sequence. See Maths Assessment flowchart – Appendix 6</p> <p><u>Wider curriculum</u></p> <ul style="list-style-type: none"> • Implementation of universal strategies and targeted intervention for children who have wider gaps in English as a result of limited language exposure during lock down. Analysis of need through language screening. • 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. 	<p>Miss Mulligan / Miss Nixon / Mr Lane</p> <p>Mrs Neale</p> <p>Mrs Neale / Mr Furbank</p> <p>Mr Lane</p>	<p>Autumn 1</p> <p>Autumn 1</p> <p>Autumn 2</p> <p>Autumn 2</p>
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	<ul style="list-style-type: none"> • Teachers to use COVID long term plans. Subject leaders have identified gaps in knowledge and amended previous plans, supported by Trust documents for • 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>		
<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. • Class LTP on website for parents and pupils to access. • Use guidance from Trust SLEs (which included Mr. Lane) on identification of missed knowledge and identification of missed skills. Documents will be used to support return to full curriculum. • Additional funding to be used for supervision and CPD from CN and IL to ensure rapid progress. • 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 Pearson pacing plan – Appendix 3 See subject LTPs – Appendix 7 See School and Trust skills progression documents – Appendix 8</p>	Mr Lane	Autumn 2
<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 and basic stationery, in preparation for self-isolation or lockdown. • Mr. Lane to map Oak academy and BBC videos to foundation school plans. • Teachers to identify videos that match their phonics and maths weekly. • KS2 GR pages and questions to be uploaded to school website weekly. • 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 Mrs. Rix on Day 1 and 2. Educational call from Mr. Lane on Day 3. Check-in call from teacher end of week 1. Welfare call from Mrs. Rix Day 9 to discuss school return. 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. • Reintegration plan for children returning from isolation. • Survey the children's perspective regarding their access to work. • Family consultation/survey to gather intelligence to support swift adjustments as necessary. <p><u>er 4" contingency</u></p> <ul style="list-style-type: none"> • Planned and sequenced daily work will be provided in the core subjects via the Microsoft Teams Online Platform. Work will be provided in line with long term plans for non-core subjects. Teachers will provide frequent, clear explanations of new content through high-quality curriculum resources and videos. Children's work will be monitored daily, allowing teachers to 	Mr Lane	Autumn 1

	<p>adjust the pace or difficulty of what is being taught. Feedback will be provided to pupils along with questions and other suitable tasks to assess how well pupils are progressing through the curriculum. Paper work packs will be available to collect and return to school, in line with any existing Government guidelines. Exercise books and basic stationary has been provided for each pupil in preparation for extended periods of home learning.</p> <ul style="list-style-type: none"> • Curriculum Lead will continue to provide support and challenge, particularly in ensuring that work set is meaningful, ambitious and well-sequenced so that knowledge and skills are built incrementally, with a good clarity about what is intended to be taught and practised in each subject. • All families will receive a welfare call at least weekly, more frequently for vulnerable students. 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. Home visits will be made as required if safe and inline with Government guidelines. • As part of the weekly phone calls, teachers will monitor and assess home learning to enable them to adjust the pace or difficulty of what is being taught. • Teachers will work with the SENDCo to produce personalised programmes of work. • Key staff (SENDCo/Safeguarding Lead) will have mobile phone contact with families. Enquiries email will be re-established. <p>See home learning packs – Appendix 9 See home learning flow chart – Appendix 10</p>		
<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"> • School Mental Health team to disseminate training from the National Wellbeing for Education Return programme. • Provide a single point of access (DR) • Daily check-in circles. Specific focus on language development to express emotions • Extended work on class charters linked with Rights Respecting • Whole school mapping for coherence including family communication • 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 and Chameleon. • Family links officer. • Communication with the Mosque. • Trained Level 3 child counsellor in school every day. • Weekly pastoral meeting for early identification of pupils needing support. • TAC meetings fortnightly to review and amend support. • Mapping of assemblies and circles focused on mental health and Jigsaw. • Emotion boxes in classrooms. • Two-week recreational summer programme to overcome fears of returning. <p>See Trust amended behaviour policy – Appendix 11 See Trust amended bereavement policy – Appendix 12</p>	<p>Mrs Thackery / Mrs Rix / Miss Maw</p>	<p>Autumn 1</p>
<p>Have clear systems and strategies in place to support pupils</p>	<ul style="list-style-type: none"> • Risk assessments show a safe school environment. • Videos produced to show new routines prior to term starting. • Letters from new teachers prior to term starting. • Immediate reintroduction of attendance policy • Liaise with Mosque to formulate a local response 	<p>Mrs Clarkson / Mrs Rix</p>	<p>Autumn 1</p>

<p>in returning to the structured environment of schools and with attendance.</p>	<ul style="list-style-type: none"> • Communication of attendance policy for non-attenders. • Home visits to be conducted. • Additional member of staff available to support attendance. • Whole school focus on attendance. • Pro-active positive messages to encourage school return – photos home of pupils in week 1 to all parents. • 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. • Ongoing family surveys to inform the school's approach to communication and procedures. • Welcome all children back with, or without, uniform. Where parents are struggling financial, provide uniform for the child/ren • Additional snack times introduced for a short time • Lessons punctuated with short breaks and activity • 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. • Develop reintegration plans for children returning from self-isolation. <p>See home learning flow chart – Appendix 10 See mapping of whole school mental health/school expectations document – Appendix 13 See reintegration plans – Appendix 14</p>		
<p>SEND</p>	<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 – Appendix 15 See risk and recovery assessments – Appendix 16 See de-escalation plans – Appendix 17</p>	<p>Miss Jones / Miss Mulligan</p>	<p>Autumn 1</p>
<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) • Well-being ambassadors established in each class to meet fortnightly with EWO. 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 phase leaders monitor pyramid of need 4-weekly to inform WAVE 2 and WAVE 3 provision. • 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 4-weeks. Analysis of data • Structured family surveys monitored by SLT to access the success and limitations of remote learning. Necessary adaptations made to approach. • Pupils' teacher assessed in core subjects against KPIs at February mid-year. • Governors to receive SLT progress reports termly. 			

<p>Autumn 1 Milestones All pupils continue to be taught a broad range of subjects.</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>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>Autumn 2 Milestones 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 in line with national for all groups.</p> <p>Number of children requiring continued support through re-engagement plans reduced.</p> <p>Staff report that additional supervision is positively impacting on the content and pacing of their curriculum.</p> <p>Early indications from assessments are positive and demonstrate the impact of catch up funding and the school's approach.</p>	<p>Spring Milestones 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 support reduced.</p> <p>Catch up funding has been used effectively to support the whole school's recovery.</p>	<p>Summer Milestones 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>
<p>Focus Priority 1b: School Operations</p>			
<p><u>Trust actions / Support</u></p> <p>Central Covid risk assessment in place with trust wide measures identified.</p> <p>Central policies on systems to report suspected and confirmed cases of Covid.</p> <p>Amended policies as a result of COVID.</p> <p>Trade Union consultation</p>			
<p><u>Key Performance Indicators</u></p> <p>School successfully mitigates the risk of COVID transmission within school.</p> <p>Any statutory changes are swiftly incorporated into school policy and practice.</p> <p>Staff have returned to work and feel safe being at work.</p>			
<p>Whole Trust Objectives</p>	<p>School Specific Actions</p>	<p>Responsibility</p>	<p>Timeframe</p>

<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 families weekly via text, social media, letter. • 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, in the staffroom 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 18 See template Personal Risk Assessment – Appendix 19</p>	<p>Mrs Clarkson Mrs. Neale</p>	<p>Immediate and ongoing</p>
<p><u>Monitoring arrangements</u> 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>			
<p>Focus Priority 1c: Additional Funding</p>			
<p><u>Key Performance Indicators</u> The gap has narrowed for identified vulnerable groups of children who have benefitted from interventions as a result of catch-up funding. Funding has supported progress towards KPIs in Focus Priority 1a.</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><u>Quality of teaching for all (Quality First Teaching)</u> <u>All pupils attend in line with all pupils nationally and be punctual for school</u></p> <ul style="list-style-type: none"> • Additional attendance officer support • Whole school attendance focus – including incentivisation programme. <p><u>All pupils regain the stamina and work ethic prior to lockdown to sustain learning throughout the full school day</u></p> <ul style="list-style-type: none"> • Character skills and attributes explicitly identified and praised across whole school (perseverance, determination) through Young Minds Academic Resilience Framework 	<p>DR</p>	<p>Immediate and ongoing through Autumn and Spring</p>

	<p><u>All pupils have sufficient opportunity to access regular basic skills revision and instruction, including access to high quality spoken English</u></p> <ul style="list-style-type: none"> • Extended school day by 15min for additional reading. • Extended school day for year 6 (45 mins) for basic skills of spelling and maths. • Implement a 'tried and tested' talk for learning intervention alongside universal strategies. 'Talk Boost?' Nuffield Early Language Intervention (NELI) <p><u>Gaps in knowledge and skills are accurately identified</u></p> <ul style="list-style-type: none"> • Fortnightly supervision meetings for teachers with curriculum leaders – Autumn and Spring <p><u>All pupils rapidly recover Reading skills (including phonics) so they meet or exceed ARE</u></p> <ul style="list-style-type: none"> • Two additional teachers deployed to teach phonics during whole class sessions. • One additional teacher deployed to teach reading in year 6 <p><u>Targeted support</u></p> <p><u>Children who take periods of absence due to self-isolation or local lock down access remote education that it is integrated into school curriculum planning.</u></p> <ul style="list-style-type: none"> • Curriculum Lead provided allocated time to coordinate the school's approach. • Purchase of textbooks to complement the Oak National Academy teaching videos <p><u>Pupils in identified vulnerable groups supported socially and emotionally to ensure they are in an optimum state to learn</u></p> <ul style="list-style-type: none"> • Develop use of Pearson Garden • Implement Forest Schools training <p><u>Targeted attendance strategies</u></p> <ul style="list-style-type: none"> • Two-week summer recreational programme for targeted pupils <p><u>Pupils identified as requiring additional 1:1 support in reading/ writing or maths (WAVE 3)</u></p> <ul style="list-style-type: none"> • ASA/ teacher 1:1 support following bespoke programmes <p>See Catch Up Plan for full details of spending allocation - Appendix 19</p>	<p>CN and phase leaders</p> <p>IL / CN</p> <p>PN</p> <p>IL</p> <p>CT</p> <p>LC</p> <p>CN</p>	
<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) • Well-being ambassadors established in each class to meet fortnightly with EWO and weekly pastoral meetings with SLT to access emerging needs, adapt whole school mapping, and review implementation of re-engagement plans and de-escalation plans. • 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 4-weeks. Analysis of data • Structured family surveys monitored by SLT to access the success and limitations of remote learning. Necessary adaptations made to approach. • Governors to receive SLT progress reports termly. 			

