

KS1 & KS2 recovery strategy:

- Individual teacher led tuition (+5 months)
- Whole school oracy focus –weekly speaking and listening lessons and expanded speaking and listening opportunities as part of the curriculum development project (+5 months)
- Thrive- class profiling, class and small groups targets, individual targets and 1-1 Thrive sessions (self-regulation +7 months)
- Specialist provision for wellbeing and self-regulation skills- 6 children per term (+7 months)
- Expanded opportunity for outdoor and environmental learning (+4months)
- Reading comprehension evidence based intervention program- Lexia (+6months)
- Small groups intervention as part of quality first teaching in class teams (+4 months)
- Sports participation- specialist coaching twice a week for all children (+2 months)

In planning these actions we have used the EEF Teaching and Learning toolkit recommendations to select strategies that have the potential to have lasting impact on children’s readiness to learn and progress.

(all +months notes are taken directly from the EEF toolkit)

FHC COVID Recovery Strategy

Parent and Carers Recovery strategy:

- Parent engagement groups eg: exercise classes, baby and toddler groups etc
- Parent Social events eg: Fab Fryday to promote comfortable access to the school setting
- Development of the Inclusion Team to allow for 20% more time for Parent engagement session than in 20-21
- Thrive profiles for parent with children accessing individual wellbeing support- to support parents in taking confident actions to support their children’s need
- Additional low cost After School Clubs to support working parents and those trying to find quality 1-1 time with individual children in larger households

EYFS Recovery Strategy:

- NELI Program- evidence based approach to delivering small groups and 1-1 Speech and Language support to children (+6months)
- Modified transition into Nursery to allow all children to begin Nursery in the month following their 3rd birthday- to take advantages of the extra months of learning in comparison to the usual 3 points of entry model at FHC (+6 months)
- Early Numeracy support for children through regular guided maths skills sessions from 3 upwards (+6 months)
- Thrive as a vehicle for supporting children and families with wellbeing- self regulation and communication for emotions (+5months)
- Regular Crew sessions drawing on SEAL and other PSHE Association resources to deliver guided teaching of Social and emotional skills
- Earlier intervention from SENIT to support in specific targets for children with Complex needs in EYFS

Staff Recovery Strategy:

See 21-22 Wellbeing Provision Plan

Shared with Staff and Governors in September 21 through INSET on 6th September and through C&L Committee on 28th September

