



Sudell
Primary
School

*Supporting and Nurturing,
Enjoying and Achieving*

Covid Recovery Action Plan

Action Plan

| I. Welfare/ Well-being | | | | |
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| Priorities for Improvement | <ul style="list-style-type: none"> • Ensuring a COVID safe school • Mental health and wellbeing support for staff and pupils • Managing children's different experiences during lockdown • Communication between all staff, children, families and governors • Use of our family and community values to support and protect our children and families • Consistency of approach using policy and procedure • Training and development • Safeguarding | | | |
| Key Actions | TIMESCALE | LEAD | RAG | Comments |
| Well-being of staff and pupils | | | | |
| Maintain up to date risk assessment for school with review following any changes to government guidance for school opening. Do this in conjunction with the Aldridge Education Health and Safety/Estates Team | Ongoing | LLS/DMY | | Updated as per government guidance and Aldridge Education Trust guidance. |
| Communicate all changes to routines, policy and procedure to ALL staff | Ongoing | SLT | | Staff kept up to date weekly in staff meeting, staff briefing or via email.. |
| Communicate all changes to routines, policy and procedure to parents and children in an effective and timely fashion | Ongoing | SLT | | Information is sent by text message, email and using the school website, teachers explain any change to children during class time. |

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| Maintain website with up to date information- changes to be communicated via text service | Ongoing | DMY/TAE | | Website is updated accordingly, easy to navigate and find new information. Separate section for Covid 19 information, including all key information for any periods of remote learning. Website to include key learning platform links such as Class Dojo or Microsoft Teams. |
| All absence to be recorded and followed up daily | Daily | LLS/LSK | | Phone calls home for absentees, recorded on spreadsheet and/or CPOMS. School to continue to monitor attendance in the same rigorous way pre Covid 19. For any periods of remote learning a detailed tracking system will be used to monitor attendance and track contact with families. |
| COVID related illness to be recorded and sent to Education Response Team with daily updates | Ongoing | LSK/DMY | | <p>This only needs to be sent to LA when there is a positive test result. Office keep a daily log of any child awaiting a test result and follow up each day.</p> <p>All information on Covid related illness to be communicated to the Aldridge Education Central /Estates teams.</p> |
| Share government and school information via the school website, social media and via the school text message service | Ongoing | SLT | | <p>Website clear and parents informed of new information via text message. Work with ITDS to ensure that all content on the school website is relevant and up to date.</p> <p>Consistent use of text messaging in order to ensure that families have ready access to any updated information.</p> |

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| | | | | Work to create a virtual tour video, |
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| | | | | highlighting life at Sudell. |
| All staff to be aware of SCARF and well-being resources in school for use by staff and pupils | | LBS/JHY | | Regular sharing of information by the SMSC team at Sudell. All information/discussions to be recorded in the school/class SMSC books. Sudell to work with the BwD Mental Health Support Team to refer children/families where appropriate. |
| All classes to have feelings boards and worry boxes | | Teachers | | I need to talk/feeling boxes added on the list of 'non-negotiables' for classroom displays. To be monitored during SLT September start of year walkaround |
| Additional time at the start of the school year dedicated to re-establishing whole school/whole class routines such as 100%/3-2-1 to ensure a consistency of approach/sense of familiarity for Sudell children | | Teachers | | Monitoring/walkarounds |
| Appointment of a Home School Learning Ambassador to ensure that families have the support they need to access learning and support where needed | | SLT | | HSLA successfully appointed and in post. |
| Assembly themes, despite being done in the classroom, to continue in the usual style and the focus on the Aldridge Attributes | | SLT | | All assemblies stored successfully on the school Share Point. If a group was self-isolating, the assemblies were uploaded to Class Dojo for viewing at home. |
| Class teachers to use outdoor spaces as much as possible, such as the Secret Garden and Peace Garden (outdoor wear, e.g. macs and wellies used in inclement weather) | | TAE/LRR | | Some evidence of outdoor space being used for teaching. Training given to all staff and funding allocated to further enhance the Secret Garden. Significant grant from |

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| | | | | Aldridge Education to further enhance these areas-work done successfully. |
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| Star assembly to be celebrated each Friday morning in class to celebrate the successes of the Sudell children. Assemblies will follow the exact same format as pre Covid 19 to ensure a sense of familiarity for the children. | Ongoing-each Friday | Teachers | | Positive feedback from class teachers. Winners/successful children are still communicated to families in the usual format of Social Media-sense of familiarity for the Sudell families is evident. Sharing of learning success with parents continued. |
| Use of CPOMS to communicate concerns | Ongoing | All staff | | CPOMS used effectively. Regular reviews of learning at Sudell have highlighted the effective practice taking place with CPOMS. |
| Regular Personal Development Behaviour & Attitudes (PDBA) meetings to be held | Ongoing | LRG/SLT | | PDBA meetings have continued as an effective way of ensuring that concerns are shared widely. Mini PDBA/check in meetings (triage) were held weekly by class teachers, responding to arising immediate need, during additional periods of national lockdown. |
| Attendance and well-being to be reported on at every LGC meeting | Termly | LLS | | Weekly and cumulative attendance of children recorded and tracked. All absence is followed up daily to ascertain whether covid related. Usual system of home visits and collecting children where needed have been put in place. Support offered as necessary (learning, welfare). |
| Continued positive/warm relationships between staff and children | Ongoing | All staff | | Positive feedback as part of the Aldridge surveys: parents, pupils, staff. |

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| Regular review of Behaviour policy, including addition of covid section | Ongoing | SLT | | <p>Behaviour has been excellent since the start of term. Staff believe this is due to classes playing out separately - no confrontation or opportunity. Children responding well to new rules- good understanding from the majority of children and families.</p> <p>Where Covid 19 rules have not been followed, consequences have followed and supportive discussions had with parents/carers swiftly.</p> |
| Training and development/Safeguarding | | | | |
| All staff to complete mandatory safeguarding training – safeguarding level 1 and 2, KCSIE | September INSET Days/on induction | All Staff | | Successful staff training. |
| All staff to complete PREVENT training | Annually/on induction | LSK | | Prevent training completed through the DfE/government portal |
| Single Central Record to be kept up to date at all times | Ongoing | HR - KRL | | Previously LSK responsibility, KRL from September 2021 |
| DSLs to have up to date training (every two years) | Ongoing | LLS | | Training completed. TAE, DMY and LLS received additional safeguarding training. |
| Staff appraisal reviews and new targets set | Oct February July | All Staff | | All appraisals completed and in the new Aldridge Education format. Support staff appraisals were completed for the first time and participation in the process was positively received by all involved. Excellent feedback given. |

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| An updated safeguarding report to be shared at each LGC meeting | Ongoing | LLS | | <p>All safeguarding incidents are recorded on CPOMs and discussed by DSLs.</p> <p>Extremely positive feedback about the Sudell use of CPOMS at external reviews (in person and remote) of learning.</p> |
| Health and safety | | | | |
| All H and S concerns to be shared with SLT. Set up of a local Sudell Health and Safety Group. | Ongoing | All staff | | <p>All staff are aware of the new group. Group contributed positively to Sudell gaining the Health and Safety Award. Every reporting app introduced.</p> |
| Regular Health and Safety updates for LGC | Ongoing | LGC | | Information shared successfully with LGC |
| <p>Site staff to complete daily and weekly checks of the building and grounds.</p> <p>Begin to develop a 'checklist' for daily, weekly, termly and yearly jobs.</p> | Ongoing | DMY | | Change in staffing. New checklist system up and running. |
| SLT to maintain expectations of social distancing etc. outside school at drop off and pick up times | Ongoing | SLT | | <p>Notices around school gates and walk ways, text reminders sent to parents, SLT presence at start and end of day, verbal reminders</p> <p>School continued to follow DfE guidelines at all times.</p> |
| Staff meetings to monitor effectiveness of school risk assessment each week and adapt when necessary | Sept 20 & ongoing | LLS | | <p>Meetings scheduled weekly. Responses requested weekly in regard to safety around school and any issues with organisation, etc.</p> |
| Risk assessment to be followed in the event of a Covid case/outbreak and reported to Aldridge Education. | Ongoing | LLS/DMY | | Risk assessments shared with staff when needed/appropriate. |

Staffing & Governance

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| Create plan for possible absence of member of SLT | Sept | LLS | | Clear procedures and systems in place so that any member of SLT can 'run' with the systems as needed |
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| Senior Leaders to liaise regularly with LLS re health and well-being of their teams | Ongoing | SLT | | Covid routines, attendance and well-being discussed weekly at SLT |
| All staff to complete an 'Individual Risk Assessment' and be sent to HR Team | | | | Completed and in place, reviewed regularly |
| Consider continuing with LGC meetings via Teams for at least the next two terms. | | | | All meetings carried out virtually-positive feedback from governors, with increased attendance. |
| All staff to have access to the Employee Assistance Program | | | | All staff have 24 hours access to the system-staff accounts set up and guidance/training given, staff regularly reminded of the support offer. |

Finance

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| Meet with Adam Chopdat (Finance) to look at budget monitoring reports | Sept | LLS | | Review of budget completed and shared with SLT and LGC. |
| Carrying out risk assessment in regard to finance in case of further lockdowns | | LLS | | Regular FAMs meetings attended and relevant information shared with LGC members. |
| Calculate any savings as a result of lockdown/ additional cleaning costs accrued | | LLS | | Any additional costs/claims were dealt with centrally by the AE Trust team. |
| Submit claim to DfE for exceptional costs | Deadline 21 st July | ACT | | Claim submitted and monies received. Organised by the Trust central team |
| To ensure there are enough resources for teaching staff to have remote access during any periods of self-isolation | Nov 20 | DMY/ITDS | | Work completed with the Aldridge Foundation/ITDS to fund staff laptops and |

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| | | | | visualizers to allow for successful delivery of remote lessons. |
| Review of hardware to ensure that we have the appropriate devices to loan out to pupils as the need arises | | DMY/ITDS | | <p>Sudell successfully applied for DfE laptops in both 'windows'. Additional work took place with 6G to provide a free internet connection for local families.</p> <p>Work with local charities to provide Raspberry Pi Computers for families.</p> <p>Work with the Aldridge Foundation to provide an additional bank of laptops to support families.</p> <p>Additional laptops from Bookmark charity.</p> |
| Recruitment & Retention | | | | |
| To explore the possibility of providing additional tutoring support for identified pupils | Autumn and Summer Terms | SLT | | Cath Law (experienced class teacher) has provided additional support for Years 5 and 6 and then 4 and 5 children in order to help close gaps in learning. |

2. Curriculum and assessment

To provide the children of Sudell Primary School with an appropriately adapted recovery curriculum that supports the emotional and physical needs of children whilst ensuring rapid progress in English & Maths

Priorities for Improvement

- Baseline assessment for all year groups
- Timetabling
- Catch up objectives for reading, writing and maths
- Phonics assessment and tracking
- Regular SCARF/PSHE post lockdown units for PSHE
- Rules, routines and procedures in class bubbles
- Communication with parents
- Robust assessment recording and monitoring
- Quality of teaching
- Subject leadership
- Consistency across all year groups
- Intervention and use of support staff
- Use of outdoors
- Remote learning and home learning
- School motto and Aldridge Attributes to be evident in all areas of curriculum and school
- Policies

Actions

TIMESCALE

LEAD/

RAG

Comments

Curriculum

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| Staff from previous year to hold transition meetings in order to ensure that content of learning gaps is known, as well as personal/welfare information. | Ongoing | Teachers | | Took place successfully |
| Teachers to review their timetables to ensure that timetables meet the needs of the children. SLT to discuss how the school follows the DfE guidance and the expectation of a return to a 'full' timetable' by the start of the Summer Term | Ongoing | SLT | | Timetables are suitable for each class and adaptations made at Sudell to the teaching of subjects-all DfE guidance was followed. The Sudell approach was spoken about positively during several external reviews of learning. |
| EYFS/KSI to deliver 2x daily phonics sessions, in addition to targeted interventions | Ongoing | SLT/Teachers | | Phonics assessments completed for EYFS & KSI Groupings to reflect assessment. Trackers completed Afternoon Phonics interventions delivered by CST |
| English to be planned through engaging texts | Always | DMY – English lead | | Significant work undertaken to move towards developing a text-based curriculum at Sudell. Implementation to begin in 2021-2022 |
| Maths teaching to focus on use of concrete resources, teaching to focus on combining objectives missed from last year and this year to ensure learning is linked and deep. Ensure that there is a real focus on basic skills | Always | LBS - Maths lead | | Planning and observations shows that there is a significant focus on 'basic skills'. Use of the Maths Mastery scheme of work historically and White Rose has aided this work. White Rose only from Autumn 2021. |

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| Additional PSHE/circle time to be timetabled | Autumn term | Subject leader/SL T | | Evident on timetables and in floor books/displays |
| Computing and French to be removed from the curriculum until Summer term. Regular review by SLT. Agreed with the AE central team/following DfE guidance. | Autumn term | Subject leaders/SLT | | Evident on timetables. DfE guidance was followed at all times. |
| Regular PE lessons to continue to aid the physical and mental health of children. UK Sports to continue to work with school | Ongoing | Subject leader/SL T | | Children arrive in their outdoor kits on their PE day. Reminder given to parents on several Newsletters/texts. Teachers feedback that this saves time during the day, not having to get changed. |
| No singing inside | Ongoing | All staff | | All staff made aware and updates on guidance shared when appropriate. Opportunities for outside singing taken where possible. |
| High expectations of ALL children, continually embedding the Aldridge Attributes and our motto | Ongoing | All staff | | The Aldridge Attributes to be shared more across school and the focus of assemblies and also celebrated during Friday's celebration assembly. |
| Class teachers to share planning with support staff weekly | Ongoing | All staff | | Timetables added to classroom doors/shared with support staff. Whole school move over to Share Point/One Drive has improving the sharing of resources and planning. |

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| Remote learning platform to be kept live for use in the event of a year group isolation | During periods of isolation-regularly monitored by SLT/HSL A | | | <p>Home learning pack has been shared with parents when needed-both papers and electronically.</p> <p>Learning to be provided via learning packs for children awaiting test results or who are self-isolating.</p> <p>If a class bubble has to self-isolate then work will be set online using Class Dojo/Microsoft Teams and following the remote learning policy.</p> |
| Reading Books limited to in school to help limit the spread of Covid 9 | Ongoing To be monitored regularly by SLT | | | <p>School continued to review and follow all DFE guidance and Risk Assessments updated where appropriate/needed.</p> <p>Regular opportunities to read in school for children.</p> |
| Assessment | | | | |
| All staff to use previous teacher's assessments and predictions for the end of year as a baseline for September in conjunction with GL Assessments suite, back to PUMA/PIRA from Autumn 2021. | September | Teaching staff | | |
| New reception children to be assessed on new baseline assessment following Assessment Calendar. | September | FETS/TAE | | Completed, information stored, analysed and used as appropriate. |
| Reception children to be assessed using BPVS assessments | September | EYFS/Year 1 | | Completed, information stored, analysed and used as appropriate. |

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| Robust data to be input on Target Tracker half termly up until Christmas and termly thereafter | Ongoing | SLT | | Continue to develop this for the assessment of foundation subjects going forward. |
| Interventions to be planned after analysis of test data | Ongoing | SLT | | Relevant Interventions completed, depending on initial assessments. |
| Test data to be recorded on school network | Ongoing | Teaching staff | | Move to Sharepoint significantly improved the ability to added share data/documents and supported effective business continuity for any staff working remotely. |
| Children with SEND to be assessed on appropriate age group in order to achieve, including liaising with external agencies. | ongoing | SEND team | | Sudell continued to positively engage with external services to support all SEND children. |

| Quality of teaching | | | | |
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| Quality Assurance monitoring timetable set by SLT and shared with staff to include book looks and planning discussions | Ongoing | LLS | | Added to school diary and calendar and shared on Sudell half termly plan |
| Subject position statements to be in place for 20-21 | Ongoing | Subject Leaders | | These need to continue to be updated on a regular basis/copied over to the school server for the new academic year. |
| Marking and feedback policy (as part of the Teaching and Learning Handbook) and expectations to be reviewed regularly | Ongoing | Staff | | Reviewed in staff meetings and via work scrutiny/QA monitoring |
| Regular review of school organisation affecting teaching time | Ongoing | Staff | | Reviewed in staff meetings every week- adaptations made to lunch times and some breaks. DfE guidance was followed at all times. |
| Staff appraisal reviews and new targets set | Oct February | All Staff | | All appraisals completed and in the new AE format. Support staff appraisals were completed for the first time and participation in the process was positively received by all involved. Excellent feedback given. |
| Transition | | | | |
| Reception teacher to contact pre-school providers to discuss pupils and receive any documentation | Ongoing | SLT | | All completed and transitions from one class to another went well. |
| Continued use of Twitter and Facebook to positively promote Sudell and share information with families where appropriate. | Ongoing | SLT | | EYFS transition was great and practice from this year we will be using going forward. DMY appointed as transition lead and detailed transition position statement created. |
| Tour of school and induction activities for EYFS to be shared with parents via the school website as part of the school's video tour | Ongoing | SLT | | |
| Sudell website 'Meet the Team' section to be regularly updated, including staff photographs. | Ongoing | SLT | | |

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| LSK/Class teachers to create transition documents for 'receiving' class teacher | Ongoing | SLT | |
| Transition meetings to take place before end of summer term | Ongoing | SLT | |
| Year 6 teachers to plan and deliver transition activities for pupils during summer term ready for transfer to high school | Ongoing | SLT | |
| All baseline data to be collated and transferred to spreadsheets by teachers | Ongoing | SLT | |

3. SEND provision

Priorities for Improvement

- Social Emotional and Mental Health/wellbeing of children with SEND to be a key focus
- Progress of children with SEND
- Communication with parents
- Intervention
- Accountability
- Well-being of children post lockdown
- Motto of supporting, nurturing, enjoying and achieving to be evident through all SEND policy and procedure

Actions for Autumn Term

TIMESCALE

LEAD

RAG

Comments

Assessment and tracking

Children working below age related expectations to be given starting point on Target Tracker

October

CRT



Target Tracker systems up and running.

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| Class teachers to know where every child is on Target Tracker and their end of year target/class teachers to be aware of transition information for all children in class | September | SLT | | All assessment/transition information was shared with class teacher at appropriate times. |
| Assessment policy updated and position statement | Ongoing | SLT | | |
| Class Context sheets to be shared and updated on a regular basis. | October | LSK | | Updated and shared on a regular basis |
| Staffing | | | | |
| Review of roles and responsibilities | Ongoing | LLS | | School roles and responsibilities revaluated on a regular basis. Changes shared wit staff where appropriate. |
| Weekly communication with SEN TAs from SENDCo | Ongoing | SLT | | Within school restrictions this is mainly being done via e-mail and CPOMs. Rigorous use of CPOMS to share information in a timely fashion. |
| Use of intervention rooms to be reviewed and timetables organised. | From Sept | SLT | | Rooms allocated as appropriate, including Rainbow Room, Eco Room and 'The Bridge'. |

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| During any period of national lockdown all children with an EHCP and other children with high need to be invited into school and offered a place. | Ongoing | SLT | | Places offered to all children when appropriate, with many being taken up for full or part time attendance. |
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