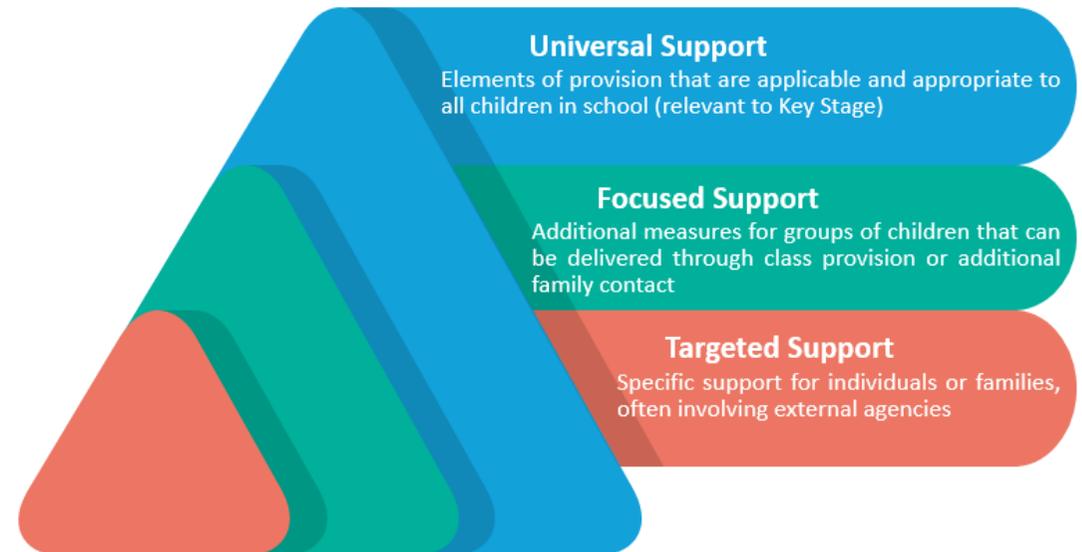
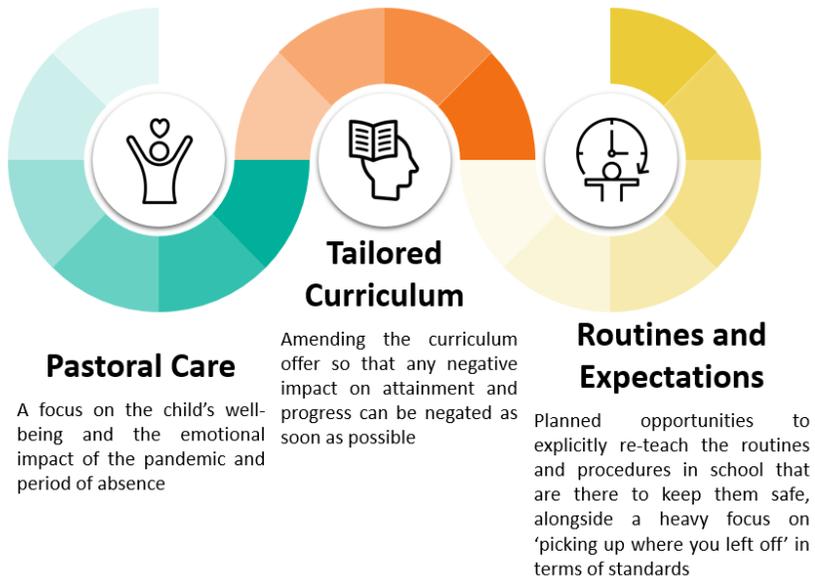


ASJS Teaching and Learning Recovery Plan

Alfred Street Junior School is going to commit time during September to ensuring that routines, expectations, standards, relationships and values are quickly re-established. At the heart of these plans, getting children ‘back-on-track’ in both an academic and emotional sense is the absolute priority.

Our Teaching and Learning recovery is split into three strands:

Levels of support for each strand will be implemented in a tiered approach:





ASJS Teaching and Learning Recovery Plan

The following information outlines the actions that will be taken by Alfred Street staff at various levels. Actions will be organised by strand and then by level of support so that there is a clear priority, purpose and direction of support.



Pastoral Care

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"> ➤ Children who demonstrate changes in behaviour are to be referred to a DSL and the Pastoral Care Team (PCT) through CPOMS. ➤ Maintain communications through Parents App and Facebook. Share class work with parents to maintain that 'connection'. Set up Class News pages on the Website. ➤ During the first 2 weeks, there should be a heavy PSHE focus upon change, anxiety and mindfulness – any cause for concern to be referred to the Pastoral Team (CPOMS). ➤ Environments to be low stimulus to support re-integration for SEND (and all others) and to celebrate achievements of children as a motivator. ➤ MS Teams assemblies to still maintain a 'togetherness' and weekly MS Teams HT assemblies celebrating the successes of the week across the school. ➤ Whole School Rainbow Art project – creating a Rainbow Mosaic and a Rainbow Sculpture to mark the Lock Down period. ➤ Establish up-to-date contact details (especially 	<ul style="list-style-type: none"> ➤ FSW to speak to families who have experienced trauma/change in circumstances – what help do they need? ➤ Acknowledge children who need respite from 'work' and need extra space i.e. time out to read and relax. ➤ Where teachers feel it is appropriate for whole-class 'down-time', then provide children with mindfulness activities or exercise breaks. 	<ul style="list-style-type: none"> ➤ Bereavement support for those children/families identified. ➤ Referrals to external agencies where concerns have been identified. ➤ Provide/receive an update for CP/CIN/Early Help/Vulnerable families through contact with social worker and other external bodies. ➤ School nursing referrals for children returning with additional/altered medical concerns.

emails) from parents.



Tailored Curriculum

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"> ➤ In the first week back, carryout a whole school unit based on the book 'Here We Are' by Oliver Jeffers, focusing upon a re-connecting with each other and re-engaging with school life. ➤ Carryout whole school transition activities focusing upon emotional wellbeing, character education, re-establishing learning behaviours, and developing the Creative Arts. ➤ Mission week to be launched prior to formal timetable beginning. Focus upon 'Team Work' and 'Resilience' and incorporate cross curricular learning. ➤ A focus on handwriting to quickly re-establish high standards – not necessarily explicit sessions, but a heavily promoted class culture. ➤ Regular reading lessons that foster the love of reading and book enjoyment, but that focus on developing vocabulary, discussion and promote speaking and listening. ➤ Writing is to be regular and across the curriculum. Lots of short-burst writing to promote writing stamina, but also revision of sentence structures. 	<ul style="list-style-type: none"> ➤ SENDCO to contact families to discuss provision this year and share provision mapping so they know what support their child will be receiving. ➤ Child voice is to be acknowledged and consideration given to the wishes of the child in terms of pace of learning (SEND) to ensure they are not further disengaged. ➤ Promote independent learning for those that have become particularly reliant on an adult (through home-learning). ➤ Ensure that appropriate groups receive curricular support and scaffolds so that emphasis is placed on children being independent learners. ➤ Teachers are to identify lessons on Oak National Academy that could be used to share with parents/set for homework as pre-learning for non-core, and for those who require further 'Catch-up'. ➤ Pixl Transition assessments to support identification of starting points and to identify whole class gaps in learning and target groups for intervention and 'Catch up' ➤ Set up daily readers for children identified as 	<ul style="list-style-type: none"> ➤ Learning support & pastoral support to identify and focus on specific children and their identified needs ➤ Appropriate adults to work safely with children, by way of intervention



ASJS Teaching and Learning Recovery Plan

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| <p>Dedicated time to write about an image weekly – make use of www.pobble365.com.</p> <ul style="list-style-type: none">➤ Gaps in non-core curriculum to be addressed at the commencement of new topics i.e. where children have missed out on learning about the Romans, they will receive a few lessons on this prior to learning about the Anglo-Saxons.➤ Computing curriculum to focus on online safety and the use of Microsoft Teams in the Autumn Term.➤ PE curriculum to focus on fitness – children are to actively increase their activity levels, beyond ‘games’ in the Autumn Term.➤ No ‘baseline’ assessments until week 3 (tests beforehand would result in false negatives).➤ After Week 3, carryout Salford Reading Assessments and Phonics screening to identify children for targeted intervention.➤ During Week 3, deliver the Autumn Pixl Transition Diagnostic assessments that focus on assessing knowledge and understanding in the following key conceptual stepping stones:
Reading – word reading and decoding and understanding, retrieval and inference
Maths – Number and place value, addition and subtraction, Multiplication and Division
GPS- Sentence Composition, Punctuation, Grammatical terms and word classes➤ Carryout QLA to identify whole class gaps in learning and address these conceptual stepping stones in the skills sessions during the Autumn Term, using the associated Therapies. | <p>having a reading age significantly lower than their chronological age</p> <ul style="list-style-type: none">➤ During skills sessions, identified children to have daily phonics sessions using the RWI programme➤ Phonics to be delivered regularly and with rigour, revising sounds that children may have forgotten | |
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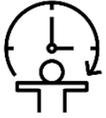


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- Pixl Impact assessments should be delivered at the end of the Autumn Term to identify children who may need more targeted support.
- During Lunchtimes when the children are eating lunch in the classroom, play educational clips e.g. from Bitesize to support the children to Catch Up missed learning.
- Missed GPS skills from Summer Term 2020 to be addressed during the skills sessions in the Spring and Summer term – 2 GPS and 2 spelling sessions per week.
- English Genres that were missed in the Summer Term, will be integrated into the Connected Curriculum.
- In Maths, additional lessons will need to be taught prior to starting units in order to ensure Catch Up. The Power Maths Schemes advises which units require prerequisite lessons linked to the previous year groups lessons and should be covered before the unit commences. Additional prerequisite maths lessons will replace some PSHE and PE lessons as additional PE and PSHE will take place through our enrichment events such as: dance morning, sports day, though our COJO curriculum and diversity events throughout the year.
- Set up a Remote Learning Strategy using Purple Mash, Microsoft Teams and Oak Academy, in order to continue to provide teaching and learning aligned to ASJS Curriculum, in the event of a child/Bubble isolating or a Lock Down.



ASJS Teaching and Learning Recovery Plan



Routines and Expectations

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"> ➤ MS Teams assembly from KO to re-establish the school's values and behavioural expectations. ➤ Re-visit the school's values and 'over-communicate' this in correspondence with children. ➤ Children to complete the Class Charter and come to sign an agreement about what the school values will look like in their classrooms. ➤ Class teachers to teach about good hygiene using the DFE clips. ➤ All staff to be responsible for the behaviour and attitudes of all children, whilst also acknowledging an adjustment period. 	<ul style="list-style-type: none"> ➤ Develop the use of Dojos and Value Stones, to foster good learning behaviours and attitudes to one another. Relate these to the school values and new protective measures. ➤ Regular reminders for those struggling to distance and follow hygiene procedures. Again, this is everyone's responsibility. If children are not seen adhering, we are all to address it. ➤ Specific conversations as required if there are pockets of children that are not following expectations. ➤ Quickly identify groups of children that are not attending as regularly as expected and put intervention into place. 	<ul style="list-style-type: none"> ➤ FSW to conduct home-visits for those children with a particularly poor start in terms of attendance. ➤ FSW to liaise with EIP Team over ongoing concerns and cases. ➤ If individuals stand out as being unable to quickly return to the 'Alfo Way', contact with parents is to be made and a Behaviour Plan drawn up (if related to poor behaviour) and intervention put into place if needed. ➤ Specific praise needs to be given to those children that have adapted well (in their own context). ➤ This praise can be awarded in class, through virtual assemblies or through messages to parents. <p>At all stages, we must acknowledge that some children will need more time than others to adjust and 'return as normal'.</p>