

Springhill Academy

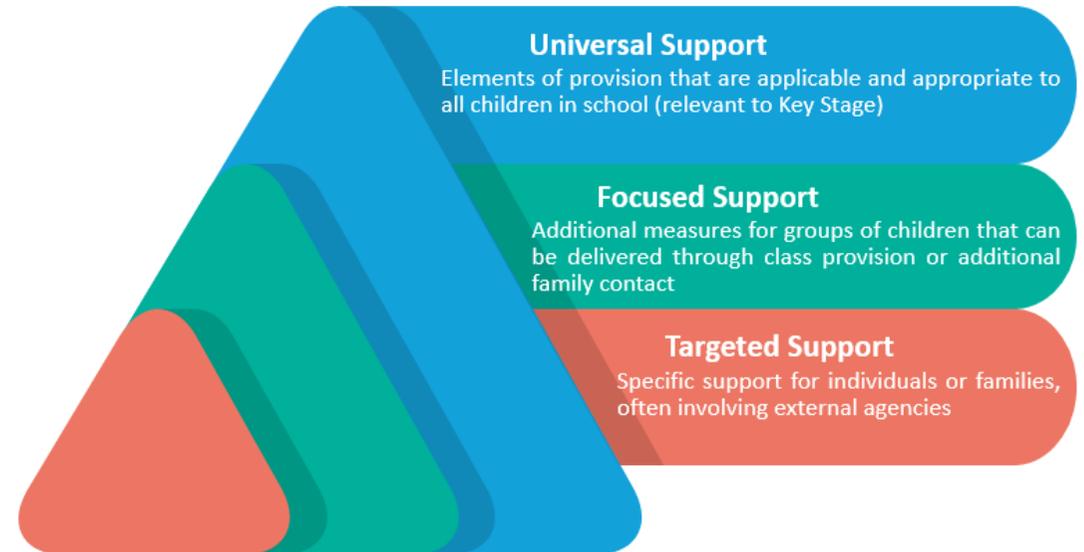
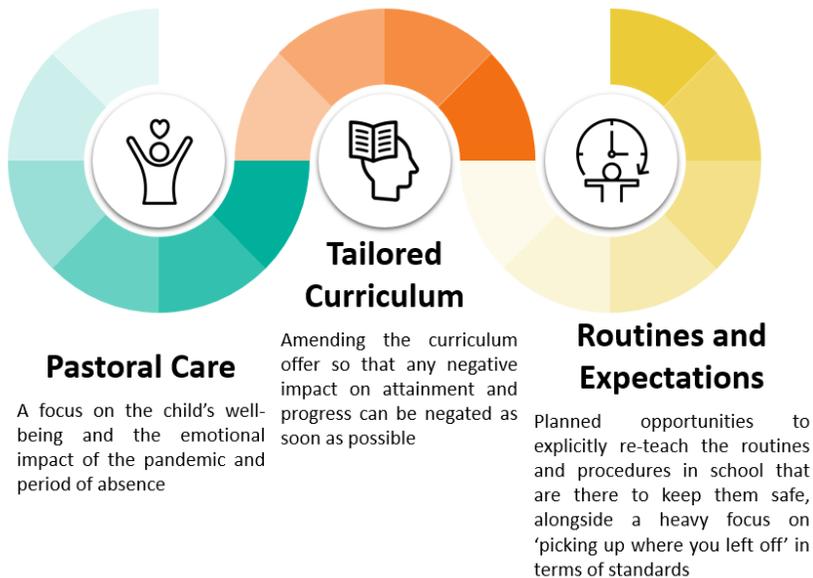
Rebuild & Recover Plan



Springhill Academy 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.

Rebuild & Recover is split in to three strands:

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



The following information outlines the actions that will be taken by Springhill Academy 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.



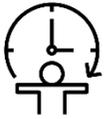
Pastoral Care

| Universal Support | Focused Support | Targeted Support |
|--|---|---|
| <ul style="list-style-type: none">➤ Children who demonstrate changes in behaviour are to be referred to DSL and Pastoral Team through MyConcern.➤ Maintain communications through Seesaw (homework) and pick-up/drop-off times in order to share with parents to maintain a connection.➤ PSHE to focus on change, anxiety and mindfulness in the first instance – any cause for concern to be referred to the Pastoral Team (MyConcern)➤ Environments to be welcoming and engaging for all pupils in all areas of school.➤ School assemblies to continue (using Teams) in order to maintain a 'togetherness' and weekly Teams Celebration assembly conducted by SLT celebrating the successes of the week➤ Establish up-to-date contact details (especially emails) for parents | <ul style="list-style-type: none">➤ Pastoral Team 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 talk➤ Where teachers feel it is appropriate for whole-class 'talk-time' then provide children with activities through the PSHE unit to focus on key needs and support.➤ Continue communications with key, highlighted pupils and support where necessary | <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 where this may have changed recently➤ School nursing referrals for children returning with additional/altered medical concerns including support with mental health |



Tailored Curriculum

| Universal Support | Focused Support | Targeted Support |
|--|---|--|
| <ul style="list-style-type: none">➤ Teaching staff to be mindful that any perceived academic and behaviour ‘drops’ in standards are not deliberate, but an upturn in standards requires constant practice.➤ A focus on handwriting to quickly re-establish high standards –a heavily promoted class culture➤ Phonics to be delivered regularly and with rigour, revising sounds that children may have forgotten – taking into consideration the inability to teach in groups.➤ Regular guided reading lessons that foster the love of reading and book enjoyment, but that also focus on 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. Dedicated time to write daily – make use of www.pobble365.com.➤ Maths is to focus on number work with a daily arithmetic session at the start of each lesson as usual. TT Rockstars and Snappy Maths to be accessed regularly to support automaticity of recall.➤ PE curriculum to focus on fitness – children are to actively increase their activity levels, beyond ‘games’ – reintroduction of Daily Mile. | <ul style="list-style-type: none">➤ All families of children with SEND needs will have video meetings to discuss new IEPs and the plan of support for each child.➤ Child voice is to be acknowledged and considered when reintroducing children back to school.➤ Promote independent learning for those that have become particularly reliant on an adult (through home-learning).➤ Ensure that appropriate groups receive curricular support but that scaffolding is withdrawn quickly but sensibly so that emphasis is placed on children being independent learners.➤ 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.➤ Teachers are to identify lessons on Oak National Academy that could be used to share with parents using Seesaw as pre-learning for non-core.➤ PIRA/ PUMA assessments to support identification of starting points and gap analysis for all year groups (Y2-6) | <ul style="list-style-type: none">➤ Children who have not engaged in any home-learning to receive specific focus/intervention to support them in quickly returning back to pre-COVID level.➤ Learning support & Ed Psych support to identify and focus on specific children if necessary. This will be reflected in the child’s IEP and results of which are evident in intervention activities and booster support.➤ Appropriate adults to work sensibly with children, by way of intervention – this is not to occur during core subject time, but through agreement with the class teacher about the child’s priority learning. |
| <p>*At both the focused support and targeted support levels, Springhill will utilise, as it sees fit, the Government Covid-19 Catch-Up Premium during the 2020-21 year.</p> | | |



Routines and Expectations

| Universal Support | Focused Support | Targeted Support |
|---|---|---|
| <ul style="list-style-type: none">➤ Initial assemblies from NSG to re-establish the school's values and behavioural expectations.➤ Re-visit the school values and 'over-communicate' this in correspondence with children – all staff to embed Reach High values and expectations in the first half term.➤ Separate learning time (outside of the usual curriculum time) will be made available to explicitly refer to the hygiene procedures and bubble integrity for everyone's safety.➤ All staff to be responsible for the behaviour and attitudes of their children, whilst also acknowledging an adjustment period.➤ As much as is possible, staff expectations of themselves and their pupils will maintain the usual high standards we set. | <ul style="list-style-type: none">➤ Develop the use of star points, postcards and celebration certificates to foster good learning behaviours and attitudes to one another. Relate these to the school values and new protective measures.➤ Regular reminder 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 group conversations or assemblies (distanced) as required if there are pockets of children that are not following expectations.➤ Quickly identify children that are not attending school as regularly as expected. | <ul style="list-style-type: none">➤ Usual attendance procedures in place for any pupils with a particularly poor start in terms of attendance.➤ If individuals stand out as being unable to quickly return to the usual high expectations of Springhill, contact with parents is to be made and tracking in place to seek out issues, triggers and resolutions.➤ 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 on Seesaw or postcards home. <p>At all stages, we must acknowledge that some children will need more time than others to adjust and 'return as normal'.</p> |