**Recovery, development and improvement planning.**

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| **Review of school improvement priorities 2019/2020:**  ***(These can be reviewed and taken forward if applicable, or referenced as the previous priorities focused upon)*** |

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| **Summary review of previous school improvement priorities:** |
| Priority:  Impact:  What next? And/or carry forward because: |
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| **Priorities being taken forward 2020/2021:** |
| ***Future thoughts you may want to discuss and consider:***   * *How should leaders/teachers address the loss of learning especially if vulnerable children and those with SEND have been most affected? How can this be managed without negatively affecting children’s well-being?* * *Review the curriculum design – what are the gaps in coverage? Prioritise some areas for catch-up but accept that every gap can’t be tackled. Consider the quality of the curriculum so pupils are able to ‘catch up’, are ready to learn and consequently, achieve well.* * *How are actions in the previous phases of recovery going to impact upon what this may look like in the future?* * *Rather than think about how to ‘get back’ to what it was, does it have to be considered what will be different? What has been better than before and how can this inform further school development?* |

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| **Priorities:**   * Safeguarding * Health and safety * Leadership and management * Governance * Staffing * Parents/Community * Phased return of pupils * Vulnerable pupils * Home/School alignment/blending * Managing transition * Getting curriculum back on track (including assessment/attainment/progress academically of pupils) * Process of pupil ‘catch up’   *Leaders can add/delete those priorities that are relevant for their school.*  *These may change over time to reflect the various stages a school gets to and their own school/setting context/situation/focus.* |

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| **Processes over time:** *(schools will be in different places throughout the process dependent upon their core plan of phased admittance of pupils, context of school and initial capacity considering the impact of the pandemic on staff and pupils)*  **Consider the current situation – phase II** – starting to admit more pupils in line with DfE guidance and local authority support and guidance   * How will this be achieved safely and considering the purpose of pupils being in school linked to what they are learning and their social, emotional and personal well-being? * Core plan for admittance of pupils until all are back in school – reviewed and adapted considering guidance from public health and DfE.   **The next phase – phase III** – more pupils in school but some may still be accessing home schooling and/or be part time. Consideration to the starting points and next steps for pupil achievement.  **Sustaining phase – phase IV** – all pupils in school full time and to **phase V** moving to how the school is moving forward – new ways of working living during/after the pandemic.   * How will the curriculum provision ensure pupils’ well-being is considered and the transition for them all is successful? * How will leaders adapt and develop the curriculum provision for pupils considering the ‘catch up’ required and ensuring gaps are diminished in their learning? * How will leaders ensure pupils needs are met and they achieve well.   **RAG:**  Red – no evidence to demonstrate impact  Amber – developing with partial evidence of impact  Green – fully embedded with evidenced impact  *Note: evidence does not necessarily always have to be written evidence in documents. It will be leaders’ clarity of explanation and articulation and shared knowledge and understanding in the rationale required.* |

**Safeguarding:   
  
Rationale for this is ….**

**2020/21**

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| **Action** | **Success criteria/**  **measure** | **Timescale/**  **resources/cost** | **Monitoring**  **Key questions**  **Accountable lead** | **Evaluation** | **RAG** |
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**Health and safety:  
  
Rationale for this is…..**

**2020/21**

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| **Action** | **Success criteria/**  **measure** | **Timescale/**  **resources/cost** | **Monitoring**  **Key questions**  **Accountable lead** | **Evaluation** | **RAG** |
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**Leadership and management:  
  
Rationale for this is…..**

**2020/21**

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| **Action** | **Success criteria/**  **measure** | **Timescale/**  **resources/cost** | **Monitoring**  **Key questions**  **Accountable lead** | **Evaluation** | **RAG** |
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**Governance:  
  
Rationale for this is…..**

**2020/21**

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| **Action** | **Success criteria/**  **measure** | **Timescale/**  **resources/cost** | **Monitoring**  **Key questions**  **Accountable lead** | **Evaluation** | **RAG** |
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**Staffing:  
  
Rationale for this is……**

**2020/21**

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| **Action** | **Success criteria/**  **measure** | **Timescale/**  **resources/cost** | **Monitoring**  **Key questions**  **Accountable lead** | **Evaluation** | **RAG** |
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**Parents/community:  
  
Rationale for this is…..**

**2020/21**

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| **Action** | **Success criteria/**  **measure** | **Timescale/**  **resources/cost** | **Monitoring**  **Key questions**  **Accountable lead** | **Evaluation** | **RAG** |
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**Phased return of pupils:  
  
Rationale for this is….**

**2020/21**

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| **Action** | **Success criteria/**  **measure** | **Timescale/**  **resources/cost** | **Monitoring**  **Key questions**  **Accountable lead** | **Evaluation** | **RAG** |
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**Vulnerable pupils:  
  
Rationale for this is….**

**2020/21**

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| **Action** | **Success criteria/**  **measure** | **Timescale/**  **resources/cost** | **Monitoring**  **Key questions**  **Accountable lead** | **Evaluation** | **RAG** |
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**Home/School alignment/blending:  
  
Rationale for this is……**

**2020/21**

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| **Action** | **Success criteria/**  **measure** | **Timescale/**  **resources/cost** | **Monitoring**  **Key questions**  **Accountable lead** | **Evaluation** | **RAG** |
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**Managing transition:  
  
Rationale for this is…..**

**2020/21**

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| **Action** | **Success criteria/**  **measure** | **Timescale/**  **resources/cost** | **Monitoring**  **Key questions**  **Accountable lead** | **Evaluation** | **RAG** |
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**Getting curriculum on track (including assessment/attainment/progress academically of pupils):  
  
Rationale for this is…..**

**2020/21**

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| **Action** | **Success criteria/**  **measure** | **Timescale/**  **resources/cost** | **Monitoring**  **Key questions**  **Accountable lead** | **Evaluation** | **RAG** |
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**Process of pupil ‘catch up’:  
  
Rationale for this is…..**

**2020/21**

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| **Action** | **Success criteria/**  **measure** | **Timescale/**  **resources/cost** | **Monitoring**  **Key questions**  **Accountable lead** | **Evaluation** | **RAG** |
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