

THOA – Covid Secure Academy

High Achievement Outstanding Care



TENBURYHIGH
ORMISTON ACADEMY

[OAT]
Ormiston Academies Trust
AN OAT ACADEMY

Then they made Mille Feuille



Alfie Overall



Evie Wilson



Dexter Williams



Olivia Ferreira



Madi Gaffney



Henry Griffiths

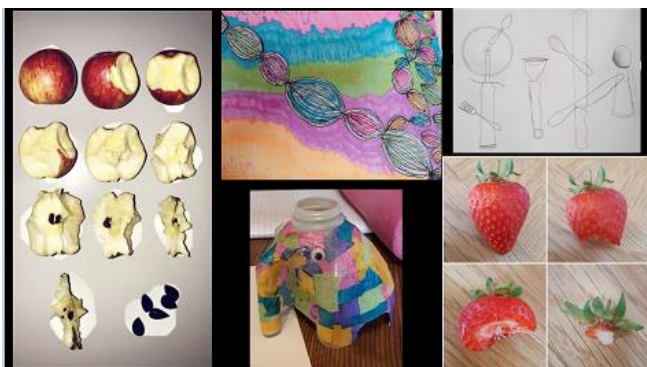
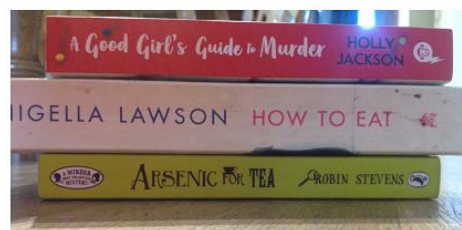


Alex Kozłowska



Lucy Millichip

Book Spine Challenge April 2020—Pupil Entry
1st PLACE - Grace Hawkins—JWMC



Book Spine Challenge April 2020—Pupil Entry
1st PLACE - Grace Hawkins—JWMC



1st - Natalie Chillingworth



Relationships



Metacognition



Space

Kindness

Compassion

Hope (for all)

Every day, every lesson, every member of staff, we are ready to listen, talk, share our experiences. This is woven into the fabric of school life and not a bolt on activity.

Rational following most recent Government guidance

- Year Group = Year Bubble. Each Year has a dedicated floor/zone for lessons/set of toilets and catering arrangement
- Front facing classrooms – teach from front – distance where possible
- Year based tutor groups rather than vertical – with corresponding heads of year (extra HOY post available)
- Social bubbles of two years (7&8 and 9&10) due to limitation of our small site and small cohort size
- Specific year based entrance and exit points
- Normal curriculum and timetable will be followed with adjustments in practical subjects
- Teachers will move, students should not
- Breaktime and lunchtime will be spent in dedicated social zones.
- Teachers will escort classes to and from social spaces to avoid uncontrolled movement around the school
- School day will be changed to give us an extended pm tutor time for safe dismissal to buses.

THOA SEPTEMBER 2020 SUMMARY

	Year	Morning	Main classrooms	Toilets	Break time – 11.05	Lunchtime -1.05	Home time
BUBBLE 1	7	Enter via: front pupil entrance Congregate: Gym Equipment	27 28 29 30	New Block	Good Weather: Gym equipment/New courtyard/Field Wet Weather: Classrooms Food: Served in courtyard area (staggered with year 8s)	Good Weather: Gym equipment/New courtyard/Field Wet Weather: Classrooms Food: Served in courtyard area (staggered with year 8s)	Walkers and car 3.25 Bus 3.30
	8	Enter via: front pupil entrance Congregate: Seating on New Courtyard (outside English and Maths classrooms)	22 23 24 25	New Block	Good Weather: New courtyard/Field Wet Weather: Classrooms Food: Served in courtyard area (staggered with year 7s)	Good Weather: New courtyard/Field Wet Weather: Classrooms Food: Served in courtyard area (staggered with year 8s)	Walkers and car 3.25 Bus 3.30
BUBBLE 2	9	Enter via: Bottom Gate Congregate: Area outside Sports Hall	1 6 7	Reception and sports hall (during social time)	Good Weather: Courts/Outside Sports Hall/Field Wet Weather: Sports Hall Food: Cabin (Staggered with year 10s)	Good Weather: Courts/Outside Sports Hall/Field Wet Weather: Sports Hall Food: Cabin (Staggered with year 10s)	Walkers and car 3.25 Bus 3.30
	10	Enter via: Bottom Gate Congregate: Tennis courts	2 4 5	Reception and sports hall (during social time)	Good Weather: Courts/Outside Sports Hall/Field Wet Weather: Sports Hall Food: Cabin (Staggered with year 9s)	Good Weather: Courts/Outside Sports Hall/Field Wet Weather: Sports Hall Food: Cabin (Staggered with year 9s)	Walkers and car 3.25 Bus 3.30
BUBBLE 3	11	Enter via: Side entrance by Finance and ICT office Congregate: Dining Hall	16 17 18 Quest	New Toilets (ICT stairwell)	Good Weather: Y11 Hub/Front of School Wet weather: Y11 Hub/Hall	Good Weather: Y11 Hub/Front of School Wet weather: Y11 Hub/Hall	Walkers and car 3.25 Bus 3.30

Am Reg	9.00-9.15
Period one	9.15 – 10.05
Period two	10.05 – 10.55
Break	10.55- 11.15
Period Three	11.15 – 12.05
Period Four	12.05 – 12.55
Lunch	12.55 – 1.35
Lunch 2 bell	1.15
Period Five	1.35 – 2.25
Period Six	2.25 – 3.15
PM reg	3.15 – 3.30
Walkers leave	3.25
Bus pupils leave	3.30

Duty point	A	B
7 corridor	Amie G	Henryk (not after 2.30pm)
8 corridor	Bex E	Andrea
9 corridor	Amie C	Christine
10 corridor	Emily	Jane H
11 corridor	Jodie	Kate C/Dave

This duty is required at changeover between:

- reg and Lesson 1
- Lesson 1 and lesson 2
- Lesson 3 and lesson 4
- Lesson 5 and Lesson 6
- Lesson 6 and pm registration

Classroom doors will be wedged open. This duty is about providing a presence whilst the teacher leaves their class to the point the next teacher arrives to teach the class. You are not expected to be in the classroom, but a supervisory eye and a presence that children will notice and respect. It will be a short duty allowing time for teachers to move from one bubble to another.

The guidance states that schools are allowed to direct staff during the working day to supervise groups under teacher direction.

Transitional/movement points – after each lesson and after each break/lunch

At end of break and lunch, pupils will line up in social zone and teacher will collect and escort to classroom when safe to do so.

Yr 7s by gym equipment; Yr8s by new courtyard; Yr 9s and Yr 10s outside sports hall and year 11 in dining hall

At other transitional points, teacher will move to classroom and pupils will stay put. Support staff will be assigned corridor duty spots to “keep and eye” whilst teaching staff are moving across the site.

Pupils will not be able to visit the toilet in teacher’s absence eg at lesson changeover, but only with teacher consent.

Lesson two, four and six teachers will arrange classroom movement. Eg on the bell at the end of P1 ,3,5, the teacher will leave to go to next lesson, the supervision team will manage the corridor (pupils remain in classroom). Lesson 2,4,6 teacher will arrive and manage movement into their teaching group within the bubble.

Classroom doors will be permanently open to support the supervision plan.

There will be no practical lessons for the foreseeable future – plan in place for HT1

Rooms - RM, Catering, CS and Art have been kept free from year block classrooms to enable us to safely accommodate practical lessons when the guidance is clearer - to be advised following further guidance on use of practical subjects

Rooms Music and ICT – to be used as teaching rooms but teacher will meet class in bubble and escort to specialist classroom and then dismissed as advised. Pupils will need training and instructions to wipe down shared equipment after each lesson. Equipment can be shared within a year group bubble. Wipes and clearing material will be available in both rooms.

AIP- Catering

Pop up service points as identified in the plan. Cold food available at break and lunch as well as drinks etc.

At lunchtime, pre-order hot food and cold food available for all. No water fountains available on site. Staggered lunch within the zones. Biometric payments will be suspended. No top up facilities in school.

Staggered queuing times for two year bubbles.

Setting and groups

To reflect what we see as normal settings eg. Maths, English and Science; THOA; house groups – as per normal arrangements

Wet play arrangements:

The model works when the weather is fine. It becomes very tricky when wet weather arrives. In the first instance, parents and pupils will be told to make sure pupils arrive in coats and use umbrellas. For extreme weather when pupils cannot remain outside, the arrangements will be as follows:

Lunchtime:

Years 7 and 8 will remain in Eng and Maths classrooms with a wet lunch duty rota made up of TAs, site team and duty staff. Cleaning team will need to be available at the end of the lunchtime.

Year 9 and 10 will be escorted to the sports hall; they will eat their lunch in the hall. IF they need to purchase food, they can do some from the cabin in the second half of lunchtime. Toilets in sports hall to be used. Cleaning team will need to be available at the end of the lunchtime.

Year 11 plans remain unchanged: they will use the dining hall and prefect room area.

Staffroom and work space

The staff room and work room will be adapted to provide a place for staff to work (as we will no longer have our own designated classroom) as well as providing a social space in line with guidance. Staff will not be able to socialise in teaching spaces where children are also taught due to high contamination risks.

Staff can eat in the office spaces/outside/staff room/tea room by conference room

Staff can also make use of the Library Conference room office/workspace.

Staff can also make use of any outdoor spaces

Detentions:

The detention system has to change to reflect year group bubbles. Each year group will have one detention day per week in a classroom within the allocated part of school.

Year 7 – Monday, room 27

Year 8 – Tuesday, room 22

Year 9 – Wednesday, room 6

Year 10 -Thursday, room 2

Year 11 – Friday, room 16

Teachers will be on a 4-week detention rota and, as far as is possible, teachers will only supervise the detentions for the year group they are a tutor in; this will help year group tutors to know the ins and outs of their designate year group.

Detention requests will only be approved when a restorative conversation has taken place with the pupil, as well as a phone call home, as stated in our behaviour policy.

Library

Library will be set up as a classroom for 10 UAS and will also be used, together with the LRC, as a waiting/collection space for 9s and 10s. It will be closed at social times. Tina M (HOF English) to decide if needed as a resource centre for any priority year groups eg 7 and 8 and we will look to support this where possible.

Enhanced additional hygiene measure and protocols

Hand sanitiser dispensers will be on every classroom door. Pupils and staff MUST sanitise on entry and departure to classrooms. This habit will need teaching and enforcing.

Hand washing after every visit to the toilet – signs to prompt and remind pupils.

Bins and tissues in every classroom – pupils encouraged to bring their own tissues and sanitiser.

Share equipment only within the bubble otherwise, sanitise or leave for 42 hours.

Share protocols with parents and staff for pupils displaying symptoms – posters and flowcharts available in public spaces.

Isolation room (small meeting room) for pupils with symptoms whilst awaiting parent collection

Schedule for the cleaning of rooms where we need to operate outside of the bubble eg room 19

Toilets cleaned regularly

Regular cleaning of outside door handles and stair rails

Gym equipment cleaned after each lunch and break

Staff to continue social distancing at 2m where possible

Where staff need to work with a child in a close proximity, they can do so but not for longer than 15 minutes

Front facing classrooms for all

Note – AK allergic to cleaning products

Risk assessments:

Shielding staff and pupils

Behaviour concerns

Vulnerable concerns

Fire Muster points

Remain the same location BUT pupils will line up in tutor groups 7-11 and these will be signed on the fence to show pupils where to queue.

Staff Sign in

Staff to continue to sign in via the app.

Still to sort:

Face mask training for bus users

Pupil comms in September (including video)

VDE and CS to understand track and trace guidance and find a way to log, communicate and manage this

AK , and vulnerable staff – risk assessment

Remote learning for those not attending - blended learning plan

Orientation videos for pupils

Orientation exercise with tutors on day one/two

Pastoral Model September 2020

Assistant Principal – Pastoral

5 x Heads of Year (4 current DOL posts plus 1 to be appointed) and advertised on 1st September.

House Activity and
Enrichment Co-
Ordinator (tbc)

Year group tutor groups and tutors

	Tutors				Assigned HoY
7	1	2	3	4	
8	1	2	3		
9	1	2	3		
10	1	2	3		
11	1	2	3		

Pastoral priorities 2020/2021:

1. Mental health and wellbeing education, support and intervention
2. Improve restorative behaviour strategy as part of effective behaviour management
3. Create a culture of kindness and anti-bullying through a yearlong focus programme, aiming to achieve anti-bullying mark UK bronze award
4. Strengthen pastoral leadership and management

The life of a Nomad teacher!

- Have a box of basics to take with you (your own whiteboard pen, paper, resources for lesson, spare exercise book)
- Plan verbal bell work; do not rely on ppt as you need time to load it.
- Know which room and when (I have turned up at the wrong room before!) and write it in your planner
- Set your watch by the school bells. Do not rely on the room clocks as they are all different
- HDMI cables

The life of a post-Covid teacher

- No marking for the first two weeks
- No taking pupil books in
- Any assessed pieces of work should be on paper. This can then be sprayed/left for 72hrs before marking starts. Give yourself a bigger window for getting pupil work back
- Make any peer/self-assessment visible to you as the teacher e.g. hands up who got 5 or more, use green/pink highlighters as you will not be able to go around and look closely at pupils' work
- Keep the windows in your room open
- Don't expect to be able to annotate over a ppt using the smart technology. It will not work and will cause you some issues. Use the traditional whiteboards for any notes.
- Reconsider how you use powerpoint resources

Curriculum updates:

All lessons have been re-roomed into year group bubbles. An excel sheet will be emailed with this timetable. Look at this as there is information about when and where you need to collect pupils.

Yellow shows your new teaching room, this is where pupils will go.

Pupils are to stay in their room at the end of a lesson 1, 3 and 5 until teacher of subsequent lesson arrives.

Blue indicates that you must collect pupils from the social points:

year 7 and 8 outside new block

Year 9 on courts

Year 10 on hard area outside sports hall

Year 11 dining hall

Orange indicates you collect pupils from their tutor rooms in their year group base: year 7 "Maths", year 8 "English", year 9 and 10 "Sci and Hums block" and year 11 "Mfl/quest".

For the following subjects, pupils will be collected from the room stated on the timetable and then they will be taken to the usual practical room:

All ICT lessons

All double DT lessons

All double food lessons

All year 10 and year 11 Art lessons

Year 9 Art Thurs P4 in the art room

All Music lessons

All Business Studies lessons

ALL PRAC ROOMS NEED TO BE WIPED AT THE END OF THE LESSON

Specific cleaning requirements:

Library will need to be cleaned each day end

Lab 3 will need to be cleaned Weds afterschool (cannot be used for practicals that afternoon)

Lab 3 to be cleaned by technicians after any practical

Library conference cleaned each day end

Library conference to have an additional clean Weds P1 (towards end), mid Weds P2, mid Thurs P2

Schemes for learning should be adapted to plan for a closure and the bubble opening. This was started on the TED and we want the first term planned by Sept.

First Day arrangements:

Induction plan for September

Thursday 3rd September

Year 7s

9.00 – 10.00 assembly with VDE

Priorities:

1. Logistical and site briefing
2. Welcome and warm, safe and reassuring
3. Timetables and new tutor groups

Every day, every lesson, every member of staff, we are ready to listen, talk, share our experiences. This is woven into the fabric of school life and not a bolt on activity. This is why they are into lessons as quickly as possible.

Day	Activity
1	<p>Carousel of activities:</p> <ul style="list-style-type: none">• Tour of the school (1 lesson)• Get to know me (1 lesson) where pupils design their part for the house displays• Team building (1 lesson)• Welcome assembly followed by a Q+A session back in classroom (1 lesson)• ICT – logging on, emails and passwords (1 lesson)/ Cashless catering system, rules for dining and a session on budgeting! (1 session)• Extended tutor time – meet the tutor (1 lesson)

Year 11

Go to sports hall at 9.00 – 9.15 for meet and greet with DOLs . Send them to English classrooms

Period one -go to English lesson

Period two – assembly with VDE /SLT – brief on key messages about site; issue timetables; new form groups; overview of exam news; overview of the year. Welcome and reassure.

Rest of day as per timetable

Friday 4th September

9.00-9.15 and Period one

Year 7s to form rooms – deliver tutor activities (planned by tutors on Friday 17th July)

Year 8 to form room for virtual assembly (HW)

Year 9 and 10 to form rooms for virtual assembly (VDE)

Assembly to last 25 minutes then remain tutor groups until end of lesson 1. Assembly to explain logistics of site and new form groups. Tutor groups will need to issue timetables and other planned activities.

Year 11 to form rooms - deliver tutor activities (planned by tutors on Friday 17th July)

Lesson 2 onwards all in lessons as per timetable

Year 7 induction first two days – detail

Year 7 Induction 2020-2021 ideas

Day/Week	Activity	Notes
1	Carousel of activities: <ul style="list-style-type: none"> Tour of the school (1 lesson) Get to know me (1 lesson) where pupils design their part for the house displays Team building (1 lesson) Welcome assembly followed by a Q+A session back in classroom (1 lesson) ICT – logging on, emails and passwords (1 lesson)/ Cashless catering system, rules for dining and a session on budgeting! (1 session) Extended tutor time – meet the tutor (1 lesson) 	IF partial opening/social distancing use DOLS and year 7 tutors and groups will be 11 pupils on average. Tour to also include a treasure hunt of facts which can earn pupils merits – DOLS to plan Tutor session: Tutor to give a presentation about themselves followed by a quiz. Tutor to plan . Go over info about lockers (where to find them etc) Include a couple of ice breaker activities and go through essential info like fire drill route, muster point and practice. ICT/cashless catering - KA and DOLS to plan . Logging on info to be organised by DB and DWa . Team building – LAB to plan
2	<ul style="list-style-type: none"> PASS/other wellbeing “test” (1 lesson) Induction to the outdoor gym equipment and extra-curricular (1 lesson) ICT – logging on, emails and passwords (1 lesson)/ Cashless catering system, rules for dining and a session on budgeting! (1 session) Library (1 lesson) EduLink and homework (give out folders?) (1 lesson) House system, merits etc (1 lesson) 	Get the PASS test done early to help shape mental health support and early intervention for the cohort. PASS login details and instructions to be developed by DB and emailed to relevant staff (TM, Jha, SM, SL) and be on call for the sessions! Gym induction – PE team to plan House system – DOLS to plan Library – HW, GP and TM to plan (JC not in on a Fri) EduLink and homework – to be planned by JHa and DT and sent to year 7 tutor team; HWa, AH, ET, TM)
Week 3	Day off timetable – prep BBQ and practice assembly, deliver assembly during P5 then picnic/BBQ on field. Then welcome evening.	
Week 7 and 8	Progress testing: CAT 4 NGRT Eng/Maths/Science progress	Codes etc to be organised by DB and DWa .
First half term	Bespoke tutor time offer; Covid related sessions about lockdown, trauma, fake news, bereavement. HW and DOL/safeguarding team to plan Every Friday is a house competition; quiz, sport activity such as how high can you jump?, reading competition etc. Can also link in some key numeracy and literacy skills. Year 7 and year 11 pupils to be buddied. Ensure that lessons are planned to include brain breaks and chunk tasks into very small time slots.	

Rota for first two days:**Day 1**

Lesson	Gold	Jade	Blue	Red
1	Assembly – VDE, DWa, DOLs, year 7 tutors (HW teaching yr 11). Followed by Q+A in tutor/base rooms with DOLS and tutors.			
2	Meet the tutor (TM)	Tour of the school (MH)	Team building (LAB) and KF	Get to know me (HWa)
3	Team building (LAB) and ET	ICT logging on, emails and passwords (KA)	Tour of the school (RM)	Meet the tutor (HWa)
4 FINISH AT 12:45	Get to know me (TM)	Team building (LAB) and DT	Meet the tutor (ET)	Tour of the school (JHa)
5	Cashless catering and budgeting (SH)	Meet the tutor (AH)	Get to know me (ET)	Team building (LAB) and KK
6	Tour of school (SH)	Get to know me (AH)	Team building (LAB) and EH	ICT logging on, emails and passwords (KA)

Day 2

Lesson	Gold	Jade	Blue	Red
1	ICT logging on, emails and passwords (TM ROOM 19)	Edulink and homework (AH tutor room)	Intro to gym equipment and extra-curricular (tutor room)	Cashless catering and budgeting (tutor room)
2	Library (HW)	Intro to gym equipment and extra-curricular (RM)	ICT logging on, emails and passwords (JHA ROOM 19)	PASS “test” using Hums and Science laptops (TM ROOM 28)
3	PASS “test” using Eng and Maths laptops (HWA ROOM 29)	Library (TM)	PASS “test” using Hums and Sci laptops (SM ROOM 27)	Intro to gym equipment and extra-curricular (LAB)
4 FINISH AT 12:45	Intro to gym equipment and extra-curricular (RM)	PASS “test” MfL and catering laptops (SL)	Library (HW)	Edulink and homework (HWa)
5	Edulink and homework (JM ROOM 30)	Cashless catering and budgeting (EM ROOM 28)	Edulink and homework (PM ROOM 27)	Library (GP)
6	Virtual assembly to introduce the house system (JHa, MH, SH, RM and KF) Year 7 stay in classrooms. DOL to each classroom. KF to live stream an assembly about the house system PM TO COVER FOR JHA, JM TO COVER FOR SH, EM TO COVER FOR RM			

Sept TED schedules:

Tuesday 1st

9-9:30: VDE welcome ALL STAFF

9:30 – 11: HW Safeguarding training ALL STAFF

11-11:30: Break

11:30 – 1:00: CPD launch and session 1 (teaching staff)

1-1:45: Lunch

1:45-2:15: Teacher Forum launch (teaching staff)

2:15-3:30: KIT meetings to tie up appraisal targets (All meet first for instructions, more info to follow) **MH to meet new staff to deliver Edulink and SIMS session 2:30 – 3:00.**

2:30 – 2:50	VDe meet with SH	DWa meet with SM	HW meet with DT	PS meet with KK	ET meet with RM
2:50 – 3:10		DWa meet with PS	HW meet with TM	DT meet with KA	
3:10 – 3:30		DWa meet with MH	HW meet with GP	PS meet with ET	

Wednesday 2nd

9-10: GP and RM transition

10-11: Subject CPD time for curriculum

11-11:30: Break

11:30-1: Trauma training (teaching staff, TAs, pastoral staff and admin if poss)

1-1:45: Lunch

1:45-3:30: Time in faculties to welcome new staff and plan for pupil return and remaining KIT meetings to take place

1:45 – 2:05	DWa meet with JHa	HW meet with KF
2:05 – 2:25	VDe meet with DWa	HW meet with JC
2:25 – 2:45	VDe meet with HW	PS meet with RL

2019-2020 & 2020/2021

The Quality of Education is good

- All pupils have access to a full and broad curriculum with a three year KS3 and a two year KS4.
- The school follows the national curriculum; it is broad and balanced – inclusive of the arts and languages – with a focus on high achievement for all, preparation for future learning, enjoyment and employment.
- The KS4 curriculum is academic and traditional with a few vocational options to ensure all pupils can access relevant and appropriate opportunities to learn and achieve beyond school (as demonstrated in our 100% NEET record)
- Teachers are confident in their subject knowledge; subject specific CPD is part of the training offer as well as time to plan collaboratively in departments for all but especially those teaching out of specialism.

Behaviour and Attitudes are good

- Pupils' behaviour and conduct is good. Pupils are tolerant, compassionate and respectful. They show commitment to their learning, their teachers and make highly positive contributions to school life. Well-being is a priority amongst the school body and pupils are supportive of one another's wellbeing.
- The leadership team has demonstrated significant improvement in pupil behaviour and attendance. FTEs were high in the first two terms of the year 2018/2019 but dropped significantly in summer term due to a number of interventions implemented by the leadership team. The rate of fixed term exclusion 6.55% (ISDR 2017/2018) is above the national average (5.08%). However, the interventions put in place will see this figure reduce
- Attendance is in line with national averages. In 2017/2018, the rate of absence was 5.00%, slightly below the national average (5.16%) in 2018/2019 this dropped slightly to 5.3%. The appointment of a new attendance officer who has received significant training will ensure this figure improves during the next academic year to below 5%.

Personal Development is good

- The school promotes a wide range of opportunities and experiences to its pupils to allow them to become well-prepared to succeed in adult life in lots of ways
- Pupils have access to a wide range of experiences both within and outside of the classroom
- In 2019 the school achieved 100% in all 8 Gatsby benchmarks and has held Careers Mark for 5 successive years and revalidation is to be completed by Christmas 2019.

Leadership and Management is good

- The leadership team ensure that staff well-being, equality and high quality training is at the heart of the decisions made in the school. They manage staff realistically and fairly.
- Teacher's professional development is well planned and translates into improvements in the classroom.
- Safeguarding is a strength
- Governance is a strength of the school. Governors carry out their role highly effectively; they know the school and its development plans.
- The school is growing with year 7 and 8 in September having only a few spaces available

Academy Development Plan 2020/2021

The Quality of Education

1. Continue with the implementation of the curriculum to meet the needs of all learners in mixed ability groups, including SEN pupils and post-COVID gaps in knowledge and understanding
2. Increase capacity for subject specific CPD, through a clearly mapped CPD programme, so staff maintain a detailed understanding of their subject area and the developments within it
3. Embed a planned and consistent approach to the explicit teaching of reading and vocabulary across the school.
4. To train and support teachers to use assessment data more effectively in order to increase the impact of summative and formative assessment and interventions on pupil progress

Behaviour and Attitudes

1. Improve restorative behaviour strategy as part of effective behaviour management
2. Create a culture of kindness and anti-bullying through a year long focus programme, aiming to achieve anti-bullying quality mark UK bronze award
3. Increase academy attendance to 97% (long term aim)

Personal Development

1. Develop and embed young people's mental health and wellbeing education, support and intervention strategy – post Covid and beyond
2. Strengthen pastoral leadership and management to ensure the academy provides high quality pastoral support and care

Leadership and Management

1. Strong, compassionate leadership and strategy to ensure post lockdown recovery is appropriately planned and led to support staff and pupil recovery.
2. Clear strategy to support all staff professional development
3. Induct a newly formed LGB and prepare for new COG induction Easter 2021. Develop strategy for improved Gov involvement in school development and strategic planning through an improved Link Gov model.
4. Development plan for newly appointed DSL to ensure strong culture of safeguarding in school is maintained – with a particular focus on recovery post lockdown.

Teaching and Learning priorities:

1. Adapting and responding to the needs of all learners through curriculum, practice and intervention
2. Embed a planned and consistent approach to the explicit teaching of reading and vocabulary across the school.