

St Gregory's Catholic Primary



SIP 2021/22

Covid-19 Recovery Plan

All children will be returning to school full-time from September 2020. Many children from the school (approximately 3/4s have not been in school for 6 months and have been accessing learning remotely. Average daily up take in school for all lock downs was **50/217**

Although staff have been in regular contact with the children during this period, the quality of the children's education has varied greatly and as a result many children will return to school with significant gaps in their learning. Many children have also not completed their previous stage of learning before moving on to their new classes.

During the Autumn Term the school has put in place a recovery curriculum aimed at addressing any needs that the children have. The school will be very responsive to children on their return and will adapt its plans as staff can ascertain where children are working within the curriculum.

The following measures will be put in place:

- Covid-19 Risk Assessment – shared with all staff and parents which details the measures in place to help keep Forest View 'Covid Secure'. This will be reviewed regularly.
- Recovery curriculum put in place – the initial focus will be on PSHE, pastoral support, and 3 daily activities set up on online learning via seesaw.
- Baselining – children will be baselined to the curriculum that they are working on. EYFS will be baselined by October half term, KS1 and 2 by the middle of November.
- **SDP priorities continued from 2019/20 and adapted to meet the new demands following the Cov-19 outbreak.**

Home Learning Contingency Plan

- Contingency plans are in place in case of further lockdowns or extended school closures. This is based on the school's procedures during the Spring and Summer term 2020 when resources were posted to the school website, links made to online resources with Seesaw, BBC bitesize, Mathletics and Purple Mash.

The school will also ensure that:

- the curriculum sequence for home learning allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations;
- tasks give access to high quality remote education resources;
- they have online tools that will be consistently used across the school in order to allow interaction, assessment and feedback (appropriate to age), and make sure staff are trained in their use;
- they provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access;
- they recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so the school will work with families to deliver a broad and ambitious curriculum;
- staff set **three daily** tasks so that pupils have meaningful and ambitious work each day in a number of different subjects;

- staff set assignments that are planned and well-sequenced so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject;
- staff provide frequent, clear explanations of new content through using high quality learning resources;
- staff gauge how well pupils are progressing through the curriculum, u
- sing questions and other suitable tasks and set a clear expectation on how regularly teachers will check work;
- teachers are able to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding; and
- teachers plan a programme that is of equivalent length to the core teaching pupils would receive in school including contact with teachers where appropriate.

The school will achieve this by:

- ensuring staff are familiar with the range of quality online resources which are supported by the Government such as: SEESAW , BBC Bitesize and Mathletics creating tasks that are aligned to the national curriculum and differentiated for their year group;
- All task were created on Seesaw and all tasks are matched to and follow on from learning that has taken place in school;
- ensuring that children are equipped with the correct resources which will enable all to access the full range of curriculum activities that have been sent to them;
- putting in clear lines of communication for parents to be able to contact their child's class teacher or other key school staff so that they can get support with their child's learning at home.
- Training all staff in the use of online meeting software such as SEESAW, Zoom and Microsoft Teams.

WE ARE: RESILIENT, REFLECTIVE, RESPONSIBLE and CURIOUS

Quality of Education

Objective	Actions and Responsibility	Success Criteria	Completion	Responsible
<p>KEY PRIORITY</p> <p>To review the school's assessment practices.</p>	<ul style="list-style-type: none"> Review of formative assessment strategies. Evolving assessment grids introduced which have fewer, more focused criteria based on end of Key Stage expectations. Staff Meeting time to review assessment. Joint working with Alliance Hub. Regular moderation activities. EYFS Staff training in the Evidence me software. Pupil Progress Meeting held termly. Review assessment procedures 	<ul style="list-style-type: none"> Staff confident in assessing to new criteria. Grids are used by all staff as part of their everyday practice. Assessment informs future teaching and learning. SLT hold staff accountable during Pupil Progress Meetings. Staff more confident in daily assessments and focussed learning. 	<p>July 21 Embedded by July 22</p>	<p>SLT</p>
<p>KEY PRIORITY</p> <p>To continue to improve the standard of reading and comprehension across the school.</p>	<ul style="list-style-type: none"> Reading interventions are used to build confidence, TA's close the gap and raise the attainment of children with daily intervention. Children are encouraged to read a range of literature to build up a 'love' of reading. Use of school library is maximised. LCC Phonics materials purchased. Staff refresher training on phonics. Daily catch up Phonics lessons. More Reading eggs purchased to support more reluctant readers. Individual reading materials updated, include a broad range of materials and interest the children. Speech and Language team provide interventions to those children that need support. All reading sessions include focussed questioning. Reading skills are developed and reinforced across the curriculum by all staff. Patron of Reading adopted. (Paul Cookson Author) 	<ul style="list-style-type: none"> Children in KS1 are confident readers and are ready to make the transition into KS2 with their reading. Low attaining pupils close the gap with their peers. Work is differentiated to meet the needs of all pupils and provides challenge for all. Pupils are well prepared for assessment requirements. Children have an appreciation of a range of authors. Children have experience of reading a wider range of genre. Reading skills are reinforced across the curriculum. Enjoyment in Reading his reinforced through workshop days. 	<p>July 21-22</p>	<p>ENG LEAD</p>

	<ul style="list-style-type: none"> • Visit from Paul twice a year to deliver reading workshops to whole school, • Moderation activities regularly take place (internally) • Daily Revision of Phonics in Reception and Year 1. • Introduced Reading challenge passports In EYFS/KS1 	<ul style="list-style-type: none"> • Parents engaging better with Reading Eggs software. • Enjoyable way to promote independent reading with passports 		
<p>Covid-19 PRIORITY</p> <p>To establish gaps in children's learning and put in place pupil plans to enable all children to close their attainment gap following the Covid-19 lockdown.</p>	<ul style="list-style-type: none"> • All children baselined to by November. • Moderation of results • Differentiated learning is planned • Staff training programme • Interventions identified that address pupil needs • See priorities regarding boys and Pupil Premium below. • PSHE based curriculum for first part of Autumn Term • Teaching focus on core skills • Phonic Screening Check completed in Autumn 2 	<ul style="list-style-type: none"> • Children close learning gap • Children's pastoral needs are addressed • Staff are clear on where children are and what their gaps in learning are. • IEP's and EHCPs are put in place for children and evaluated. • Intervention programs are relevant and have the desired effect. • Baselineing is accurate 	Jan 21-22	All staff
<p>To continually develop the curriculum so that it meets the needs of the pupils and the local community. Ensuring that it is broad and balanced and covers the range of subjects (humanities, linguistic, mathematical, scientific, technical, social, physical and artistic).</p> <ul style="list-style-type: none"> • Assessment of non-core subjects • SMSC continues to be a strength of the school. • All subjects to support the development of maths and English where appropriate. • Learning Beyond the classroom 	<ul style="list-style-type: none"> • Planning and objectives show progression and are aligned with the requirements of the national curriculum. • Staff training. • All aware of end of year expectations for each year group and how the children will progress through the school. • Planning to show coverage and progression in all subjects. • Sharing of practice between schools. • Maths and English skills reinforced across the curriculum. • Cross-curricular learning. • Children are given the opportunity to work in a variety of ways. • Trips are undertaken where Covid-19 restrictions allow. • Children are given more 'life experiences' through the curriculum 	<ul style="list-style-type: none"> • Staff are confident with the school's curriculum and understand the assessment requirements within it. • Staff understand and have an in-depth knowledge of end of year expectations. • Children make appropriate progress based on their starting points. • Planning meets the needs of pupils. • Planning is linked to skills maps and the national curriculum. • Lessons meet the needs of all pupils and hold their interest. • Key skills are developed. • Examples of SMSC can be seen around school and in lessons. • The school's diversity is celebrated. 	July 21-22	DHT/HT

<ul style="list-style-type: none"> • Improve technical aspects of the curriculum • Improve creative aspects of the curriculum – music/art 	<ul style="list-style-type: none"> • The curriculum keeps up to date with latest events i.e. Covid-19, Black Lives Matter etc. • Teachers make use of a range of environments to support teaching. • School looks to support from other schools to improve aspects of the curriculum where school staff don't feel so confident (i.e. music). Cheetham Hill. And Mandarin lessons in MFL 	<ul style="list-style-type: none"> • Children and staff understand the fundamental British Values and how they apply to their lives. • Cross-curricular learning takes place • Children can apply the skills that they have developed in maths and English across the curriculum. 		
<p>Covid-19: To raise the attainment of children throughout the school with a particular focus on boys and their writing and their overall attainment in EYFS, phonics, KS1 and KS2</p> <ul style="list-style-type: none"> • To ensure the standards of boys writing improve throughout the school. • The in-school achievement gap between boys and girls closes. • Ensure the needs of all pupils are met during lesson with a particular focus on boys, the more able children and those in receipt of the pupil premium. • All pupils to be challenged during lessons with a particular focus on boys. 	<ul style="list-style-type: none"> • Children have opportunities to write every day, in the majority of sessions and at length at least once a week . • Planning includes opportunities for purposeful writing across the curriculum. • Planning shows differentiation, progression and builds on prior learning. • Clear extension and challenge activities are planned for. • Growth Mindset strategies allow children to be more reflective, discuss their learning and take responsibility for their own development. • Children are given more 'experiences' have opportunity to work in range of learning environments, including outside regularly, and in a range of ways (i.e. practical activities etc.). • Objectives linked to end of year expectations and are age-appropriate. • Visits to other schools. • Speech and Language team provide interventions to those children that need support. • Talk for Writing strategies used across the school. • Interventions for those that need them. • High quality resources such as text maps, to support scaffolding of tasks, and learning packs • Curriculum topics maintain the interests of boys. • Positive role models are brought into the school to inspire the boys. • Social skills programmes introduced for children (particularly boys that need it). 	<ul style="list-style-type: none"> • The attainment gap between boys and girls writing is closing. • Higher percentage of boys at age-related expectations or better. • Writing skills are being reinforced across the curriculum. • <u>School results are at least in line with or above national averages.</u> • Marking (verbal and written) is high quality and identifies next steps to learning. • Boys show that they want to write more. • Boys are excited about learning activities in school. • Boys want to write. • Boys (particularly in KS1 and year 3) are socially successful in school. • Pupils are engaged. • Work is differentiated to meet their needs. • All children are making progress. • Interventions have the desired impact. • Pupils feel challenged. • Boys are rewarded for their success in line with the girls across all subjects (particularly writing). 	July 21-22	Infant staff SLT English Leads

	<ul style="list-style-type: none"> • Purposeful work. • Learning styles catered for. • Pupil conferencing and monitoring. • Staff training. • Moderation activities regularly take place (internal and external). 			
<p>Covid-19 To raise the attainment of children throughout the school with a particular focus on those who are in receipt of the Pupil Premium (including those that are high ability).</p> <ul style="list-style-type: none"> • The in-school achievement gap between disadvantaged and non-disadvantaged pupils closes. • To ensure effective use of the pupil premium. 	<p>As above plus</p> <ul style="list-style-type: none"> • Pupil premium funding is allocated to support the most vulnerable pupils. • All staff know who the pupil premium children are for the age group that they teach. • Pupil premium pupils are giving free access to the school's breakfast club and have subsidised trips. • In class support targets PP children. • FSW time is freed to provide pastoral support/social skills programmes to PP children. • Early Years support worker continues to identify children's needs early and set up early interventions. • Music-Health and Wellbeing 	<ul style="list-style-type: none"> • Pupil premium children close the gap with their peers both in school and out of school. • Interventions have the desired impact. • <u>Results for pupil premium children are at least in line with national averages.</u> • Pupil premium children feel well supported. • Pupil premium pupils close the gaps with their peers both in school and nationally. • PP children feel safe and confident in school and their barriers to learning are broken down. 	July 21-22	All staff SLT Maths and English Leads
<p>To continue to improve the standard of maths across KS2</p> <ul style="list-style-type: none"> • To ensure more children reach the higher standard in maths than in 2019 (4%). 	<ul style="list-style-type: none"> • Children are encouraged to work in a variety of different ways during lessons to help develop a 'love' of maths. • EYFS and KS1 have a strong emphasis on building the 'foundations' for maths through strengthening basic skills • EYFS Early Adopter • Maths skills are developed and reinforced across the school's curriculum. • Maths interventions are used to build confidence, close the gap and raise the attainment of children. • Booster and 1:1 tutoring groups which target high ability children as well as those that need to close the gap. • Moderation activities regularly take place (internal and external). • Pupil peer support HA/LA 	<ul style="list-style-type: none"> • Children in KS1 have a strong foundation in basic maths which allows them to be better prepared for the transition into KS2. • Low attaining pupils close the gaps with their peers. • Pupils are well-prepared for assessment requirements • Maths results show an improvement on 2020 results with regards to the number reaching the high standard which leads to better progress measure scores. • Children have greater independence in their maths work. 	July 21-22	Maths subject team SLT

Behaviour and Attitudes

Objective	Actions and Responsibility	Success Criteria	Completion	Responsible
<p>KEY PRIORITY</p> <p>To review whole school behaviour management practices</p>	<ul style="list-style-type: none"> • SLT to review current systems • Systems of sanctions reviewed to make sanctions more private (to take away the status for some children) • Staff to read books such as ‘When the adults change, everything changes’, ‘The Deepest Well’ and ‘Education Exposed – leading a school in a time of uncertainty’. • Staff meeting and INSET to review behaviour and put in place new actions • Bought in support from Golden Hill to support children, families and staff 	<ul style="list-style-type: none"> • Status of receiving a sanction is removed • Staff apply the behaviour policy consistently. • All children know the system and how they will be rewarded or what happens if they receive a sanction. • Staff more confident in delivering behaviour strategies 	July 21-22	HT/DHT
<p>KEY PRIORITY</p> <p>School attendance improves to be over 95% and then to 96% over the next 3 years.</p> <p>Persistent absenteeism rates show a decline.</p>	<p>Only applies for those not affected by Covid-19</p> <ul style="list-style-type: none"> • First day calling. • Attendance support plans in place for children/families causing concern. • Referrals made to the LA recommending fines for persistent offenders. • Attendance policy reviewed. • Attendance team tackles instances of poor attendance. • No Holidays authorised in term time. • School promotes good hygiene practises • Attendance team meet regularly to look at trends in attendance. • Letters sent to parents as soon as attendance drops below school threshold levels (following October half term). 	<ul style="list-style-type: none"> • School attendance increases by at least 0.3% each year. • Children are happy and want to attend school. • Poor attendance is challenged. • Parents aware of their responsibility to ensure their children attend school regularly. 	July 21-22	Atten. Team HT Governors

<p>Any instances of bullying/racism (or other prejudices) are dealt with quickly and effectively.</p> <ul style="list-style-type: none"> All children are aware of the different forms of bullying (including cyber) and know who to go to for help. 	<ul style="list-style-type: none"> Records are kept of incidents. Staff training. Policies reviewed. All racist comments reported to Governors by HT. Structured conversation model for victims and perpetrators – restorative approach taken. E-safety team maintained who meet regularly. Lessons to include teaching about bullying. Anti-bullying ambassador role created. 	<ul style="list-style-type: none"> Pupils know that any concerns/problems will be dealt with. Children know who to go to for help. Children feel listened to and valued. Staff are aware of and can raise awareness of the different forms of bullying. Children and staff know about the effects of bullying on the victim. Staff are proactive in spotting the signs of bullying Children can talk about different forms of bullying and how it affects them. Children know how to stay safe on line 	<p>July 21-22</p>	<p>HT All staff</p>
<p>Lunch and Playtimes remain positive and instances of poor behaviour are reduced</p>	<ul style="list-style-type: none"> Review of behaviour (see above) Older pupils trained to take on specific areas of responsibility – well-being leaders, play leaders, club leaders, hall leaders Playground equipment is used with respect and regularly refreshed to keep children interested. Adults support children’s play and a range of activities are on offer. Use of social groups for children across the school but particularly EYFS and Year 1. 	<ul style="list-style-type: none"> Pupils are clear on their roles and know how to support other children Adults are proactive in supporting children at play/lunchtime Reduction in the number of issues during play/lunchtime. All children know how to play effectively with others and can manage their own behaviour when on the playground. 	<p>July 21-22</p>	<p>SLT Playground staff</p>

Personal Development

Objective	Actions and Responsibility	Success Criteria	Completion	Responsible
<p>Key Priority Covid-19</p> <p>Pupils mental health is supported</p>	<ul style="list-style-type: none"> • Staff receive training and guidance on how to support pupil mental health • Pastoral interventions put in place for those that need it • Increase in PSHE sessions during the Autumn Term • Pupils support each other. • 21 week programme with Chorley Inspire bought in by school to support whole school. • Weekly Play Therapy sessions for vulnerable children • 12 week Rainbow programme starts in Summer 21 • School to employ Learning Mentor 	<ul style="list-style-type: none"> • Pupils feel well supported and know who to go to for support. • Needs following Cov-19 lockdown are addressed • All children's needs are listened too and acted upon. • Targeted children are supported through all school programmes and Pastoral support team given time to deliver programmes 	July 21-22	DHT PT Pastoral support team
To raise children's aspirations and self-coaching skills	<ul style="list-style-type: none"> • Growth Mindset is continued to be used across the school with Inspire Programme • Positive role models for children. • Children given roles of responsibility – i.e. well-being monitors, club leaders, play ground leaders and Sports ambassadors. • Coaching skills developed further in y5/6 with lunchtime roles (see above) • Children know what to do when they can't do something. • Targeted children receive social skills so that they may interact with each other more successfully. • Pupils have regular opportunities during circle time PSHE lessons to debate a range of issues which include those that are important to them and those of national importance. • Link made with Inspire to support whole school on all areas of mental health. 	<ul style="list-style-type: none"> • Children all have a goal to aim towards. • Children can coach themselves and each other to improve. • Staff act as positive role models and share their goals with children • Pupils are confident learners • All children's achievements are celebrated. • Pupils have time to discuss their learning. • Barriers to school are broken down. • Pupil leaders and school council members take an active role in school life. • Children respect each other's viewpoints. • Children are able to challenge views that they don't agree with or feel uncomfortable with. 	July 21-22	DHT Teachers

Leadership and Management

Objective	Actions and Responsibility	Success Criteria	Completion	Responsible
<p>Key Priority</p> <p>Covid-19</p> <p>Staff mental health is supported</p>	<ul style="list-style-type: none"> • Staff well-being package in place • Stress risk assessments • Promotion of work life balance. • Governor responsible for staff well-being • School pastoral support worker also supports staff • Support plans put in place for staff who are shielding or who are in isolation • Supervision takes place termly via zoom 	<ul style="list-style-type: none"> • Staff know who to go to for support. • Line managers are proactive in consistently supporting staff who they are responsible for. • Staff morale is high. • Open door policy gives staff every opportunity to off load. 	Dec 21	Pastoral Team SLT Governors
<p>The school works with others to develop the skills of school staff and to share best practice.</p> <p>Staff work with colleagues through Alliance training.</p>	<ul style="list-style-type: none"> • Peer Observations. • Peer Coaching. • Courses. • Sharing of best practice. • Support for other schools (including visits) • School is an active member of the local teaching school alliance. • Identified future leaders are able to attend select SLT meetings. • The school engages in research projects where appropriate. • Potential future leaders are identified and training programmes put in place for them. • Role of subject leader reviewed and guidance issued about the school's expectations for leading a subject. • Clear line management and appraisal structure in place. • Subject Leaders are held accountable through interviews with SLT and School Advisor. • Subject leadership is monitored termly. 	<ul style="list-style-type: none"> • Staff embrace CPD opportunities. • Staff are ambitious and look for opportunities outside of the school. • Best practice is shared. • Teaching develops. • School does not become isolated • Opportunities for working with/supporting others is embraced. • Successions plans remain in place • Subject leaders know how to lead their subject and monitor them appropriately. • Staff feel valued and supported. • Staff are proactive in finding the support that they need, take responsibility for their own development and set their own goals. • Staff given dedicated time to carry out SL monitoring. 	July 21-22	HT, SLT, individual staff members SLead

<p>To ensure that school governors have the capacity to fully support the school and provide sufficient challenge for school leaders. This is particularly important during Covid-19 restrictions when some may be shielding or isolating.</p>	<ul style="list-style-type: none"> • Support plans put in place for governors who are shielding or who are in isolation • CPD program put in place for governors. • New governors recruited when they are needed. • All governors take part in school monitoring activities and complete record sheets. • Governor 'challenge' and questioning is recorded on meeting minutes. • Governors are allocated specific areas of responsibility. • Governors report on their subjects via website analysis. 	<ul style="list-style-type: none"> • Governors are confident with their roles and how they can support and challenge the school. • Governors understand their subject aims and policies. 	<p>July 21</p>	<p>CoG Governors HT</p>
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