COVID Resuming Plan – building bridges to the 5 foundations of wellbeing- routine, structure, friendship, opportunity and freedom

Ambitious, pragmatic, achievable and believable response

Lever 1 – **Relationships** AIM: To restore and rebuild relationships in the school community based on trust and shared core values

Lever 2 – **Community** AIM: Review Lockdown and impact on the needs of the community - shape core values

Lever 3 - **Transparent Curriculum** AIM: Review transparency in curriculum and reshape in current context

Lever 4 – **Metacognition** AIM: Review approaches to learning and continuation / development of blended learning

Core 4 Levers –All years	Focus	Activity
Relationships and space to rediscover	Building and restoring relationships to support mental health and student well-being.	Using Information from KIT sessions and Student Surveys to audit each student. Each year group to produce a register of concerns (linking to RAG list) gaining an understanding of any circumstances which may have impacted upon the student or their family during this COVID crisis. Build a student/Teacher/Team Tutor/Year profile and create short and medium term strategies for restoring well-being. Monitor, evaluate and develop new strategies as required PSHE lesson delivery and Team Time Citizen activities specifically reviewed for each year group with a focus on wellbeing and staying safe. MB to deliver training to staff on routines, common issues, trigger words etc
	Consistent use of language to ensure positive progress	All staff to use common dialogue Instead of recover/recovery, try resume/resuming. Instead of catch up, try restart Instead of gaps, try bridges Instead of being behind, try being present

	Clear routines established	Team Time specifically reviewed for each year group Meet and greet & structured dismissal for all lessons –Welcoming students back to learning and positive routines Seating Plans organised to develop confidence Transparency with students and parents around positive school routines including attendance & behaviour plans Distribute the adapted Home College Agreement and communicate other policy changes.
	Identifying key groups and individuals	Identifying and consulting with external agencies e.g. LAC, social Services. Sharing with students and parents the range of support that can be accessed e.g. Kooth, Butterflys. Pen portraits reviewed to include COVID impact Identifying how best to support the education of high needs groups, including disadvantaged pupils, and SEND and vulnerable pupils. Supporting pupils in Year 7, to ensure their primary and secondary curriculum work together to support their transition. Early visits for key students, Year 7 to start induction day 4th September. Intervention – Small group, individual sessions with pastoral staff Increase accessibility for students and staff to speak with our Mental Health Champions
	Celebrating achievement	Celebrating the positive through displays & quotations around the school. Recognising the achievements of students and staff both within the school and to the wider community. Communicate good news from lesson monitor at key points throughout the year.
	Prioritising non-academic activities	Lessons, where possible, to tie in to students experiences of lockdown E.g. Wearing of face masks related to particle size in Science. Team Time activities

		Depending on what is allowed due to the Covid-19 restrictions - Provide a range of student extracurricular activities with a focus on high student number involvement.
Community	Review the impact of lockdown on community and the needs of community.	Recognising the impact of social isolation on children and young people's wellbeing, and supporting schools to build resilience in their communities recreate the sense of community they are normally able to provide
	Engaging students in revisiting school core values and aims	Staff to be aware of key signals and changes to student welfare and wellbeing – Staff to have a clear understanding of the school process for a student accessing support through Pastoral system. Staff and students having opportunities to talk about their lockdown experience and to be given the opportunity to ask questions and share practices Focusing on Cowleian Values, Year 7 students to complete a range of activities throughout the academic year cumulating in a graduation assembly
	Deliver a programme to recalibrate students language	A focus on language around race, gender, bullying, homosexuality
	Black Lives Matter	Deliver a programme on the recent BLM initiative.
	Maintaining positive relationship between home and school	Bringing school and home teaching into alignment Allowing the opportunity for parents to access the parenting teens sessions Continuation of regular contact with parents, transparency around future plans through e-mail, website and social media platforms Increased dialogue between Team Tutors and parents through weekly contact home e.g. telephone calls, student planner Continuation of regular contact home with specified vulnerable families Virtual assemblies through Pulse TV
	Supporting Staff & Parents	Appraisal & link meetings

		Staff welcome back meetings Staff, student and parent surveys Staff resilience, mental health and wellbeing Specific support and guidance for NQTs Parenting Teens sessions
	Public Health Advice to minimise COVID 19	Prepare the school for full time return of students in September by completing a risk assessment maximising control measures and reassuring staff, students and parents that all actions are effective.
Transparent Curriculum	Curriculum and assessment	Identifying and addressing gaps in learning informing how much students know, and do not know, after a long period of remote education. Diagnosis, therapy, test model – assess gaps in knowledge and understanding as students will be returning at different levels. As required create specific focused resuming plans and identify level of resources. -Depending on the virus have prepared strategies to meet needs of a blended learning with home and school teaching. -Identification of barriers to access e.g. IT and alternative strategies especially for those working below age-related expectations -Assessment planning and collection/use of data. Confirm and communicate when, what and how Intervention – small group, individual, home learning packs, booklets; address individual needs through student learning checklists or outcomes of Assessment Points. Transparently identify and share gaps with students and parents in a supportive way. Via consultation with students and parents create bespoke ambitious curriculum especially for Yr 11 emergency curriculum. Review curriculum mapping – in line with guidance from exam boards / national frameworks Strategy for practical subjects to function in the initial bubble plan and especially with regard to Level 2 and 3 qualifications as requirements are clarified.

		Curriculum planning timeline and realistic expectations. Departments to review current curriculum statements especially for Yr 7 and 11. Review schemes of work with focus on small group teaching and use of home learning to support. 2021 exams, qualifications and certification. Departments to keep up to date with current and amended curriculum and seek information from exam boards
	Supporting Vulnerable Learners	Assessing the impact on learners, and identify those most adversely affected by C-19 and review and revise risk assessment processes Consistency of interim provision and support for pupils with EHCPs in mainstream and in Alternative Education settings Identifying new risks or newly vulnerable children and young people as a consequence of new circumstances
	Transition Yr 6 to 7 and 11 to 12	Create systems to: Reassure students that they are in a safe secure caring environment Ease anxieties especially as induction days have been cancelled Develop a sense of belonging that their decision to join Cowley was correct Engage with parents to reassure that all reasonable strategies are in place Yr 7, 11 to 13 Specifically consider September Guarantee Identify appropriate careers advice and target nominated students
Metacognition	Clarifying, sharing and understanding learning intentions and success criteria.	Setting appropriately challenging LI and SC in order to ensure a high success rate and improve confidence / motivation (aim for 80% success rate). Teach to the top with appropriate scaffolding provided for those that need it. Use a combination of student friendly and technical vocabulary when setting LI and SC.

| | Eliciting evidence of learning | Teachers to use a variety of methods for setting LI / SC at appropriate times within lessons and depending upon the content taught. For example, WALT (We Are Learning To), WILF (What I am looking For) and TIS (This is Because), use of big questions or attention grabbing openers, use of rubrics etc.

Lessons maximise engagement and responsiveness of every student in order to cause thinking, highlight misconceptions, reduce the achievement gap and provide information about what to teach next e.g. No hands up (Random selection of students answering questions), No opt out (of answering questions), Diagnostic questions, Higher Order Thinking (HOT) questioning.

Information consistently gathered from a broad evidence base to inform instructional decisions within lessons and future planning – prioritising major misconceptions.

Plan and implement 'pause' lessons where no new material is covered in order to embed, consolidate and practice previously taught material to ensure mastery before moving on to the next topic. Use of pause lessons to further develop self-regulation. |
| | Feedback that moves learning forwards | Provide feedback which increases motivation by:
• Giving corrective feedback as soon as possible
• Reduce the use of grades in daily practice
• Provide feedback on the process and effort given to promote mastery orientation.
• Relate feedback to challenging LI/SC.
• Provide regular 1 on 1 and whole class feedback
• Ensuring it is not seen as a punishment i.e. give feedback on what is next for all students.
Provide feedback that ensures alteration of long term memory by:
• Delaying feedback at appropriate times to create 'desirable difficulties' |

		• Use of epistemic feedback. • Ensuring feedback requires deep thought and is more work for the recipient than the donor. Provide regular dedicated improvement and reflection time.
	Activating learners as owners of their own learning	Teachers provide regular low stakes quizzes to increase student's awareness of strengths and gaps in knowledge. Retrieval practice questions to focus on mastering high utility, foundational concepts that form the building blocks of the curriculum – What are the most important concepts students need to know and understand in order to be successful in the new academic year? Departments develop a bank of high utility questions and answers for each year group. Development of RP staff development plan to include plan, monitor and evaluate metacognition cycle and teacher modelling of metacognitive talk. Cognitive strategies modelled during 'remembering more, knowing more' activities and transferred to other subject specific strategies i.e. Point, Explain, Evidence, Key terms (PEEK) when answering exam questions. Year 11 students explicitly taught how to organise and manage the most effective independent study techniques through the use of a retrieval log, assemblies and team time activities. Study skills parent/guardian evenings to increase effectiveness of support from home. Maximise effectiveness of retrieval practice and the spacing effect through greater use of RP for homework activities e.g. lagged homework. All students to have access to a digital curriculum alongside college curriculum in order to reduce gaps in knowledge, act as a safeguard against potential future outbreaks of COVID19 (and to cater for any students continuing to shield) and create opportunities for blended or flipped learning in order to maximise curriculum coverage. Workload reduced through use of existing resources e.g.

		National Oak Academy, The EverLearner etc. and integrated into Microsoft Teams.
	Activating learners as instructional resources for one another	Use of co-operative learning activities to take advantage of the increased learning that occurs during peer explanation (for the recipient and donor). Activities will enable students to reconnect with peers, develop communication and social skills and increase both engagement and motivation to learn. For example, use of Kagan style activities (refer to Oct & Nov staff training on questioning techniques), peer check of work against success criteria before handing in etc.
	Collegiate responsibility to develop formative assessment and self-regulation	Coordinated approach to support students and develop staff expertise through: 1) Identifying individual departmental development area linked to Covid resume plan and innovation theme. 2) Departments with the same development area combine to form action groups. 3) Action groups provided with directed CPD opportunities including engaging with experts, collaborative planning, peer observation etc. at various points in the year. 4) Regular monitoring of progress and sharing practice through the innovators group, innovator focus observations and update presentations during staff training days/twilights. 5) Final evaluation from each action group in the summer term.

Specific Year/Department Responses

Aim	Lead	Steps and completion date	Resources	Monitoring	Success Criteria