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Covid19 Recovery Statement (DRAFT)

INTENT

In June 2020 the Education Endowment Fund published their COVID-19 Support Guide for schools. Within the guide they state; The impact of Covid-19 has meant school leaders and teachers have met an unpredictable array of challenges. The year ahead will be crucial as schools re-establish routines and reconnect with pupils, so that all pupils go on to thrive.

The mental, physical, and economic impacts of Covid-19 will have affected every family and school in different ways, and the strains of lockdown may have created new barriers to learning, or exacerbated existing challenges for children.

Many children, particularly those from disadvantaged backgrounds, or who are vulnerable in other ways, will have been adversely affected by extended time away from school. Some will have inevitably suffered from the traumatic loss of a loved one or struggled with the loss of familiar routines.

In terms of learning, many children may have been unable to access and engage fully with remote learning. Some children will have had a positive experience, able to make the most of home learning as well as additional family time. However, the evidence suggests they are likely to be disproportionately from better-off backgrounds and that, as a result, existing learning gaps will have widened.

Furthermore Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University wrote that children will need much more than simply academic support to recover and suggests a set of levers for schools;

Lever 1: Relationships - we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Lever 2: Community - we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

Lever 3: Transparent Curriculum - all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

Lever 4: Metacognition - in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Lever 5: Space - to be, to rediscover self, and to find their voice on learning in this issue.

IMPLEMENTATION

INSET training was set aside for all staff to understand the Recovery Curriculum and to decide our school approach. We agreed that the first 7 weeks would be used to settle children into new routines, gather their views about Lockdown and the return to school, share experiences and make dynamic in-class assessments about children's attitudes to learning.

Staff understand that a large part of Recovery is mental health and well-being and to create opportunities to discuss feelings, emotions and how we can look after ourselves.

Assessing Pupils Mental Health and well-being: All staff have been observant in classrooms and out on the playground to watch and listen to children. Where pupils have expressed worries, anxieties or difficulties, staff are on hand to talk to pupils and offer support.

PHSE sessions continue to focus on relationships, E-Safety and dealing with emotions and our Collective Worship supports the main themes of promoting positive mental health. These focus areas have helped children and staff to make meaningful links to well-being and learning.

Academic levels: Staff have used a combination of daily work tasks and assessments to gather information about children's existing levels of attainment and to identify any gaps in learning. Information from all of these assessments has been used to identify individual children and the appropriate intervention required. Monitoring of individual attainment is discussed regularly as part of the school's monitoring schedule and parents are informed of the strategies in place.

In addition to these interventions we are making use of the additional Recovery Funding provided to school to structure afternoon interventions for pupils who have significant gaps in learning or whose specific learning difficulties have make it more challenging to fully engage. A team of three teaching assistants and the SENCO provide a programme of additional interventions which include; precision teaching, Accelle-read/Accelle-write, Forest School, Nurture groups, Toe by Toe Maths and Reading Recovery style sessions.

IMPACT

The well-being of all pupils is being continuously monitored by staff. Teachers in each class monitor the progress of pupils involved in intervention groups and ensure that work done outside of class is encompassed into class tasks and continually developed through quality first teaching.

Evaluation of the impact of interventions is discussed with the class teachers and SENCO. Once the impact has been reviewed further actions are agreed and implemented.

REVIEW OF IMPACT

The Curriculum Committee will be reviewing the impact of our Recovery Statement in December 2021.