

# Academy recovery plan

September 2020



This document is the recovery plan to ensure a safe return to school for pupils and staff in September 2020, whilst providing a high quality school experience for all. The plan supports Hope Learning Trust's Interim Strategic Plan and it forms the main part of the academy development plan for 2020 - 2021.

The plan responds to current DfE guidance and is informed by research from EEF. Please click on links below for the most up-to-date documentation.

[Current DfE guidance for reopening - curriculum, behaviour and pastoral support](#)

[The EEF guide to support school planning](#)

[DfE Wellbeing for Education Return](#)



**Hope Learning Trust Interim Strategic Plan - September 2020**

<p><b>Our vision</b></p> <p>To provide environments where children and young people can thrive.  <i>Living life to the full - serving others, growing together</i></p>
<p><b>Our values</b></p> <p>gracious, compassionate, loyal, patient, kind, forgiving, just</p>

Outcomes required to realise our vision:

<p>A respectful community, with a culture of thankfulness and appreciation, where we celebrate diversity.</p>	<p>High quality first teaching across all of our schools, in every learning session, without exception.</p>	<p>A broad and balanced educational offer which develops our pupils academically, practically, socially and spiritually, leading to outcomes above national benchmarks.</p>	<p>Strong, sustainable and ethical leadership at all levels of the organisation.</p>
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Strategies needed to deliver our outcomes:

<p><b>Strand 1 - to implement a recovery and response plan from September 2020</b></p>
<p>Strand 2 - to merge SALT and HLT</p>
<p>Strand 3 - to ensure equality of opportunity for pupils and staff through parity of provision and fair and equitable structures</p>
<p>Strand 4 - to develop the primary leadership model</p>

We are informed by a continually developing evidence base, reflecting on our own practice and learning from that of others.

## Recovery plan objectives

QE Objective 1 - Identify, prioritise and develop key aspects of the school's teaching model which have the most impact on student progress so that teaching with the classroom is efficient and effective  
4QE Objective 2 - Implement effective diagnostic assessment to determine gaps and inform planning  
5QE Objective 3 - Recruit tutors to support pupils who need extra support to catch up  
6BA Objective 1 - Develop and implement new behaviour procedures in response to the Covid-safe organisation of the school  
8BA Objective 2 - Develop strategies to ensure good attendance  
9PD Objective 1 - Develop a remote learning model which is accessible to all pupils in the event of isolation/lockdown  
10PD Objective 2 - Develop a well-being strategy for pupils and staff who need additional support following lockdown  
11LM Objective 1 - Implement a risk assessment for the reopening of school from September 2020  
12LM Objective 2 - Develop and implement strategies for our most vulnerable pupils including pupils who have not successfully accessed remote learning during lockdown  
13LM Objective 3 - Identify funding requirements and allocate catch-up funding in response to the overall recovery plan  
15LM Objective 4 - Develop a CPD programme which responds to the immediate needs of staff in relation to September reopening and new ways of working

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## Quality of education

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<sup>1</sup> Last update:

QE Objective 1 - Identify, prioritise and develop key aspects of the school's teaching model which have the most impact on student progress so that teaching with the classroom is efficient and effective

Funding implications: Within budget

Ref	Actions	Led by	Deadline	Update commentary
QE1:1	In order to ensure clarity, produce a one page precis of school's teaching model and where this sits within the school's QA process	FJL	22/09/20	Completed
QE1:2	Identify practical strategies to facilitate metacognitive learning based on the 7 step planning model which all staff are working to	FJL	16/09/20	Model revisited with teaching staff through initial meeting of Collaborative Research Community (CRC)
QE1:3	Continue to develop the model through engagement with research, making use of lead practitioners in PP, SEND, G&T	FJL	Ongoing with 7 key milestones	Monthly T&L input through CRC 1) Use of prior knowledge in CPD and TeachMeet 2) Literacy twilight and follow on CRC to support

QE Objective 2 - Implement effective diagnostic assessment to determine gaps and inform planning

Funding implications: Cost of GL assessments

Ref	Actions	Led by	Deadline	Update commentary
QE2:1	Carry out baseline assessments in English, Mathematics and Science to determine gaps (GL years 7&8)	KHW	In keeping with Hope assessment calendar, by Oct half term (Cats, NGRT, NGST) By Christmas all other tests	CAT4 for Year 7 and NGRT and NGST completed for Years 7 and 8 are complete. PTM Year 8 completed PTE and PTS Year 8 are underway, to be followed by PTE, PTM and PTS for Year 7.
QE2.2	Carry out a variety of low stakes assessments in all subjects to determine gaps and inform planning e.g. quizzes, questioning, low stakes tests	FJL	Ongoing throughout the year, revisited at beginning of term with staff training 16/09/20	Current CRC focus (Nov 2020)
QE2:3	Adapt schemes of learning across all year groups to prioritise the most important content factoring in any external changes e.g. examination changes	KHW	By Oct half term	As a result of this review, we are implementing Maths Mastery for KS3 (£4300) Vulnerable students identified in Year 9, focus on life skills (AQA)

QE Objective 3 - Recruit tutors to support pupils who need extra support to catch up

Funding implications: 22k

3 hours teaching cover to release Associate Assistant Principal to lead Reading and literacy strategy (part time English teacher will cover) - 6k

Recruitment of tutors to deliver 10 hours Lexia Reading programme to Years 7 and 8 over 35 weeks - 5.5k

6 chrome books + headphones - 2k

Recruitment of tutors to support identified Year 10/11 English, Maths and Science group - 15 hours over 35 weeks - 8.5k

Ref	Actions	Led by	Deadline	Update commentary
QE3:1	Determine need for tutoring through the diagnostic process	KHW	First stage by Oct half term (dependent on results of testing)	Intervention tracker has highlighted students particularly in English, Maths and Science. NGRT, NGST, NMM - highlighted students who have gaps. This has informed our Reading and Literacy strategy and Maths mastery.
QE3:2	Recruit and appoint tutors/increase hours of part time staff	KHW/	12/11/20	Process has begun - initial

		JEC		enquiry made to NTP
QE3:3	Plan and implement structured interventions which directly fill identified gaps	KHW	12/11/20	Intervention trackers shared with staff. Prioritising Yrs 10 and 11 for suggested intervention need.

## Behaviour and attendance

BA Objective 1 - Develop and implement new behaviour procedures in response to the Covid-safe organisation of the school

Funding implications: 1:3 6k over three years

Ref	Actions	Led by	Deadline	Update commentary
BA1:1	<p>Establish new behaviour procedures with pupils, staff and parents/carers, reviewing and updating stakeholders as needed</p> <ul style="list-style-type: none"> <li>- Covid Annex added to behaviour policy</li> <li>- Changes to behaviour policy communicated with staff on CPD day, with students on first day, and with parents in 2nd week</li> <li>- Continual drip-feed of information to all stakeholders as needed</li> <li>- Risk assessments in place for individuals who are at risk of not following behaviour procedures</li> </ul>	ZVH	18/09/20 and ongoing	Covid annex shared with parents and staff. Student version shared on first day and revisited. regular reminders in place. Student-specific risk assessments in place where needed.
BA1:2	<p>Implement/reinforce systems and routines in all classrooms and across the school to promote consistency</p> <ul style="list-style-type: none"> <li>- Regular reminders to staff, QA via the MER process</li> <li>- Intra-year competitions and blitzes to promote positive behaviours</li> <li>- CPD on de-escalation techniques</li> <li>- Coaching where needed</li> <li>- Regular celebration of positive behaviour through year group competition, contact with home for those who are meeting expectations of high standards of behaviours (e.g. messages home)</li> </ul>	ZVH	18/09/20 and ongoing	Reminders on systems and routines regularly given. Intra-year weekly competitions in place with 'focus of the week' in addition to others. Celebration of positive behaviour and attendance via whole-school messages and emails home. YL postcards and phone calls.
BA1:3	Improved parental engagement with student behaviour and attitudes	ZVH	December 2020	A range of apps initially reviewed. In depth



	- Implementation of home-school communication app (e.g. Class Charts, MyEd etc.) to share school-wide, year-specific and individual-specific information and data on behaviour and attitudes			comparison and then trial of Edulink and Class Charts prior to decision of which app to utilise.
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## BA Objective 2 - Develop strategies to ensure good attendance

Funding implications: Within budget

Ref	Actions	Led by	Deadline	Update commentary
BA2:1	Review attendance procedures in relation to school reopening - procedures of when students should be in school, self-isolating etc. in place, with correct attendance codes in use	ZVH	11/09/20	Completed and updated following government guidance
BA2.2	Communicate expectations clearly to pupils and staff	JEC/ ZVH	11/09/20	Completed and revisited weekly
BA2:3	Monitor attendance closely and implement early triggers for PA - weekly attendance monitoring in pastoral meeting with actions for YL and attendance - clear process when students are at risk of PA, and PA (e.g. attendance plan, showing students the date they will move to non-PA with 100% attendance, and when they will have attendance at an acceptable and target level) - use of attendance panels as needed - incentivise positive attendance with positive contact home, certificates, postcards etc.	ZVH	11/09/20 with ongoing refinements to increase student involvement in the process	Weekly attendance monitoring and actions taking place. PA students currently prioritised. Attendance panels used. Celebration messages sent to those with full or excellent attendance in September and again in October. Contact made with those with improved attendance.

BA2:4	Identify barriers/any trends to attendance and implement strategies accordingly on a case by case basis - individual attendance plans to remove barriers, using attendance meetings with parents	ZVH	October half term	Completed for a range of students with attendance issues.
BA2:5	Identify networks and wider agency support to understand the national picture of attendance post covid and harness any support that can come from models of successful practice elsewhere (including other Trust schools)	ZVH	October half term	National attendance of 88%. BHS is >94%. Successful parental flow chart from VoY utilised.

## Personal development

PD Objective 1 - Develop a remote learning model which is accessible to all pupils in the event of isolation/lockdown

Funding implications: Provision of equipment for students (DfE laptops)

GCSE POD subscription - £2600

Ref	Actions	Led by	Deadline	Update commentary
PD1:1	<ul style="list-style-type: none"> <li>a) Develop an online learning environment using Google classroom which follows established lesson structures and uses familiar resources/online packages</li> <li>b) Explore use of GCSE pod to supplement provision</li> </ul>	JEC	28/09/20  02/10/20	Staff are utilising Google classroom  KHW meeting with Faculty Leads on 13th November - they will champion GCSE pod.
PD1:2	<ul style="list-style-type: none"> <li>a) Identify Google champions across the school, assess confidence levels of</li> </ul>	FL	18/09/20	Google champions identified,

	staff and b) plan any necessary training		23/09/20	staff confidence levels assessed. Staff have had CPD time to work with each other.
PD1:3	Identify staff who are confident to train pupils in the use of the online environment so that they know how to access and use it from home	FL	23/09/20	Completed during tutor time.
PD1:4	Implement a support strategy for pupils who have difficulty accessing and completing work at home, including the provision of equipment	JEC	30/09/20	Computers ordered. DFE and NYCC laptops received and distributed.
PD1:5	Communicate online strategy to parents/carers to help remove barriers	JEC	30/09/20	Completed via letter and remote learning plan. Videos on website to support.

PD Objective 2 - Develop a well-being strategy for pupils and staff who need additional support following lockdown

Funding implications: Within budget

Ref	Actions	Led by	Deadline	Update commentary
PD2:1	Identify needs of individual pupils/staff and groups of pupils to determine most effective strategies (identified through training in 2:3) - NHS Wellbeing in Mind Team audit to be used and most suitable strategies chosen / developed using three-tiered approach	FJL - staff ZVH - pupils	Oct half term	5 Ways of Wellbeing shared with students, Wellbeing brand created, resources for self-help drafted and being revised with WIMT prior to placing on the website, pastoral team training on

				MH, referral system in place for individuals.
PD2:2	Register with the DfE Wellbeing for Education Return programme and disseminate - MindEd utilised, alongside Compass Buzz and WIMT - Wellbeing champions in each year group trained	ZVH	Oct half term  End of Dec	Complete  Champions selected.

## Leadership and management

LM Objective 1 - Implement a risk assessment for the reopening of school from September 2020

Funding implications: Within budget

Ref	Actions	Led by	Deadline	Update commentary
LM1:1	Create a risk assessment to be ratified by COG, COO and CEO including procedures following potential positive cases and communicate this to staff, pupils and parents/carers before the event of potential positive cases	JEC	01/09/20	Completed. Continual review in response to further government

				recommendations and evolving circumstances.
LM1:2	Communicate risk assessment to staff, professional associations, parents/carers and pupils including specific logistical arrangements	JEC	07/09/20	Completed.

LM Objective 2 - Develop and implement strategies for pupils with SEND and our most vulnerable pupils including pupils who have not successfully accessed remote learning during lockdown

Funding implications: GCSE Pod subscription (£2600)  
Provision of IT equipment

Ref	Actions	Led by	Deadline	Update commentary
LM2:1	Identify pupils who have not accessed remote learning <ul style="list-style-type: none"> <li>- Working with the Vice Principal: Curriculum to identify the gaps in learning for those students with SEND and who are vulnerable.</li> <li>- Parent/carers of students with EHCPs contacted weekly.</li> <li>- Spreadsheet created to show students not accessing remote learning.</li> </ul>	RJA	28/09/20 and ongoing	Regular contact being made with parent/carers of students with EHCPs. One student currently accessing Alternative Provision on a very reduced timetable owing to mental health issues - attendance is expected to increase as the student becomes settled at the provision. Meetings

				<p>have been held with CAMHS practitioners to try and secure the appropriate medical advice to enable us to apply for some further tuition for this student. Review dates set for Yr 11 students with EHCPs and contact has been made with post-16 providers for these specific students as extended transition processes are needed for all.</p> <p>As more students are sent home due to Covid, the spreadsheet showing students who are not accessing remote learning will be developed.</p>
LM2:2	<p>Explore reasons for barriers to learning and put in place strategies to ensure access to key interventions and remote learning in case of future lockdown.</p> <ul style="list-style-type: none"> <li>- GCSE Pod to enable students to access learning on all mobile devices, including mobile phones.</li> <li>- Provision of paper-based work for those with limited IT access</li> <li>- Provision of key equipment to those students/families that need it most.</li> <li>- Appropriately differentiated work provided to those students with SEND</li> <li>- A guide to effective remote learning provided to students and parents/carers.</li> </ul>	RJA/K HW	28/09/20	<p>Paper-based resources produced for students that need them. These have been differentiated where necessary for students with SEND. Those students who have had Lexia intervention in school are able to access this at home too.</p> <p>A guide to using Google Classrooms produced by Mr Jones has been shown to</p>

				students in tutor time.
LM2:3	Establish frequent contact home for this group of pupils. - A timetable of contact to be developed to document those students who require contact home, and it's frequency. Contact home to be made by Form Tutors, Year Leaders, Teaching Assistants.	ZVH	28/09/20 and ongoing	Students identified and contact planned.

LM Objective 3 - Identify funding requirements and allocate catch-up funding in response to the overall recovery plan

Funding implications: Catch up funding = £45, 040

Ref	Actions	Led by	Deadline	Update commentary
LM3:1	Determine funding requirements of recovery plan, prioritise and recommend spend to the Trust Board.	JEC	By October half -term	<p><u>Reading and literacy strategy</u>: (13.5 k)</p> <ul style="list-style-type: none"> <li>• 3 hours teaching cover to release Associate Assistant Principal to lead Reading and literacy strategy (part time English teacher will cover) - 6k</li> <li>• Recruitment of tutors to deliver 10 hours Lexia Reading programme to Years</li> </ul>

				<p>7 and 8 over 35 weeks - 5.5k</p> <ul style="list-style-type: none"><li>• 6 chrome books + headphones - 2k</li></ul> <p><u>Recruitment of tutors (8.5k)</u></p> <p>To support identified Year 10/11 English, Maths and Science group - 15 hours over 35 weeks - 8.5k</p> <p><u>Improved communication with parents:</u> Class charts (6k)</p> <p><u>Remote learning model which is accessible to all pupils:</u> Implementation of GCSE pod (£2600)</p> <p><u>Implementation of maths Mastery for KS3 (£4300)</u></p>
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LM Objective 4 - Develop a CPD programme which responds to the immediate needs of staff in relation to September reopening and new ways of working

Funding implications: Within budget

Ref	Actions	Led by	Deadline	Update commentary
LM4:1	Identify need and implement appropriate training e.g. use of Google classroom	FJL	28/09/20	Completed
LM4:2	Evaluate 'new' ways of working and determine the most efficient, effective and safe methods eg online conferences, Zoom meetings	FJL	By October half-term	Completed.