



RECOVERY PLAN

September 2020



COVID-19 Recovery Plan

This document will outline the actions taken so far to mitigate the impact of COVID-19 on our students and the steps that need to be taken over the Summer and next academic year to ensure our students are back on track as soon as possible. This document also contains details for [Learning and Teaching from September](#) and our [Remote Education Plan](#).

Actions So Far

During Lock Down

- Set up and delivered online curriculum including a mixture of Live, recorded and set lessons
- Ensured that students are receiving feedback on the work they are completing in line with our Marking Policy
- Deliver required training for staff and students with regards to using google classroom and the SIMS App
- Identified Students without IT/internet access and provided additional laptops or a paper-based curriculum
- Ensured that students with additional needs were able to receive the support they required in terms of adapted resources, help from LSAs and social and emotional support as needed. Alternative curriculum provision has continued where possible
- Access to free school meals via the voucher scheme (term time and holidays)
- On site provision for key worker and vulnerable students who complied with the COVID Guidance
- Offer holiday provision to identified students
- Ensuring students received pastoral support from the tutors and Heads of Year
- Promoted additional learning platforms i.e. BBC bite size, Oak National Academy etc.
- Provided online PSHE and CIAG
- Library delivery service
- Created, moderated and submitted centre assessed grades for all students expecting qualifications this summer, to enable them to progress onto the next stage of their education

Partial Reopening

- Plan and deliver a face-to-face teaching offer for students in years 10 and 12.
- Continue to offer a full online curriculum to all year groups with a focus on increasing the number of live and recorded lessons.
- All students, other than years 10 and 12, have been offered face to face tutor meetings with additional contacts being made via phone calls and emails.
- Offer additional sessions and other forms of support for those who have been unable to engage with our curriculum (for whatever reason).
- Continue with online PSHE and CIAG



Future Actions

Summer Holidays

- Face-to-face summer school provision for identified students in years 7-10, with a focus on core subject catch up
- Additional walking talking mocks developed and live-streamed/recorded for years 10 and 12 to access
- Promote additional web-based resources to support 'catch up'
- Years 7-10 to join the GSL summer catalyst schemes

September Onwards

- Plan and prepare for the full reopening of the school whilst protective measures are in place
- Appoint an additional HLTA to support students requiring additional support in English and Maths
- Appoint additional support staff posts to ensure we are able to comply with our own COVID risk assessment.
- Ensure identified students have access to the National Tutoring Programme. More details about this programme can be found [here](#)
- HODs and HOYs to carry out a curriculum review in order to:
 - Identify and make provision for missed content/experiences
 - Make appropriate adjustments following any potential changes to specifications/examinations
 - Consider and manage the impact of not being able to set classes in the usual way
 - Consider and manage the impact of not being able to use resources in the usual way. This particularly applies to subjects with a large amount of practical content
 - Ensure SOW consider the additional assessments required in September to identify gaps in students' knowledge
 - Ensure SOW reflect the need for consolidation lessons to ensure all students have a good understanding of key skills and concepts
 - Consider and manage the impact of the above factors on curriculum sequencing
- The school will need to make provision for two additional exam series in the Autumn term with A levels taking place in October and GCSEs taking place in November
- Leaders will need to develop contingency plans for continued curriculum delivery in case future lockdown/isolations affect:
 - Individual students
 - Individual staff
 - Full or partial bubbles
 - Full lockdown
- Specific Advice and guidance for Learning and teaching from September can be found in the Learning and Teaching section of this document.



Learning and Teaching from September

Planning

Catching Up – Staff should plan to quickly identify gaps in students’ knowledge. The use of regular low stakes testing/questioning is a good way of doing this whilst helping students to retain information at the same time. It is recommended that the first few lessons back focus on consolidating previous work set. It may be possible to support key individuals during lesson time whilst the rest of the class completes consolidation work. This [link](#) provides further advice and guidance for ‘catching up’ students.

Homework - No change to homework policy, but all homework should be set on the SIMS app and where possible, and appropriate, should be set on Google Classroom.

Practical Subjects – The recommendation is that practical work is avoided for the first two weeks back, unless you are confident that you can manage equipment in such a way that complies with the COVID guidance. You must have completed a risk assessment for such activities which will have been agreed by SLT. Demonstrations are allowed and it maybe that these are used as an alternative until the required measures are in place. If practical work is to be completed then all equipment will need to be meticulously cleaned between use by different bubbles, or will need to be quarantined for 48 hours (72 hours for plastics). Staff will need to plan carefully for how equipment will be distributed and returned.

Prioritise Curriculum Sequencing Within Department – There is likely to be at least some curriculum restructuring required due to the changes in examinations in some subjects. We must have clear curriculum plans that are carefully planned in terms of sequencing. We must be clear about any aspects of the curriculum the students have not been able to access and have plans in place for how this will be delivered, particularly if the content is part of the national curriculum. Some departments will have little change to deal with and therefore can make progress on the whole school objective of mapping cross-curricular links.

Remove unnecessary furniture/paper - we need to make sure clutter doesn’t build up in classrooms. Therefore, we need to plan for only essential furniture being in classrooms and how we will ensure paper etc is safely removed at the end of each lesson. Again, where it is possible to complete work online it is highly recommended.

Seating Plans - we will be able to register as normal via SIMS but we will need to have seating plans in place for **all** timetabled lessons and any additional sessions that are being offered. Seating plans should not be changed without HOD/HOY approval. For KS3 these will be set by the tutors/ HOYs in the first instance (seating plans will be set by departments for Year 9 when they aren’t being taught in their tutor base). Seating plans will need to be stored centrally. All seating plans should be stored in T Drive – All Staff - Quality of Education – Learning Dives. KS3 tutors will put seating plans into the appropriate year group folders. All other seating plans should be put in the department folder in the usual way.



Group Work - group work is not appropriate unless social distancing measures can be followed. For subjects where this is unavoidable separate practices should be agreed with the SLT link.

Resources - Resources will operate as usual but with social distancing measures in place. Staff should email requests whenever possible. We would ask that curriculum assistants are used whenever possible to reduce the number of people visiting resources. If this isn't possible, then staff can access resources but will need to be mindful of the number of people in the room and will need to wipe down the machine between users.

Satellite printers/copiers will also be available, but again they will need to be wiped down before and after use.

Teaching

Positive Learning Routines – the need for a calm and ordered start to the lesson is more important than ever. Staff will need to take accurate registers (particularly in the afternoon). Staff will need to ensure that students are in the set seating plan correctly. A reminder of the key points are below:

Tutor Time

- Students go to tutor room following one-way system
- Staff greet students as they enter the classroom
- Invited by tutor to take seat.
Seating plan set by tutor will be used for lessons
- Register taken in silence
- Specific activity each tutor time, to include silent reading
- Equipment to be checked
Log missing equipment on SIMS – HOY to have pencil cases to lend
- Formal dismissal from tutor time or students remain seated in class awaiting teacher
Tutor supported by:
HOY & SLT Link to visit tutor groups

Lesson Time

- Students invited into classroom or will already be in classroom reading
- Staff greet students in the classroom
- Uniform checked
- Check coats removed, bags on floor, equipment out
- All lessons to start with **Silent** activity
e.g. Subject related reading, a task on the board,
- **Register taken in silence in first 10 minutes of lesson**
During silence, missing homework recorded etc
- Seating plan in place for every class (set by tutor KS3)
Seating plan given to HOD/HOY
- Formal dismissal from lesson or **students remain in seat and read**
Teacher supported by:
HOD/HOY/SLT to visit lessons frequently to support staff



Behaviour management.

SLT Late and Uniform (Formally T1)

- If students are late or incorrect uniform then they are issued with uniform/late mark which teachers will email to MFI
- Tutor, HOY and parents informed of the mark by email from MFI
- 3 marks for either uniform or lates = after school DT
- MFI emails parents, HOY, Tutor to inform them of the after-school DT
- After school DT is run in year groups to maintain bubbles and supervised by SLT/HOY/Associates in the same bubble – Rota to be organised
- After school detention day and location:

Wednesday

Year 7 H1

Year 8 E1

Year 9 M1

Thursday

Year 10 IT1

Year 11 H7

SEE ROTA

Poor behaviour in the Classroom

- Poor behaviour in class warned 2 times
Student to record this in diary
- Continued poor behaviour 3rd warning = time outside class, discussed and returned to class by teacher
- Repeated behaviour in same lesson (would have been rerouted)
'CALL OUT' emailed and cc HOD, student removed to Student Support.
(CALL OUT email will include SLT, HOYs, DHOYs and SS)
DT set with classroom teacher. Parents informed.

Serious Behaviour Incident

- Pupil asked to stand outside the room
- Staff to email 'CALL OUT' & (cc HOD) immediately who collect and remove student
- Sanctions set as appropriate

Lack of Homework

- Homework not done - warned 2 times
Student to record this in diary
- Teacher to set after school DT for 3rd offence.
Parents emailed inform time and date. Student to record in diary
- DTs run departmentally

Mobile Phones

Mobile phones should be off and away during the school day, including break and lunch unless your teacher asks you to use them during a lesson.



Phones being used at the request of the teacher during a lesson should be on silent and placed face down on the table until required. Students must only access sites and programmes as directed by their teacher.

Failure to comply with the mobile phone expectations will lead to sanctions:

- Mobile phone offence in lesson – teacher emails HOY
- First and second offence tutor records on SIMS & asks student to record in diary
- Third offence HOY emails parents, records on SIMS
After school detention set.
- Further offences will lead to SLT sanctions

Equipment – we may need to issue enhanced equipment lists to students. This needs to be communicated now! Staff should have materials available to issue to students. Students should not share materials. If pens are lent to students they will need to be cleaned thoroughly or quarantined for 72 hours if you are taking them back in. If students do not have the required equipment then their HOY/tutor should be made aware. HOYs should develop some spare packs to issue to students. Every effort should be made to ensure students have the required equipment before they leave tutor time. Tutors should be aware of the enhanced kit list.

Handouts – handouts are to be avoided where possible. If they are to be used the teacher must clean their hands before giving them out to the class. Teachers should hand them out to each individual student. Students should not pass handouts or any other equipment amongst themselves.

Peer assessment – to only be completed when it is possible to do so without sharing resources (eg online, verbal from afar). Instead, self-assessment is to be used.

Pair work – to be avoided unless necessary. If pair work is essential, ensure social distancing measures are in place or ensure students are facing forwards and not turning to face their partner.

Moving around the room – to be avoided, students should be seated at all times. If students are required to be moving around the classroom then this risk should be planned for and approved by the SLT link.

Assessment

Marking – The marking policy still applies in terms of frequency of feedback. Consider the marking required before setting work. If you just need to check for completion then students can be instructed to tick pages/work etc once you have seen them. Ideally, mark work electronically. We would strongly recommend the use of 'Mote' as we believe this provides a highly effective and efficient way to provide feedback. If marking paper/books is unavoidable then work that is submitted will need to be left for 48 hours before marking, and then left for 48 hours before being returned to students.

Quality Assurance

Learning dives – Dropping from 5 to 4 core learning dives. Ask students to take you through their books rather than flicking through work yourself. A learning dive may require a review of work on Google Classroom. Core learning dives should be front-loaded in the academic year with one happening before half term and the other before Christmas. The recommendation is that one



learning dive will be carried out by the HOD with the other being completed by the SLT line manager. Students should be asked whether they feel like they still have any significant gaps in their knowledge following lock down and the move to online learning. HODs to agree arrangements for remaining dives with SLT links.

Targeted learning dives suspended until half term. Still possible to focus on specific students via Google Classroom and teacher feedback.

Subject reviews – no change – would recommend that they aren't carried out in the first half term. We will need to meet with students in their bubbles. We are likely to need to meet the department via teams or socially distanced. The subject review will need to include the use of Google Classroom.

Work sampling

This will be completed as normal, but will include much more electronic work than before. Students can share their books with us as required to stop the need for books being shared around. We can meet with students but they must be in their bubbles and socially distanced.

Learning walks

These should be carried out as normal but with staff staying in their bubble as far as possible. By this I mean SLT focusing on their linked year group etc. Staff should avoid actually entering classrooms.



Remote Education Plan

This document provides an overview of our remote education plan. This is “what” we need to do if staff or students are isolating and detailed instructions and CPD on “how” to do these can be found by following the links. Good use of our online resources will also support students who are absent for other reasons.

Our Virtual Learning Environment (VLE) is Google Classroom and this should be the single point of reference for students in each class.

| Scenario | Action |
|---|--|
| A small number of students are isolating | <ul style="list-style-type: none">The class teacher should post appropriate work to Google Classroom within 24 hours of the lesson |
| A whole class or year group is isolating, but staff are in school | <ul style="list-style-type: none">Lessons should be delivered live following the normal timetable.Staff will be able to use their classrooms to deliver the live lessons<ul style="list-style-type: none">Microphones will be provided for all classrooms |
| A teacher is isolating, but students are still in school | <ul style="list-style-type: none">The teacher should, if at all possible, deliver live lessons from home following their normal timetable<ul style="list-style-type: none">Appropriate IT resources will be provided, as long as the number of staff absent remains lowThe cover teacher will join the live lesson from the classroom, where students will access the lesson via the screen and speakersTasks should be set via Google Classroom so that the teacher can access student work from home |

If the whole school is isolating, we will set work via Google Classroom and run live lessons where possible. This will depend on the availability of IT resources and the home circumstances for staff and students.

Assemblies

Students will view assemblies as tutor groups in form rooms. This may be

- Watching a pre-recorded video of the assembly
- Joining a live meeting using the screen and speakers in the classroom

Meetings with Parents

Meetings with parents can be conducted using MS Teams, Google Meet or Zoom (using our Edgbarrow licence).

Large meetings (more than 100 people) will be hosted using a Zoom *webinar*, which allows up to 500 guests and has additional security. There are a limited number of webinar hosts, so please contact PMA if you need to host a large meeting.

Support for Students

All KS3 students will be reminded how to use Google Classroom through their IT lessons. Please give the IT department two weeks to ensure all Year 7 students have been shown how to log in.