



**Learning Recovery Plan
2021-2022**

INTENT

Covid-19 has caused disruption to children's education exacerbating concerns for pupil progress and heightening the need to ensure that quality first teaching and catch-up intervention are robust and accurately targeted using all available resources.

At Cedars Primary School we believe that all pupils, irrespective of their background or the challenges they face, should make good progress and achieve high attainment across all subject areas. Our Learning Recovery Plan should be read in conjunction with our Strategic School Plan, September 2021 and Pupil Premium Strategy 2021-2022.

Our children's well-being and personal development continues to be prioritised.

In Nursery, the prime areas of learning, including communication and language, personal, social and emotional development (PSED) and physical development will be prioritised.

In Reception, children's knowledge will be baselined in the 7 areas of learning of the early year's foundation stage curriculum and children will be taught the early years curriculum from their stage of development.

In key stage 1 and 2 maintaining strong progress in phonics and reading, increasing vocabulary, writing and maths will take precedence. The curriculum will remain broad with a full set of subjects taught over the year including science, computing, history, geography, art and design, design and technology, modern foreign language, music, physical education and relationships and health education.

Remote Education will continue to be available for children who are self-isolating in line with government guidelines.

ISSUE	INITIATIVES	IMPACT (Success Criteria)	RESPONSIBILITY	RESOURCES
Establishing and maintaining positive relationships	Well-being time each day Circle Time Jigsaw (PSHE) Curriculum Class Charter Helping Hands	Relationships among children and staff reflect a positive and respectful culture – 'The Cedars' Safety Way' and 'The Cedars' Way' is followed. Children know how important friendships are	All staff	Time

	<p>Key Stage Assemblies</p> <p>Class Teacher Deputy Head, Headteacher Awards</p> <p>Bubble playtimes – new equipment</p> <p>Extra-curricular – key stage teacher led</p>	<p>in making us feel happy and secure, and how people choose and make friends</p>		
<p>Personal development – promoting positive well-being and supporting self-regulation</p>	<p>Affirmation Stars, Blob Trees, Reflection Books, Cedars' Ometer</p> <p>Active Lunchtime</p> <p>Afternoon breaktimes</p> <p>Learning Mentor 1:1 as required</p> <p>Cedars' Therapy Dog</p> <p>Environmental adaptations for children with SEND (complex needs) – 5-point scale, individual work stations</p> <p>Extra- curricular activities</p> <p>Zones of Regulation Training to be completed by the end of the academic year– whole school roll out from September 2022</p>	<p>Children are safe and feel safe.</p> <p>Children know that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>Children know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>Children begin to learn what helps them to self-regulate.</p>	<p>All staff</p>	<p>Jigsaw PSHE Curriculum</p> <p>Cedars Ometer</p> <p>Zones of Regulation training and resources</p>
<p>Attendance</p>	<p>Communication to parents – positive and reassuring regarding Cedars' protective measures</p> <p>Implement attendance process – fortnightly monitoring</p>	<p>Children's attendance is high – at least 97%.</p>	<p>Headteacher Deputy Head SENCo Teachers Louisa Swannell</p>	<p>Time School Newsletter</p>

	<p>Remote learning for children affected by COVID-19</p> <p>Seek support from Public Health England as required</p>			
Early years curriculum	<p>Nursery – prioritise communication and language, personal, social and emotional development (PSED) and physical development in indoor and outdoor learning</p> <p>Reception – providing provision across the 7 areas in line with baseline and formative assessment. PSED & Reading prioritised.</p>	<p>Teachers know the gaps in children’s learning.</p> <p>Quality first teaching in focused on addressing gaps in children’s learning.</p> <p>Strong progress.</p>	EYFS Leader Teacher	
Key Stage 1 and 2 Curriculum – English & Maths	<p>Reading - additional Reading teaching for children who require it – phonics, guided reading, 1:1 reading, use of Beanstalk.</p> <p>Writing - review Cedars’ writing process – greater emphasis on the process of writing, additional Writing teaching for children who require it.</p> <p>Maths – four maths groups for QFT, Ready to Progress materials used in conjunction with NCTEM and White Rose to prioritise curriculum taught.</p>	<p>Teachers know the gaps in children’s learning in English and maths.</p> <p>Quality first teaching in English and Maths focused on addressing gaps in children’s learning.</p> <p>Strong progress.</p>	Key Stage Leaders Teachers	<p>Staff Meeting time</p> <p>Key Stage and English Leader time</p>
Key Stage 1 and 2 Curriculum coverage – foundation subjects	<p>Key concepts and knowledge that need to be emphasised and taught before starting new units of work are identified</p> <p>In conjunction with the Deputy Head, Subject Leaders plan overviews of Medium Term Plans and share with the Key Stage Leaders</p> <p>Key Stage Leaders lead Teaching Team on planning for their key stage – modified medium</p>	<p>Children taught key knowledge in the foundation subjects.</p> <p>Children demonstrate they know more and remember more.</p>	Deputy Head Subject Leaders Teachers	Protected Middle Leadership Time each half term

	term plans Short Term Plans written			
Continue to develop children's stamina	Use shorter lessons and build up slowly according to the needs of the class or child/ren Use a variety of task design	Children have positive attitudes to their learning and low-level disruption is rare Children's work is of good quality.	Deputy Head SENCo Key Stage Leaders Teachers Teaching Assistants	
Targeted academic support	Address identified gaps in core knowledge in reading, writing and maths through catch-up teaching by: Structured interventions Small group tuition One to one support School led tutoring Review impact half termly	The percentage of children at age related and above expectations in reading, writing and maths will increase termly.	SLT Teachers	Pupil Premium funding £56,749 Recovery Premium funding - £14,885 School Led Tutoring funding £4,445
Remote Education	Work to be set on Purple Mash by teachers for children isolating due to COVID-19 in their class – <ul style="list-style-type: none"> - 48-hour document per half term written - daily learning set across the curriculum linked to onsite learning in school - short term project in addition available on request (e.g. extended periods of isolation) 	Aligned to our curriculum expectations, progressive, meaningful and ambitious work in a number of subjects will be set for children requiring learning at home. It will allow interaction, assessment, and feedback.	Deputy Head IT Technician Teachers	Purple Mash Time for teachers