

Covid 19 Recovery Plan Things to think about.....

Please note that these questions are designed to prompt your thinking – nothing more. We also hope to signpost you to the relevant support/team as the guidance emerges and as the situation becomes clearer.

In the meantime, it's worth reading the blogs below – they will give you some food for thought as you plan to re-open:

<https://www.tes.com/news/what-it-denmarks-reopened-schools?amp>
<https://barrycarpentereducation.com/2020/04/23/the-recovery-curriculum/>

Questions coded as S (strategic), O (operational) or SO (both) to help guide conversations.

Part 1: Preparing to reopen

Health and Safety

- What arrangements do we need to put in place for cleaning and sanitising? (O)
- What systems will we need to put in place for handwashing/sanitisers/social distancing/dropping off and collecting children? (O)
- Who will need/how will we access PPE? (O)
- How do we keep staff safe? (SO)
- Who are the staff who have to self-isolate or shield in the longer term? How will we cover their classes/responsibilities? (O)

Starting school/coming back to school

- How do we manage a phased return? (O)
- What can we do to ensure that children are ready to come back to /start school? Do we need additional home visits, meetings with parents etc? (O)
- Are we thinking about the language we will use about starting back at school? What is needed to reassure in an uncertain situation? (O)
- How do we communicate 'starting back' messages with parents? (O)
- How will we help children rebuild relationships with adults and peers? (SO)
- How do we recognise parents' concerns? How will we acknowledge and respond to these? (SO)
- Will this September be different from normal? Why? How? (SO)
- How can we reassure parents and children that school is safe? (O)
- What is our role in community recovery? (S)
- How will we communicate with preschool providers if they are still furloughed or closed? (O)

Emotional wellbeing/safeguarding

- What has the impact been on staff? (SO)
- How do we acknowledge this and mitigate against it? (SO)

- What support will they need – short and long term? (SO)
- How can we arrange for teachers to meet new classes? What information will be shared from previous classes? (O)
- Has the vulnerability of any child increased? Does this need to be reflected in any updated paperwork/referral/response? (O)
- Are there children who are newly vulnerable for whatever reason? (DV, neglect) (O)
- Which other professionals do we need to talk to about these children? (O)
- What is needed to address the emotional needs of children upon return – short and long term (SO)
- Bereavement may be an issue for staff and families – how are we prepared for this? Do we need any additional support over what is already available? (SO)

Teaching and Learning

- How effective have the interim measures been in maintaining learning? How do we know? (SO)
- What additional learning needs are there as a result of this disruption? Which children are likely to have fallen further behind? How do we know? (SO)
- Has the home learning and access to technology widened the gap? (SO)
- Where do we restart in terms of the curriculum? Is this different in different year groups and for different subjects?
 - Phonics
 - Maths
 - Reading
 - The wider curriculum
 - EYFS (see EY bitesize CPD – EYFS for Y1 staff) (O)
- Do we need to 'drop' anything? With what long term impact? How can this be mitigated against? (SO)
- Which year groups are the most vulnerable? In terms of key learning but also cohort specific issues. So what? (SO)
- What transition arrangements are needed? For which cohorts? Do teachers have the knowledge they need to ensure they can teach what the children need e.g. Y1 teachers understanding EYFS 'lost learning'. (O)
- Really good teaching is what children will need. How will we create/maintain this under uncertain circumstances? What additional CPD will all/some staff need? How will we access this? (O)

Part 2: Learning for the longer term... (SO)

- What have we learnt about our community? Will this change the way we work with them?
- Will school feel like a 'safe' place to be? How do we create this?
- What will the ongoing support for staff look like?
- How will we adapt appraisal?
- How do we motivate staff again?
- Does additional funding need to be used differently for the next year/two years?
- What will assessment look like for this year and next year? What will the impact of this be in the longer term for the school and for each cohort?
- How do we quickly identify and act upon new SEND needs?
- What messages will we give about attendance in the short and longer term? How will we manage poor attendance post Covid19?
- Do we need additional resources to support additional SEMH needs? How will we create this out of current resources?
- What have we learnt about using technology to support learning and communication? How has this helped or hindered? Is there a need for new software? Hardware? Virtual platforms? Websites?
- Does anything need to change 'forever'? What? Why? How?
- How well did we cope with this?
- What have we learnt about ourselves?
- What will we do differently next time? Is our plan ready?

4th May 2020