

The Road to Recovery

The Path to Freedom

Slow and Steady wins the race

Context March 2021

Returning to face-to-face education on March 8th 2021 is a national priority and one of the first steps in exiting the national lockdown. The pace and the sequencing of the easing of these restrictions has been set out in the **COVID 19 Response** document published by the government on Monday 22nd February 2021 and has been driven by the evidence on the sources of transmission and subsequent effects upon the population and communities. The DfE document; **Schools Operational Guidance** (22-02-2021) and the **COVID-19 Response** government advice has guided the additions to the *Road to Recovery* document that can be seen here in purple. These amendments reflect the current position of the school and the agreed actions.

Therefore, when reopening Belvoirdale Primary School to every child, the strict adherence to national and local advice is paramount if the continued reduction of COVID-19 cases seen nationally, is reflected in local statistics. Indeed, **it is the rise in local statistics at the time of writing, that remains a concern for all those involved in keeping communities safe.**

The safety and wellbeing of every member of the school community will always be prioritised.

The Four steps of the Government Road Map, that supply a timeline of events are included as an appendix to this document. The overarching principles of reopening our school on March 8th will be the safety of all by acknowledging that ***slow and steady wins the race***, on the path to freedom.

Context August 2020

Since March 20th 2020, many children have been unable to experience social interaction with their friends, extended family and their teachers. They have lost their usual structure, routines, freedom and in some cases, their voice, because they are not able to attend school, where some children have access to many more life-enhancing activities than they would at home. Some children may have been without their usual freedoms such as playing outside and visiting leisure areas. Some may have experienced bereavement of friends or family. As a result, emotions are heightened and anxieties flourish.

The same could be said of many adults- this includes those working from home.

However, it is also important to remember that in a small number of cases, some children have flourished- these are the children from key worker and vulnerable families who have attended school every day and who have had a more personal teaching experience than ever before and who have made significant progress; their voices must not be forgotten.

The same could be said of many adults- those teachers who have worked in school with small groups of children and who have seen how resilient these learners have been and how quickly they have adapted to their new surroundings.

Therefore, it is essential that we share and we talk about these differing experiences when the children and adults return to Belvoirdale in the autumn term. We will do this with a simple *Road to Recovery Plan*, devised by all stakeholders, inspired by shared experiences and delivered by everyone through the daily curriculum.

Aims August 2020

To support the mental health and well-being of children and adults so that the route to resilience remains a collective goal in our desire to become strong learners.

Aims March 2021

To continue to support everyone in our care and to facilitate a swift return to health and happiness.

At Belvoirdale Community Primary School, we all work together to respectfully explore the world we see.

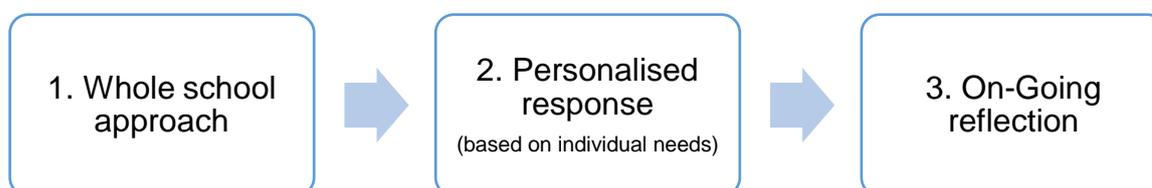
We are confident, resilient and independent and strive to the best that we can be.

We will

- Recognise the experiences had by all (*Experiences leave memories both good and bad*)
- Promote a sense self-worth through- *Good to be Me (Resilience has led us to the path to freedom)*
- Promote friendships and social interactions (*Recognising the things that make us all human*)
- Restoring trust and relationships –Children and staff (*Unity is the Belvoirdale Community*)
- Rebuild a sense of community (*We are stronger together*)
- Install structure and routine (*Changing habits and Re-establishing expectations*)
- Prioritise learning (*Building upon strong foundations*)

Supporting everyone

There will be a three phased approach:



1. Whole school approach

Education is not optional. All pupils receive a high-quality education that promotes their development and equips them with the knowledge and cultural capital they need to succeed in life. ***The curriculum remains broad and ambitious.*** All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

This will encompass the main curriculum. For most children and adults, this will be sufficient to meet the aims set out above, although their journeys will happen over different time frames. From the activities planned, staff will be able to identify those who need more support in their recovery which will lead to a personalised response. Collective staff meetings will allow all staff to share (if they so choose) their experiences of lock down. Support from LA wellbeing services will also be promoted.

2. Personalised response

The Belvoirdale teachers know the children in their care. Supporting for learning and support for wellbeing will not be broad; it will be bespoke and meet the requirements of each individual child. All staff at Belvoirdale, take the time to respond to the children in their care.

Where pupils are unable to engage in the curriculum, further work will be undertaken by school staff such as the ELSA, SENDCo and or sports coach to enable them to meet the above aims. This may include one to one sessions or in school-out of school activities.

3. On-Going Reflection

At Belvoirdale Community Primary School, we all work together to respectfully explore the world we see. We are confident, resilient and independent and strive to the best that we can be. Looking back is the key to moving forward.

To ensure that time for reflection and discussion is embedded within the daily, weekly and termly timetable so that experiences are not forgotten or locked away. Staff meetings may also include more social activities instead of a focus for academia.

Recognising the experiences had by all

Experiences leave memories that can be both good and bad. The emphasis on the RSE and the PSHE objectives are utilised to ensure that time and consideration is given to those areas of the curriculum that are important for continual spiritual growth and healthy minds and bodies.

Time will be given to share the experiences of lockdown. Space will be allocated during the day for reflection and sharing. These will be morning, lunch and end of day although discussion should be encouraged whenever further reflection is needed. Sharing experiences can be done through relating experiences to topics in the curriculum, specific PHSE, reading (DERIC), worry boxes, mood charts, assembly and or themed days.

Promote a sense self-worth through- Good to be Me

Putting the individual child at the centre of all that we do. Celebration and reflection of everything that we do and reinforcing positive behaviours.

Good to be Me working walls can focus and collate shared experiences. Belvoirdale characteristics will take a heightened presence within the curriculum and positive reinforcement will be promoted at every opportunity. Parents/Carers will be encouraged to reinforce and celebrate success in school at home also. PHSE themed days will promote a sense of self-worth. Lunch time sporting activities as well as PE will celebrate achievement.

Promote friendships and social interactions

Unity is Belvoirdale and Belvoirdale is safe. Kindness is never wasted. The Belvoirdale characteristics drive all that we do.

FAB clubs will take place on the first Friday of term. These will be in OWN classroom groups due to COVID interaction restrictions.

Friendship themed day will promote the benefits of positive relationships. Visits to former teachers and classrooms to share new experiences will be encouraged. Daily mile will support physical activity which will promote mental health.

Restoring trust and relationships with staff

All learning is child centred and designed to build trust. Slow and steady wins the race.

"Remember me? Don't forget me." Year 5 child June 2020 in a letter to HT

Some children may have felt a level of abandonment from family, school staff, through no fault of the school. It will take time to build up their trust and restore relationships. Staff will continue to nurture and support through positive words and role modelling the school values. Within the day there will be plenty of opportunity to talk and play together, allowing time for 1-1 conversations. Staffing will be kept as consistent as possible. Adults will also need to rebuild relations with team members. Staff meetings will be, where possible, interactive with a sense of relaxation and fun!

Rebuilding a sense of community

We are stronger together. *The parent/school partnership continues to drive wellbeing and progress. Communication through Seesaw, WEDUc, daily contact and weekly newsletters build and reaffirm trust.*

Communication between school and home will continue to be a priority. Wherever possible, the celebration of children's achievements will be shared with parents.

Install structure and routine

The school timetable will remain flexible-able to adapt to the needs of each class.

The Belvoirdale community is diverse and inclusive. It listens to the individual needs of the children in its care. Opportunities for discussion and reflection are part of a healthy learning culture and the school timetable reflects this.

The learning needs of each class will be decided by the class teacher and therefore the timetable for the first few weeks will reflect the individual needs. Where appropriate, smaller nurture groups will replace larger teaching groups so that every voice can be heard and every point of view shared. Learning happens in different ways and in different settings so PE, Forest School and practical study will be encouraged.

School assembly themes will be structured around the themes of -mental health and well-being, themes related to loss, attachment, resilience and staying safe- resilience etc.

Daily elements such as the daily mile, circle time/reflection are already available in the school timetables and teachers have been encouraged to use their discretion at how and when these opportunities will be used.

The timetable will be and always is, re-evaluated on a regular basis to ensure that all pupils within the group are coping with the transition back to school.

ELSA (Emotional Literacy Support)

We already dedicate 1.5 days to our school ELSA who identifies individual children with individual needs. This allocated time will be increased if required as the children settle back into school. Extra support is being sourced at the time of writing.

Sports

Sport including physical and mental wellbeing will always be prioritised at Belvoirdale. The organisation of extra events will be led by the PE subject leader and the school sports coach.

Prioritising Learning / Catch Up

Learning will always be prioritised at Belvoirdale. Whether it is classified as catching up or not, learning always takes precedent. The short-term plan and return to school will once again focus on the wellbeing of the children and of the school staff, but the long-term plan will make reference to the Ofsted research reports of 15-12-2020 and the 11-01-2021 in which the impact of remote learning platforms were assessed and Ofsted interim visits to primary schools during lockdown were analysed. Below are the significant points to note:

- Almost all the primary schools were teaching their usual range of subjects. Most primary school leaders had restructured their timetables to **prioritise English and mathematics**, giving more teaching time to these subjects*
- There are concerns that pupils with SEND are finding this more challenging*
- Often, remote learning feedback tended to be more about if children were **doing the work** rather than the **learning involved**.*
- There was concern about the impact of lost learning, estimated to be around six months but nearly all leaders want to be back to their normal curriculum by the summer term.*

A detailed plan of prioritising learning, based on the latest research from Ofsted and the Education Endowment Foundation (EEF) is being developed by school leaders to ensure that the legacy of Remote Learning is not abandoned, but rather adapted and used to support and prioritise learning.