

## Sunnyside Academy – Returning to school Recovery Plan – Autumn 2020

Returning to school being fully open and operating “normally” after the Covid-19 lockdown is going to be hard. We need to remain vigilant and keep up to date with any Government legislation relating to COVID. We must be aware that it will be a different experience for every school and for the different people - children, staff and parents/carers. We will need to be honest with ourselves and each other about how difficult and different this experience may be.

*Please also refer to the Risk assessment document that will be our working document.*

Considerations	Action	By whom?
<p><b>Schools have not been shut</b></p> <p>Despite the news headlines, we know that schools have not been closed and school staff have continued to work on a rota system, including those who volunteered during the 2<sup>nd</sup> week of the Easter holidays and May half term.</p> <p>Teaching and learning staff have continued to provide some kind of education and support from home whilst often home schooling their own children.</p> <p>Staff will be tired and anxious and this may impact upon their ability to lead, manage and respond to change. For staff of young families and children or family to care for they will have had a very stressful time whilst at home so may need some emotional support.</p> <p>It is still unclear as to what Government restrictions will be in place in September and how many of our pupils and staff will return.</p>	<p>There will be no large staff meetings in the first few weeks of the new Autumn term, just small teams that can support each other with planning and implementation of our recovery curriculum.</p> <p>There will be no whole staff morning briefings for the first few weeks – any information or updates will be shared via email and any events added to the notice board in the staff room. This is to prevent infection across large gatherings.</p> <p>There will be limited formal arranged meetings after school in the first few weeks, allowing staff time in their classrooms to evaluate and plan next steps for their class and to work in teams. SLT meetings and SEND will meet alternative Mondays as usual 3.30 - 4.30 only.</p> <p>Staff in school will be expected to spend the first few weeks back observing and informally assessing the children’s academic, social and emotional needs through the delivery of basic skills activities (English &amp; Mathematics) talking, playing and enjoying the broad curriculum such as PE, Music, Art and wider subject areas. Assessments will be used in weeks 3/ 4 to identify gaps from previous academic year to inform planning and provision (see assessment timetable).</p> <p>This should not require a vast amount of extensive planning and marking, minimising the workload for teachers and supporting staff.</p> <p>Staff working on site must wear clothes that are professional, comfortable and easy to wash regularly. Code of Conduct outlines our agreed dress code.</p> <p>There may be continued requirements to wear some PPE whilst in school. Disposable gloves need to be worn when cleaning surfaces or attending directly and physically to a child’s needs (ie assistance in first aid). Access to aprons and masks will also be provided for each class should staff need to provide a level of intimate care to pupils. PPE boxes will be available to classes.</p>	<p>SLT</p>

	<p>It may be necessary to continue to ensure social distancing at some level. This will mean that initially we do not regularly invite parents in to school. Arrange a time to talk over the phone if it is confidential as conversations of such nature will not be appropriate across a playground or ask parents to make an appointment.</p> <p>The small meeting room will remain an isolation room. Offices will have to be used for meeting parents and professionals. The large meeting room is available for large multi-agency meetings.</p> <p>All staff must be given time to talk with SLT regarding their own experiences at home and any support we can offer.</p> <p>Staff can have access to care to Share sessions and telephone access through staff insurance.</p>	
<p><b>Don't pretend that everything is normal</b></p> <p>For many of us, adults and children, the return to school will be different and NOT "business as usual"</p>	<p>All staff and children will be reminded that we will take our time to return to 'normal' and it will be done in a holistic way. If we acknowledge the huge historical event we lived through and report that we can allow ourselves to blend back in to normal when all parties show they are ready. This will be reviewed regularly by SLT by all staff to share concerns, issues, questions.</p> <p>If wellbeing is cared for the children will hit the ground running when they are ready and make up the lost learning relatively quickly as evidenced in other countries. It will be important to create a timetabled structure to the day that allows short sessions of learning throughout the day and opportunities to return to key concepts, skills and knowledge.</p> <p>Additional emotional support and intervention will be provided by our Pastoral Team. Therapeutic support from external agencies will hopefully commence within the first half term in Autumn (Bungalow sessions WB: 7/9/20)</p>	
<p><b>Re-establishing routines</b></p> <p>For many the re-establishment of routines will be difficult. This will not just be for school routines; it will also be for those basic daily life routines, such as sleep and getting up. We know that this is difficult and a source of anxiety. Whilst we need to provide a structure to the school day we will also need to be flexible in our approaches.</p>	<p>It is important for the transition back to school to involve a routine being put in place as much as possible as children prefer routine and it gives them a sense of comfort.</p> <p>Children will be tired (as will staff) by afternoon and so the timetable will need to account for this and organise for more open activities.</p>	

<p>Attendance and punctuality will be closely monitored. Fixed penalty notices will be issued.</p> <p>School will need to re-build confidence with parents in sending their children back to school.</p>	<p>We will work closely with EWO and multi agencies in supporting families to get back to school safely.</p>	
<p><b>Re-establishing expectations</b></p> <p>We are aware that different people will have had very different experiences during the lockdown. Some will have been in school throughout, though for them school will have been a very different place. The majority of children will have been at home and each of them will have had their own experience. It will take time to re-establish and re-learn the expectations of school behaviour and learning. We know that much of learning is based on practice and we will all be out of practice with this.</p>	<p>The key here is re-establishing behaviour expectations, how we speak to each other, how we treat each other and our attitude to being in school. The learning will happen when this is all established.</p> <p>Daily talks with the class to remind them all is well, creating a safe environment, reminding them they are loved and cared for. With this they are reminded of respect for each other, love for each other and what that looks like again, thus re-creating the ethos and culture we have. This will move on to attitude to learning. Reminders of our Sunnyside Golden rules will be important in ensuring consistency of expectations and approaches.</p>	
<p><b>Learning</b></p> <p>Across schools there will be a huge range in what learning children have engaged in while not in school. There will be children who have spent every day, including the holidays, engaged in formal learning activities and completed every piece of work set by the school. Equally, there will be children who have not engaged in any focused learning activity for the entire time they were not in school. Most children will come somewhere in between. We will need to respond to what children have learnt, not what we expected them to have learnt. We will need to understand what children have learnt and what they have forgotten.</p>	<p>Assessing learning: We will do this informally, to restart children's schooling with formal testing will mitigate any focus on re-building relationships and exacerbate the anxieties about restarting formal schooling. It will be more important to value and celebrate what children have learnt and recap on previous key learning. We will need to give time to listen to the children on their return. We can then assess them academically as well as socially and emotionally. Assessments will be undertaken in weeks 3 and 4 on return focusing upon previous years learning objectives.</p> <p>Teachers' responses will be key to how children are able to reintegrate into school and the people that they will become.</p>	

<p>Even more, those who have been a carer for a sick relative or dealt with grief for someone they couldn't see. This learning and possible trauma is not on the curriculum but will be key to who our children are.</p>	<p>The curriculum progression documents for each subject will play a crucial role in addressing gaps, delivering a sequence of teaching that develops key skills and concepts and gives learners the opportunity to revisit and consolidate.</p> <p>National assessments for: EYFS – Autumn 2 NFER  Y1 &amp; Y2 Phonics – June 2021  KS1 SATS and KS2 SATS – May 2021  Y4 Maths multiplication Text May 2021</p> <p>Initially the whole school will follow a theme of “Famous People” to help support the context for learning. This will help teachers to plan and assess together and share ideas and resources.  A further PD Day in October will be used to develop key themes for the school moving forwards and evaluate the curriculum provision to date.</p> <p>If there should be another Lockdown process then we need to ensure that our pupils can access learning (on line or work packs).  Regular contact would have to be undertaken with families not attending school.</p>	
<p><b>Safeguarding:</b></p> <p><b>Domestic Abuse</b>  We will need to be really vigilant about children who have experienced abuse during the lock down. There has been a significant rise in domestic abuse during the lock down. Many children will have suffered significant harm during this time. We need to be aware of this as a possibility for all our children, not just the ones we had identified as vulnerable.</p> <p><b>Online abuse</b>  In addition, we need to be aware of the threats and possible abuse that children may have experienced online during this time. There are increased risks from adults and the exposure to harmful images and threats.</p>	<p>We will need to ensure that children have safe spaces to talk about their experiences during the lockdown. We will need to ensure that all children have access to trusted adults who will listen them and are ready and trained to respond to them effectively. This will be 1:1, small group sessions.</p> <p>We need to remember that it may take a long time for children to reveal any difficulties. They may communicate it through behaviour and other indicators, rather than through disclosure. All staff need to be aware of this and able to respond appropriately and immediately. We are not to assume poor behaviour is due to being back in school but could be the child trying to communicate a frustration.</p>	

<p><b>Online bullying</b></p> <p>Further, as the lock down has forced more and more of children's social lives to move online, we need to be aware of the increased risk of online peer on peer abuse.</p>	<p>The full team of Designated Safeguarding Leads (DSL) will be on site, full time every day.</p>	
<p><b>Bereavement</b></p> <p>It is essential that we are clear with children who has died and who has not returned to our setting for some other reason- house moves, job changes, parents deciding to continue with home education, etc. This will need to be discussed, or children and social media will build up rumours and stories that will be neither helpful or healthy.</p> <p>Even for those who have not experienced a death in their family or community, any illness will become a greater source of anxiety as the link between illness and death will have been reinforced in a way that was not common experience in twenty first century Britain. This will lead to more anxiety and may make many children (and adults) more risk adverse.</p>	<p>The school will take some time to look at how many people recovered from the illness due to the skills and care of the NHS, the money that was raised to support them, the encouragement given by the nation (clapping) and find a way to let them know how thankful we are. The children can come up with a way to share the message to NHS but also the great success of this number to the community and be a voice of celebration.</p> <p>Staff will refer to the Safeguarding/Pastoral team for signposting services where bereavement may have taken place and reflect upon the strategies discussed through the staff training on bereavement.</p>	
<p><b>Sensory needs</b></p> <p>Many children will be looking forward to the return to school but will find being around people difficult, frightening and overwhelming, particularly if we move rapidly from social distancing to a return to school. We will need to be aware of this and support it. For some children this will be exacerbated by a fear of people in general. Having experienced weeks, or even</p>	<p>We will be aware of any sensory issues being highlighted and it is imperative that there is control in walking, gathering etc. Calm and orderly, quiet where necessary but always quiet space available. Many children will be used to quiet now and alone time and may crave it. Staff will use the intervention rooms and hall for separating children out, creating small calm group work.</p>	

<p>months, of social distancing, children will have received an implicit message that other people are dangerous. Further, their experience of other people, beyond their immediate family, within their personal space will have been limited. For many the hustle and bustle, movement and number of people in school will be difficult. We need to be aware that many will express their sensory issues and anxieties about the proximity of others physically.</p> <p>It may also be difficult for some pupils to carry out social distancing as often they may learn and experience life through using sensory approaches such as touch or taste</p>	<p>Children will be made aware this could be an issue and should speak with a member of staff if they feel they need some down time.</p> <p>Many children have not been in a room with more than a few people for months and life has probably been very quiet, so the classroom will seem very noisy. Staff must ensure the level of noise is kept low where possible, but where it is not then always reminding children where the quiet spaces are.</p> <p>All staff to be vigilant, looking for signs of stress.</p> <p>Positive reminders of social distancing and regular hand washing and hand gel until COVID restrictions are fully removed.</p>	
<p><b>Support for staff</b></p> <p>As school communities we will need to support our staff, including those who have experienced loss and trauma. Some will have been in school without a real break throughout the crisis, while others may have been working exclusively from home. Others will not have been working at all. We need to allow ourselves time to rebuild and reform our school communities.</p> <p>We need to consider particularly the stress that senior leaders have faced and their need for support.</p> <p>Many have made difficult decisions and had to respond to a barrage of government guidance which often has been less than clear. This was not part of the NPQH!</p> <p>There is a clear role for governors to support all their staff, particularly school leaders.</p>	<p>Governors will need to focus on wellbeing of staff over the first half term particularly.</p> <p>Data will not be accurate as it will be from Easter break and children will be assessed carefully over the Autumn term. The newest accurate data will not be available until December. Many children will not have moved forward in their learning and therefore it may take up to 18 months to recover.</p> <p>Staff will need to concentrate on addressing key gaps and delivering a progressive wider curriculum that means a wide range of academic and personal needs. The focus will be on assessing children, supporting children and creating the correct healthy environment so that when children are ready to learn they will fly. The Governors will need to ensure all their communication with staff is relating to children's and adult's wellbeing during Autumn term.</p> <p>The return to school will undoubtedly offer the safeguarding team and supporting staff many new disclosures to deal with, stressed and emotional parents and this will take a lot of time as well as cause emotional upset for the staff. Staff must be given opportunities to share their concerns in a personal and professional manner</p>	

**External School Improvement Support**

Many of the important school improvement initiatives and partnerships that were implemented across 19/20 had to come to an abrupt stop in March 2020 due to COVID restrictions:

- Westgarth English Hub – Phonics & Early Reading
- Soundwrite support – Louise McMullen
- RSC – RSC team, Andy Taylor, Archibald School
- TVED – Writing and development of the English Scheme of work
- Andy Taylor – SIP and English Team support
- MAP – Karen Vose – Curriculum Development
- Paul Hamlyn Arts Development
- Tees Valley Music – Music First

During September there will be limited support from external partnerships as staff and pupils need time to settle back into school routines. Staff need time to get to know where their pupils are at and the next steps needed. There may also be some COVID restrictions with bringing visitors onto school site.

External support will commence with Andy Taylor working with the HT and identified Governors (RA representatives) – September 22<sup>nd</sup> 2020 to look at data and school improvement initiatives.

A Taylor will then support the English Team on 2<sup>nd</sup> October, 22<sup>nd</sup> January and 30<sup>th</sup> April – to identify the key areas for support, monitoring and evaluation. English Hub will commence work Autumn 2

TVED will work with the English leads on monitoring the writing development in Autumn 2.

The RSC work will be commence across the Summer term 2021 but rehearsal room techniques should be used across the curriculum to support pupil ideas.

Westgarth Hub and Soundwrite support will commence in Autumn 2

MAP work will not commence as this service ceased in April 2020 due to funding limitations. Curriculum leadership will be supported by Legacy Learning Trust.