

**'Boreham Primary School
A Friendship School**

'Daring to aim high, scale new heights, spread our wings and fly far'



School Improvement and Recovery Plan 2020-2021

Rationale

Our school improvement and recovery plan will be focused upon creating a resilient and well-being focused educational setting, prioritising the wellbeing and mental health of all members of our school community, thus, improving outcomes for all pupils, through the raising of standards and quality in teaching and learning at all levels in a safe, secure and stimulating environment.

Main Aims

- Addressing all significant gaps in children's learning in reading, writing and maths and devising a fully comprehensive and inclusive recovery curriculum at academic, social and emotional level.
- Ensuring that our curriculum offer continues to be a broad, balanced, stimulating and enriching one building upon children's prior knowledge and understanding.
- Exploring every opportunity to learn outdoors.
- Addressing any anxieties that children, staff and parents will have when returning to school, thus creating lots of 'reflection, pastoral and 'self-regulation' opportunities.
- Developing effective learning attitudes so that all pupils are persistent in the face of difficulties and consistently display a thirst for knowledge which impacts directly upon the progress that they make.
- Being highly creative at planning alternative 'whole school' events if we are unable to organise school assemblies, services and productions.

Government Rationale

Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn. Lower academic achievement also translates into long-term economic costs due to having a less well-qualified workforce. This affects the standard of living that today's pupils will have over the course of their entire life.

Social interactions are recognised to be a basic human need, analogous to other fundamental needs such as food consumption or sleep. Current efforts to contain the spread of (COVID-19) have required sudden and commonly mandated physical distancing, removing many regular sources of social connection from people's lives which might affect people's mental health. While coronavirus (COVID-19) remains in the community, this means making judgments at a school level about how to balance and minimise any risks from coronavirus (COVID-19) with providing a full educational experience for children and young people. It is possible that the effects of such deprivation of social contact will extend beyond the period of physical distancing and might affect the population for years to come.

What's still happening as a result of COVID-19.....

Grieving

(Loss, death, bereavement, events marking key life stages, rites of passage and rituals))

Anxiety & Uncertainty

(What if I become ill? Have I been working hard enough? Will teachers think I've been working hard enough? Do teachers know how difficult it has been for me? What if I miss my family? Are my friends still my friends?)

Curriculum Demands

(Will I have tests as soon as I go back to school? Have I been taught what I need to know? Am I going to be behind my peers? Have I forgotten everything? What skills have I lost or forgotten?)

Family financial hardships

(Diet affected, recovery from families financial hardship and tensions)

Unstable endings and transitions

(Changes in home life and routines, lack of exercise, outdoor space and fun, resentment and anger of losing things/treats during lockdown (ie) family holiday, birthday celebration)

(How will I manage seeing someone I have fallen out with during lockdown?)

Key Indicators when developing a Recovery and Improvement Plan

- Root a curriculum in the lived experiences of the child (e.g. plan lessons around understanding what the children have heard on the news, addressing fact from fiction, matching emotions to news etc)
- Children will return in a fragile state (what this look likes will vary from child to child)
- Remember this has happened for all children (not just the most vulnerable children)
- Some children will struggle to re-engage and it may not necessarily be the children we expect.
- We need to talk about the virus. Do not dismiss it
- All children have gone through a period of neglect. Not wilful neglect but enforced neglect from key relationships
- Apply concepts around attachment. Covid-19 is an Adverse Childhood Experience. (ACE)

Principles behind a Recovery and Improvement Plan

“The anxious child is not a learning child”

Helping children to recover from their loss of routine, structure, friendship, sleep, opportunity and freedom.

- **Compassion and kindness**
- **Hope**
- **Connection and belonging**

Following the experiences of Coronavirus and lockdown, our curriculum needs to be designed around a nurture model.

The six key principles of nurture are:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

RESILIENCE FRAMEWORK

Basics

-  Good Housing
-  Money to live
-  Being safe
-  Transport and getting to places
-  Healthy diet
-  Exercise and fresh air
-  Enough sleep
-  Play and hobbies
-  Not being judged

Belonging

-  Find somewhere you feel like you belong
-  Find your place in the world
-  Spend time with good people and in good places
-  Keep relationships going
-  More healthy relationships the better
-  Take what you can from relationships where there is some hope
-  Get together with people you can rely on
-  Responsibilities & obligations. For example: looking after your brother/sister or going to school
-  Focus on good times and places
-  Understand what has happened in your life
-  Predict a good experience of someone or something new
-  Make friends and mix with other people

Learning

-  Make school or college work as well as possible
-  Engage mentors
-  Plan out your future
-  Organise yourself
-  Highlight achievements
-  Develop life skills

Coping

-  Understand right from wrong
-  Be brave
-  Solving problems
-  Focus on the good things in life. Put on your Positivity Glasses!
-  Find time for your interests
-  Calming down and making yourself feel better
-  Remember tomorrow is another day
-  Lean on others when necessary
-  LOL Have a laugh

Core self

-  Instil a sense of hope
-  Understand other people's feelings
-  Know and understand yourself
-  Take responsibility for yourself
-  Find time for your talents
-  There is existing help and solutions for problems, use them

Noble truths

How our recovery and improvement plan will be structured

- 1. Positive Relationships**
- 2. Support and Confidence**
- 3. Coping Skills**
- 4. Our Curriculum**
- 5. Personal Development**

1: Positive Relationships

We can't expect our children to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. Reconnect with families and re-establish human contact, attachment needs, rebuild relationships with peers and adults, explore and celebrate differences, be mindful of loss and bereavement, establish new and stronger relationships, build trust.

2: Support and Confidence

Openness and understanding providing the hope – we must recognise that pupil learning will have been based in the community for a long period of time. Assess individual needs, give pupils a voice, re-evaluate and reaffirm our school values, learn from lockdown, understand the needs of the community.

3: Coping skills

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. Relearn past skills, rebuild confidence and resilience, consider skills for learning in a school environment e.g. following a timetable, less flexibility.

4: Our Curriculum

All of our pupils 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 them to heal this sense of loss. Re-establish structures and routines, school values and rules and expectations, address gaps in learning, learn new skills (e.g. socially distancing), rebuild emotional resilience, further develop pupil leadership opportunities.

5: Personal Development

It is only natural that we all work at an incredible pace to make sure that all learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations. Rediscover self, time and space to be, helping wellness, address mental health, sensory issues, celebrate new skills learnt, having fun, co-regulation and self-regulation awareness restoring a sense of control and personal efficacy, provide time for holistic, focused and deep recovery.

ETHOS – Positive and Strong Relationships

A successful school develops an ethos and structures that encompass a proactive development of the whole child. The primary role of a teacher is to educate and deliver lessons but the best and most effective teachers, ensure that the emotional well-being of a pupil in their care is of equal importance.

After all, ‘pupils buy into the teacher before they buy into the learning.’

Equally, the creation of a positive working environment not only helps staff but filters down to pupils and their parents. Adults who model positive working relationships and communications are essential in building a community that enhances and embraces positive health and wellbeing in all.

Positive Relationships - Staff

- SLT are readily available every day / Daily walking the school.
- Twice weekly morning communication meetings.
- Weekly Staff Meeting.
- Staff 'Shout Out Board' in staffroom.
- SBM named member of staff for all personnel related matters.
- Staffroom area is positive, welcoming and supportive.
- Increased number of parent/student volunteers.
- Termly staff social event?
- Celebrate staff achievements and milestones both in and out of school. (School Newsletter)
- Staff can access Daily Mile Track.
- **In addition to PPA, an additional 30 minutes a week non-contact time to liaise with TA.**
- **7-6 New Staff / Governor Email Rule. (No emails / texts over weekends)**

Positive Relationships - Pupils

- SLT members are present at main school gate before and after school.
- Head Teacher's Daily Walk.
- Head Teacher Face to Face Class Assemblies.
- Weekly Star/Celebration Assembly.
- Class Councils.
- Weekly Class Reflection Time.
- Pupil led Class Charters.
- **Hold The Door, Say Hello' Posters.**
- PSHE Association Emotional Well-Being Year Group Plans
- The Children's Health Project
- Our well-established school values – friendship, respect
- An established Positive Behaviour Management Plan which pupils are familiar with.
- Behaviour Reflection Forms.
- Our special school motto – Hurt bodies, hurt feelings, tell a grown up.'
- Class Dojo.
- Positive and supportive classroom learning environments.
- Re-establishing classroom routines and changes to the timetable – visual timetable.

As a Result.....

Pupils will re-develop their sense of belonging to the school community and become re-familiar with their school routines, making them feel safe and secure again.

All members of our school community will re-establish good relationships and mutual respect between adult and pupils, to ensure a safe, calm positive and purposeful learning environment across the school.

Pupils will become re-familiar with our school values and they will take pride in being recognised for demonstrating those values.

Support & Confidence - Staff

- A 'friendship' school which has a supportive ethos.
- SLT are readily available every day. X4 Safeguarding named officers who meet regularly.
- SLT meet fortnightly.
- Head Teacher's Daily Walk.
- Twice weekly morning communication meetings / Weekly Staff Meeting.
- Fortnightly planned LSA / MDA team meetings.
- In addition to PPA, an additional 30 minutes a week non-contact time to liaise with TA.
- Governors are highly visible and visit school.
- Governor Well-Being Committee.
- Supportive, knowledgeable and approachable Eng and Maths Subject Leads.
- Key Stage Team Leaders.
- Performance Management Cycle / Line Manager.
- Increased numbers of volunteers.
- Regular opportunities to complete joint book looks.
- Staff consultation process in place, (includes staff meeting focuses.)

Support & Confidence - Pupils

- Writing Progress Walls.
- Working Walls which reflect current learning.
- Good Learner values and the '4B's' Approach – (Brain/Board/Buddy/Boss) on a daily basis to support independent learning.
- Children in Upper KS2 independently access maths marking stations.
- Maths and Writing Help Desks that support independent learning.
- Pupils select their own level of challenge when completing independent maths tasks.
- Class Councils.
- Pupil led Class Charters.
- An established Positive Behaviour Management Plan which pupils are familiar with.
- Class Dojo
- PSHE Association Emotional Well-Being Year Group Plans
- The Children's Health Project
- School Counsellor – targeted transition groups and individual support.
- Welfare Officer available daily. / Welfare Officer to support targeted transition group.
- Weekly Class Reflection Time.
- Our well-established school values – *excellence, inspiration, equality* Re-establish strong attendance expectations and robust procedures, introducing additional rewards and incentives.

As a Result.....

Pupils will feel more comfortable back in the classroom and more enthusiastic about learning. Their anxieties will decrease, lowering defences, fostering a positive and trusting child/adult relationship, defuse tensions, provoke imagination, trigger interest and motivation to learn.

Pupils will re-develop existing and new effective learning attitudes so that they are persistent in the face of difficulties and consistently display a thirst for knowledge which impacts directly upon the progress that they make.

The school continues to have a strong safeguarding culture and robust systems in place which are kept under regular review.

Coping Skills - Staff

- SLT prioritise wellbeing and are open about mental health and wellbeing. *(Head Teacher, SENCo and x2 Governors have completed half day Mental Health Awareness Day.)*
- Directed Time – no staff left on school premises at end of day without a member of SLT present.
- SLT members readily available.
- Re-complete staff well-being survey.
- Governor Well-Being Sub-Committee – Rev Emma Wylie available for all staff.
- SLT do not mention OFSTED!
- SBM named member of staff for all personnel related matters.
- Directed time for subject leadership.
- In addition to PPA, an additional 30 minutes a week non-contact time to liaise with TA.

Coping Skills - Pupils

- Daily access to an anxiety thermometer.
- **Daily promotion and active use of the 'Self-regulation coping strategies students can use at school' poster.**
- PSHE Association Emotional Well-Being Year Group Plans
- The Children's Health Project
- Social Stories for returning to school.
- Class Worry Box.
- Head teacher class based weekly assembly.
- The 4Bs.
- Our 'Good Learner' Statements.
- Weekly Class Reflection Time.
- Re-complete pupil well-being surveys.
- Our well-established school values – determination.
- Positive and supportive classroom learning environments.
- Carma The Chameleon / Tropical Fish Tank / Reaction Walls.
- Individual Sensory Boxes.
- Individual EHCP's / One Page Profiles / Care Plans.
- Use of music as a form of relaxation, (especially when writing)
- The Book Shed – pupils explore mental health and wellbeing through high quality texts and open discussions.

As a Result.....

Any misconceptions about COVID-19 are challenged and discussed. Pupil's feelings are recognised as important and listened to.

Mindfulness activities/exercises will support pupil's ability to identify and be in touch with their thoughts and feelings. With increased awareness of how they're feeling in the moment, comes less emotional reactivity and a greater ability to listen and communicate more thoughtfully and effectively.

Our Curriculum - Staff

- Designated staff meetings for curriculum development.
- Regular reviews of our skills based curriculum / long and medium term plans.
- English SL and Head Teacher have completed the Developing Reading Comprehension Programme.
- Re-establish our comprehensive reading and writing cycles across the school.
- Continue to ensure that 'Cold' and 'Hot' tasks are planned for as part of the teaching and assessment sequence and writing genre key checklists are used by children to further enhance their independent writing.
- Review our spelling baseline procedures and teaching of spelling across the school ensuring clear links between phonics, reading fluency and writing.
- Introduce and establish a new Handwriting scheme across the school.
- Re-establish 'Times Tables Rock Stars' across the school to further develop children's mental arithmetic.
- Continue to ensure that there is broad and balanced coverage of fluency practise and regular opportunities for pupils to complete engaging, practical and life-skills problem-solving exercises to further develop their reasoning skills. (Classroom Secrets)
- Ensure that 'Fast Maths' continues to take place across the whole school. (Minimum 4 days) and that 'Fluent in Five' fast maths approach is embedded in upper KS2.
- Re-establish our agreed approach to effective marking and feedback.
- All staff to utilise any opportunity for planning for outdoor learning experiences.

Our Curriculum - Pupils

- Topic skills based curriculum approach.
- Weekly MFL – Spanish.
- PSHE Association Emotional Well-Being Year Group Plans
- The Children’s Health Project
- Develop pre-teach models to enhance prior learning.
- Re-assess all pupils in R/W/M using the KPI’s within Target Tracker software.
- Carry out reading and spelling age tests for all pupils.
- Intervention Programmes & additional Booster Groups.
- Government Funding – ‘Catch up Programme’.
- Wildlife Garden / Allotment Area / Bio-Dome.
- PE kits worn to school.
- Weekly Reflection Time
- Continue to invite in class based visitors / travelling companies.

As a Result.....

Our pupils will have an enriching, broad, balanced and progressive skills based curriculum.

Wellbeing is recognised as a discreet timetabled activity.

Personal Development - Staff

- Supportive, approachable and knowledgeable English and Maths Subject Leads.
- Designated time for subject leadership.
- Subject Leader SEF's and Action Plans.
- All staff have the opportunity to complete Online CPD (Most recent – CACHE Safeguarding)
- Performance Management Cycle.
- Subject Leader Termly Updates.
- The school is hosting an Apprentice Trainee Teaching Assistant through a Level 3 school placement.
- The school has employed another NQT.
- The school welcomes any additional volunteers to support those thinking of going into teaching.
- The school supports any member of staff who completes additional qualifications outside of school.
- We recruit staff based on their strengths and potential rather than their level of experience.

Personal Development - Pupils

- PSHE Association Emotional Well-Being Year Group Plans
- The Children's Health Project
- Pupils continue to respond to their next step marking and use purple polishing pens independently to edit, refine and improve their written work and to complete additional challenges in maths.
- 'Entitlement policy' which outlines the additional provision beyond the school's curriculum offer. (*ie*) *Yr 5/6 Residentials / Yr 6 First Aid etc*)
- Extra-Curricular Club Offer.
- Daily access to all-weather track to complete The Daily Mile.
- Outdoor Gymnasium / Reaction Walls
- Boreham Bio-Dome.
- Wildlife Garden & Allotment Areas.
- The Children's Health Project lesson plans.
- Class Council.
- Pupil Leadership Opportunities. (Class House Captains)
- Half term holiday camps run by Premier Education

As a Result.....

Pupils will adapt better to change and become more resilient and collaborative, embracing the unfamiliar, ensuring that they are well prepared for the next stage of their education and for living in a 21st century global society.