# The Jennett's Park approach to Recovery

- We acknowledge that this is an ongoing situation and plans may need to change. But we must plan.
- Do read this alongside our school development plan

# Our overall aims

| | |
|---|---|
| **In-school barriers** | |
| **A.** | Core skills - word reading, reading comprehension and writing skills |
| **B.** | Lockdown may have limited the ability for more able to progress as far as they would have done |
| **C.** | Normal development of Language and communication may have been limited and therefore created gaps in lockdown, causing problems in literacy in future years. |
| **D.** | Social and emotional resilience of some pupils affects learning, relationships and wellbeing |
| **External barriers** | |
| **E.** | A number of children and families require emotional support to build self-esteem, support through times of stress and raise confidence in social situations. |
| **F.** | For some families there was minimal home support from families and fragile links between home and school, for some affects attainment and progress. |

# Addressing the 5 losses from lockdown

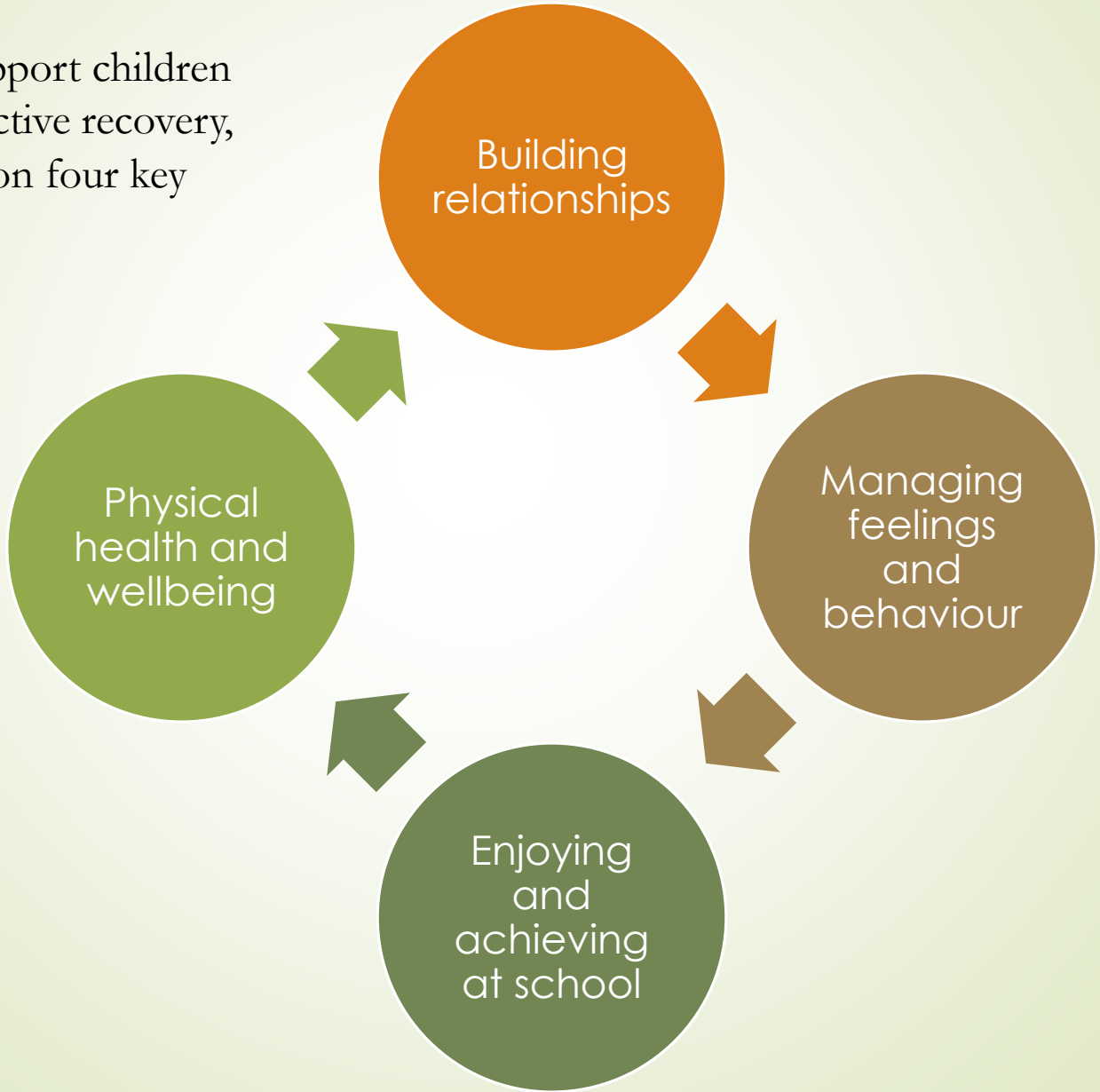
- Loss of routine
- Loss of structure
- Loss of friendship
- Loss of opportunity
- Loss of freedom

It generates 4 consequences – bereavement, attachment, anxiety and trauma

Anxiety can lock the brain – our children will not learn if they are in a anxious state

# Our Jennett's Park Approach

To help us support children with our collective recovery, we will focus on four key areas

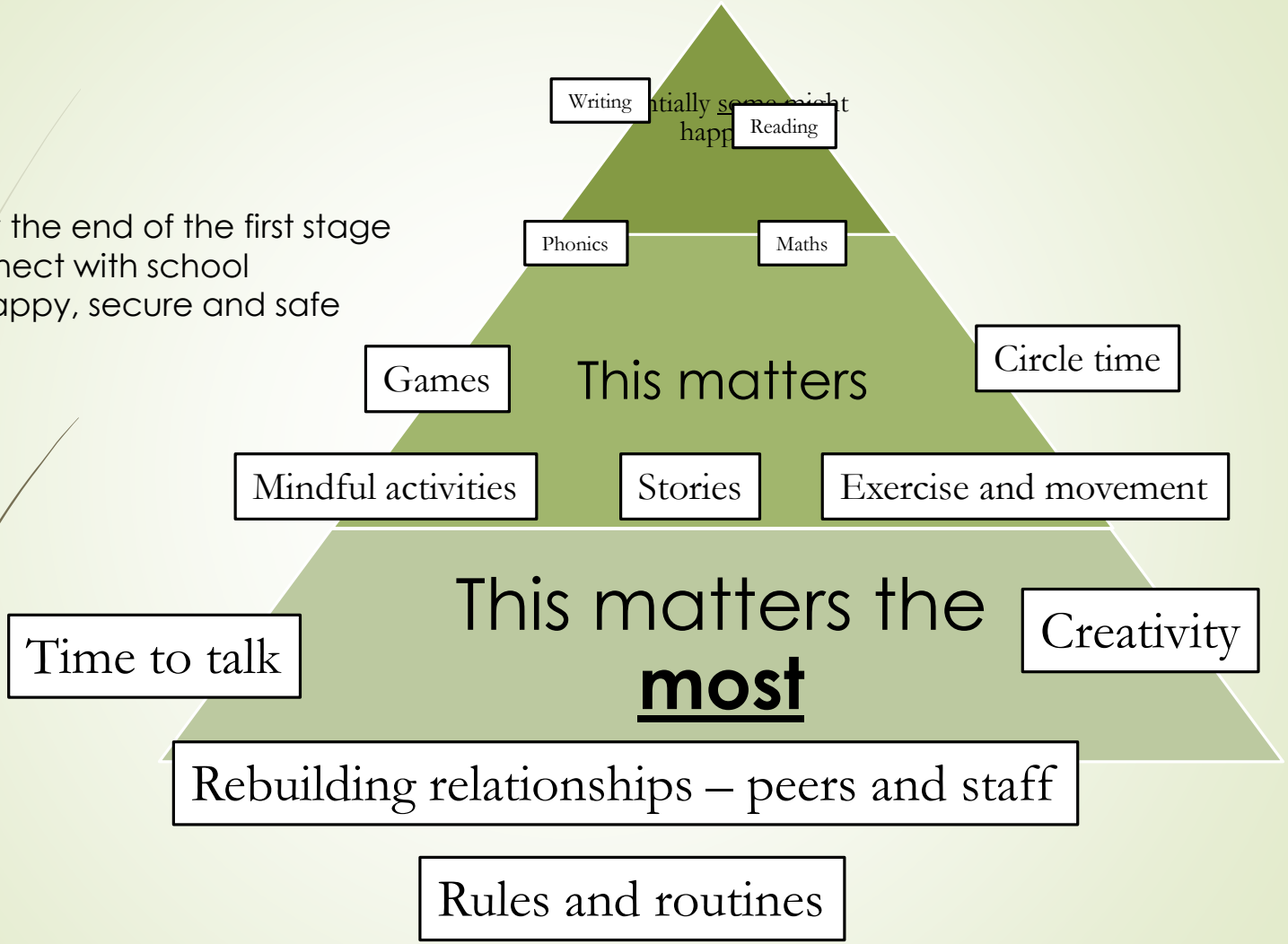


# 4 Phased approach

- We took our time to be back to ‘normal’. What is normal?
- Week 1
- Week 2
- Week 3
- Ongoing ( with review cycles every half term)

# Week 1 (first 5 days)

Our aims by the end of the first stage
- To reconnect with school
- To feel happy, secure and safe



# Week 2

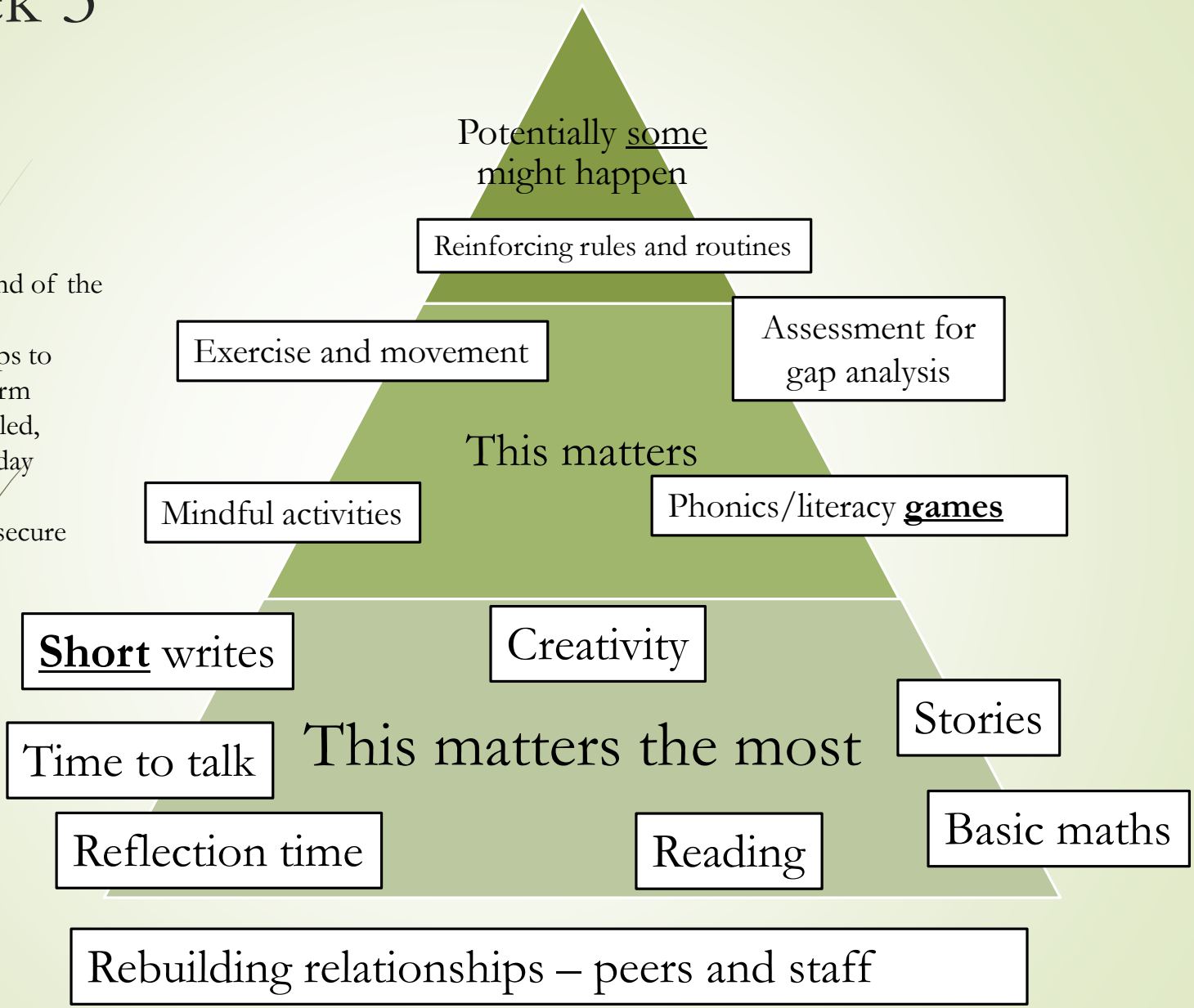
Our aims by the end of the second stage

- To begin more 'normal' school expectations
- Turn the focus towards academic learning IF ready
- To feel happy, secure and safe

# Week 3

Our aims by the end of the first stage

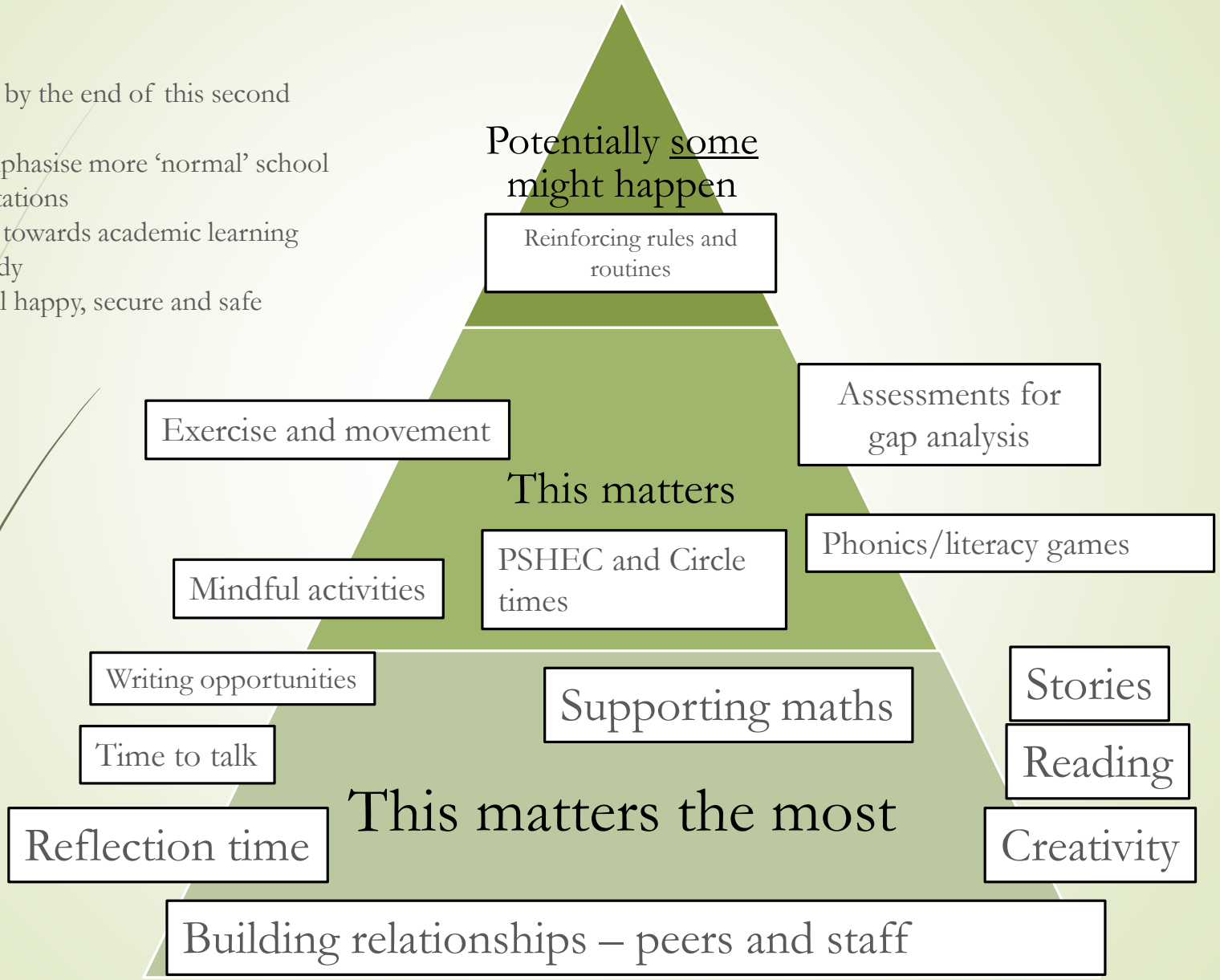
- To pinpoint gaps to address next term
- To create a settled, regular school day routine
- To feel happy, secure and safe



# Ongoing Recovery Approach

Our aims by the end of this second stage

- To emphasise more 'normal' school expectations
- Focus towards academic learning IF ready
- To feel happy, secure and safe



# How school will close the gaps

# Identified spending paid for by Recovery funds

Please also see Pupil Premium and Sports Premium to gather who picture of spending alongside School Development plan

| Aim |
| --- |
| Quality of teaching for all |
| Phonics |
| Overstaffing |
| TARGETED SUPPORT |
| School Exams |
| Academic Mentors/ Tuition ( overstaffing) |
| Boosters |
| OTHER APPROACHES |
| Chess |
| Mental health first aider |