

COVID SUMMARY

Total catch-up premium budget: £14,640

Budget per pupil: £80 each

Based on: 183 pupils

Below is a summary of actions taken and plans made in response to the Covid pandemic and school closure. We have outlined our school context, the specific needs and challenges to our school community and steps we have and will take to minimise the negative impact of school closure on learning, engagement and well-being. Further information on the Covid Catch-up Premium can be found on pages 22-23.

SCHOOL CONTEXT

Woodhall is a one-form entry primary school situated in South Oxhey, on the border between Hertfordshire and Greater London. The school has gone through a huge period of change over the past few years, both in terms of the staffing and the systems/procedures which drive school improvement.

South Oxhey is an area of significant deprivation (see Indices of Multiple Deprivation 2019) resulting in many barriers to learning (see below) which impacted learning provision during lockdown. Many children at Woodhall have complex social, emotional and mental health needs. We are a school where a nurturing ethos sits at the heart of everything we do. SEMH provision was high-priority long before the lockdown and we continue to discuss such provision alongside the academic curriculum. Without high-quality SEMH support, some of our children would not be 'learning ready'. We took a trauma-informed response to planning our recovery curriculum, delivered daily for the first three weeks and weekly ('My Day Friday') thereafter. In addition, we continue to capitalise on enrichment activities related to SEMH such as World Mental Health Day (celebrated here on 9.10.20) When children returned to school in September, they were already used to discussing social, emotional and mental well-being and therefore, in this aspect, there was a relatively smooth transition. We are currently aiming to achieve the Herts 'Well-Being' kitemark.

Like many schools, we are operating within an extremely tight budget, which limits some of the things which we would have liked to provide our vulnerable families with for the time the school was closed - laptops (or similar devices) being an example. However, we are continuously looking for pots of funding to enable us to do this. Herts County Council have agreed to provide us with 17 laptops in case of a further lockdown; we have applied to the local council for further funding and have arranged for Gagan Mohindra MP to visit the school in February so that we are able to discuss some of the barriers to learning experienced by our children and families.

Governors at Woodhall have also gone through a period of change recently. We are at the tail-end of a governors' review which has been highly beneficial and has resulted in several key changes to enable governors to carry out their roles effectively; for example, a move from committees to working parties. We are in the process of reviewing our school vision statement/values, with input from pupils, parents, staff and governors.

Following a long period of staff upheaval, we now have a highly-committed and high-quality teaching team who have gone 'over and above' during lockdown to support the needs of the school community. We have worked hard to change the way in which middle leaders are supported to develop their roles and become highly effective leaders. We have a detailed programme of staff development/CPD in place, underpinned by school priorities, with staff well-being a key objective. We are supported in our journey of school improvement by our HfL HIP and by English/Maths/EYFS advisors.

Our last Ofsted inspection was in February 2019 where we were graded 'Requires Improvement'. We believe (with firm impact evidence in place) that we are now a GOOD school.

MAIN BARRIERS			
What	Evidence	Impact	Further Actions
Difficulty in supporting children with home learning due to lack of academic ability/ English as an additional language	Indices of Deprivation Emails to teachers (English level) Questions asked by those who were engaged (basic lack of understanding)	Adults not able to support child in learning, giving misconceptions, giving up/lacking motivation. Children wanting to move on in learning but needing adult guidance – not available - hampered learning.	Teachers were available daily for questions via email or phone. Links supplied with parent in mind (e.g. websites) – bespoke + generic. Supplementary material provided e.g. Teach Your Monster to Read.
Difficulty in supporting children with home learning due to lack of ICT equipment/ICT not fit for purpose (e.g. phones)poor access to Internet/technology	Class checklists Emails/phonecalls to teachers Requests for printed material	Children did not full independent access to all home learning materials.	Everything available in print, textbooks provided, stationery provided.
Difficulty in supporting children with home learning due to parents working – gig economy (zero hour contracts)	Indices of deprivation – majority in work but low paid. Anecdotal evidence. Pupil voice.	Families living ‘hand to mouth’ - priority was not home learning.	Where possible, offer places in school in case of further lockdown.
Difficulty in supporting children with home learning due to poor housing conditions	Indices (Ashridge Ward = 2)	Even where children had devices for learning etc, environment often cramped and shared with siblings/extended family.	Learning centred around reinforcing learning rather than new learning. Vulnerable children offered school place.
Difficulty in supporting children with home learning due to financial disadvantage	Indices PPG list List of families supplied with regular food parcels Many working parents did not qualify for furlough scheme e.g. day labourers (particularly EAL families)	Disrupted households	Took part in local initiatives e.g. food bank. Provided stationery/other equipment.

<p>Significant number of children whose siblings need carers due to disability (physical/neurological), behaviour.</p>	<p>Knowledge of our families. In-school and external agencies involved during school time.</p>	<p>Disruption. Children undertaking caring tasks.</p>	<p>Where we could continue with services e.g. Chessbrook remotely, we ensured this happened. Weekly call with SENCo. Emails form TP (SEMH) List of helpful websites e.g. DSPL9. Bespoke SEMH work for some children. Facebook/website – links to SEMH help. Daily emails from teachers contained SEMH element. Phone calls from teachers.</p>
<p>Loss of enrichment events/environment which is so vital for our pupils</p>	<p>School closure</p>	<p>Loss of connection Trauma response Potential breakdown of community</p>	<p>Zoom talent show Celebration certificates online National/international events – took part e.g. Captain Tom NSSW remotely Daily exercise (Warren) Transition videos on website 'Welcome to Year X' leaflets Online transition day – new/old teachers Families funded for local holiday clubs by SENCo Y6 leaving do Keyrings/scrolls Easter bonnets Dunelm comp</p>

Lack of engagement	Pupil voice CPOMS records eg parent not passing on email to child, saying it wasn't important. Not collecting end of term scrolls or workpacks during lockdown		Workpacks/school reports etc home delivered
Poor mental health	Parents asking for children to come in as they weren't coping at home. Emails/Facebook comments. Requests for additional support linked to mental health.	Parents with poor mental health unable to support children. Rise in DV/safeguarding issues.	Addressed in staff meeting – adapted and upped amount of mental health focus. Although emails were to children, they were open avenues to parents who needed support. Regular contact with Family Support Worker.
Bereavement or serious illness.	Anecdotal/through emails Phone records	Impacting all areas of family life School maintained good relationships with parents	Bespoke support – e.g. through home visit (socially distanced etc)
Breakdown of staff community – different levels of risk. High levels of anxiety – risk of infection	Whole school risk assessments Staff risk assessments Return to work meetings OH referrals	Potential loss of team spirit, demoralisation.	Weekly remote staff meeting Regular remote social events Weekly CT/TA phonecall Rota for 'hub school' Establishment of hub school Personal phonecalls checking well-being Allowances made to promote staff well-being General team support for each other Staff well-being timetable in place for new term Ethos of approachability.

WELL-BEING:FAMILIES			
What	Evidence	Impact	Further Actions
We put together, published on our website and sent home, a list of useful 'emergency' contacts - all linked to our families and issues that we knew they were experiencing or could potentially experience e.g. domestic violence helpline, mental health crisis number.	Emergency phone list - website Other links to support e.g. via emails sent	Families had helpline to hand to cover issues we know that they might experience during lockdown. Staff able to refer to this as needed e.g. HT used mental health crisis number to alert them to a parent in crisis during lockdown.	List will be updated and sent home again as needed
We regularly sent support linked to e-safety e.g. National Online Safety guides to games - easy to read and understand.	Facebook group Other links to support e.g. via emails sent	Parents gained understanding into the online games children were playing including any 'currency' and associated risks.	School has continued to alert parents to this type of support post-lockdown. Underpinned by PSHE/Computing curriculum, each with online safety units.
The HT sent regular 'general' emails (not class-specific) to parents, providing updates and reassurance.	Email examples	Regular contact maintained with HT. Approachability. Parents more likely to share worries and anxieties, allowing school to provide bespoke support.	School is investigating a Piota App, so that all communication can come via this (rather than having to send the same info out via different avenues to reach all parents)
Strong, established relationships with families Always a member of staff there for them - daytime/evenings/holidays. Families able to share 'silly things'- do not feel belittled in any way - school adults always make a point of praising because we understand that things are done to the best of parents' abilities (even when this does not exceed a Y2 level e.g. of reading/writing)	Positive comments log Examples of emails and responses Facebook group	Approachability e.g. when in poor mental health One mum told HT she had stopped taking medication as prescription had run out - mum's personality disorder/anxiety prevented her from phoning GP/was on downward spiral - HT able to phone crisis team who went out to her.	Continue to foster this relationship
We set up a school Facebook group (private) which has been updated on a daily basis throughout the crisis. Parents sent in photos, news has been shared, copies of all school emails shared, children's work was celebrated and we continued with weekly certificates (as we would have in our weekly celebration assembly at school) and celebrating children's birthdays.	Facebook group	The group has been an important means of communication for parents, many of whom have used its 'Messenger' service to express their anxieties about the COVID situation to the HT. All received an immediate personal response and were also phoned	Continue to update page, moving to App when ready.

Regular phone calls were made not just to vulnerable families, but to all families, with an increased number of calls made where we knew there was a particular difficulty (or where we had not had contact from that family and wanted to check that all was well)	Phone logs Back-up emails	Families did not feel isolated from school during lockdown. Families able to share any worries, enabling school to advise. School could pick up on any concerns and alert relevant external agencies e.g. one family - financial difficulty - lack of food. HT was able to refer to local food parcel scheme and parent received weekly food parcels. Parent commented that she had been 'desperate' and that food parcels were a 'life saver'.	Build relationship with new (or what the lockdown service has morphed into) local food back service at Ascend. Harvest donations will go to this food back.
Staff/governors/other parents donated clothes/supermarket vouchers/books anonymously	Harvest Festival letter 2020	Although individuals did not wish to be recognised, this served to strengthen our school community and reflect the compassion felt for others, as well as the fact that for staff, this is more than just a teaching job but a commitment to the community that we serve.	
Parent survey carried out July 2020 - asking about the lockdown experience and feelings around returning to school.	Survey data	Survey provided staff with extra knowledge about how children/families were feeling about school re-opening, as well as what their lockdown experience/routines had been like.	
We allowed parents to come to school to collect scrolls, reports (all outside, one-way, socially distanced) - because we knew that they too needed an 'ending' to the academic year	Photos Keyrings Scrolls	Parents valued seeing staff in person - could have brief conversations etc. Parents valued the fact that school had carefully planned for end-of-term events/mementos of the lockdown period.	In case of future lockdown, continue to give consideration to holding school events in an appropriate way.
WELL-BEING:STAFF			
What	Evidence	Impact	Further Actions
At school, we put a 'skeleton' timetable into place meaning as few as possible staff were in school. We identified staff who fell under the 'extremely vulnerable' category and ensured that arrangements were in place to support them. Work requested was sent	Timetables Signing-in book	Staff were under no pressure to come in to work when they were high/moderate risk.	Repeat in case of further lockdown.

via email, resources were delivered to their homes by other staff, weekly staff meetings took place remotely.		Other staff appreciated that a skeleton-staffing approach was taken, as it minimised everyone's risk.	
We ensured that our new teacher and our visiting student have a comprehensive induction process (including safeguarding)	SLT meetings Planning	We recognise that the current circumstances may affect induction processes and will seek to address these so that new staff feel comfortable, confident and well-informed. New staff/students feel comfortable, confident and well-informed about school systems, procedures and policies and are enabled to carry out their safeguarding responsibilities.	Review and formalise induction processes for new staff/visiting students
Support staff were phoned on a weekly basis by their class teacher and by the SENCo (line manager)	Anecdotal Follow-up emails	Support staff did not feel isolated during lockdown, but completed work e.g. display ready for new school year. Avenues of communication were strong even when staff were not in school.	
Staff survey being carried out around career progression	PM notes (not yet complete)	Staff are encouraged to think about their future in teaching and have aspiration. School can support staff where possible with their career goals e.g. one TA moving on to Level 3 diploma. School can take aspirations into account when thinking about long-term planning.	
Inset Sept 2020 - open discussion around COVID - school systems/procedures (both as whole staff and on 1:1 basis with HT)	INSET agenda Individual risk assessments	Staff able to share and discuss any anxieties around school re-opening. Staff felt that their well-being was paramount, not just that of children/families.	
HT carried out 1:1 meetings with high/moderate risk staff (and offered to anybody else). Risk assessment completed together using Herts tool. Referrals made to OH for high risk staff.	Individual RAs Referrals to OH	Staff felt that school was doing everything possible to minimise their risk of contracting COVID-19.	Review individual risk assessments with members of staff by half-term week.

Staff well-being calendar in place for 2020/2021. This includes INSET on mental health and stress; enrichment activities such as yoga and cooking and totally informal staff 'gatherings' e.g. afternoon tea at school, adhering to COVID guidelines. We also have weekly boxercise and zumba staff classes.	Staff well-being calendar	We recognise that staff have also been affected by COVID-19 in many different ways. Staff at Woodhall go over and above to support the children, families and community and we want to make sure that their own well-being is paramount. Staff have opportunity to input own thoughts/requests linked to well-being.	Continue to build calendar. Ask governors to carry out staff well-being survey in spring or summer term.
We have built time into staff meetings in order for teachers to complete any extensive work needed e.g. PPM forms.	Monitoring calendar	Some pressure taken off teachers by allocating specific time within school day instead of expecting them to 'take it home'. Promotion of work/life balance.	
SAS support line available to staff - counselling etc.	Insurance policy Line was used by one member of staff last academic year	Staff have avenues of support outside the staff team.	Renew line. Investigate any other avenues of support e.g. through trade unions.

WELL-BEING:PUPILS

What	Evidence	Impact	Further Actions
We tried to think about all of the things that children would normally do at school, and continue to do these as best we could, e.g. took part in national events: VE Day, Captain Tom's 100 th birthday, World Bee Day, Florence Nightingale's birthday anniversary. We promoted age-appropriate news and items of interest through sites such as CBBC Newsround, 'Deadly 60', and Spring watch etc. We planned things in place of normal school enrichment events e.g. in place of our Easter bonnet parade, children made bonnets at home and submitted photos, which school governors judged. Routines that the children looked forward to e.g. weekly celebration assembly, birthdays etc. continued to take place.	Facebook group Photos Emails home	The school year continued for children, in a different way. Children were given provision beyond the curriculum. Relationship with school continued. Children given remote enrichment which might not otherwise have been provided for them.	

<p>Sent out reminders to children linked to safeguarding e.g. NSPCC numbers, e-safety reminders.</p>	<p>Daily emails home</p>	<p>High profile of e-safety was continued. Children reminded of avenues of support and how to report online concerns.</p>	
<p>We would usually run a transition programme for children as they move into the next year group. We thought carefully about how to manage this under the circumstances. Therefore, we are filmed short video clips where each teacher speaks to their new class - links on website. Each teacher is prepared a 'Welcome to Year X' leaflet, which replaced the traditional 'class swap day'. Children had Zoom meetings with their current teacher (instead of an end-of-term classroom celebration) and a Zoom meeting with their next teacher where they asked questions, addressed concerns etc. We provided particularly vulnerable or SEND children with personalised transition materials. For Year 6 leavers, we have arranged an end-of-term assembly (for children attending school or via Zoom), ordered leavers sweatshirts which were delivered to their homes.</p>	<p>Pupil voice survey- recovery. Teacher videos Welcome to Year X leaflets Transition materials for individuals Photos Facebook group</p>	<p>Given the circumstances, children had a comprehensive transition to their new class. This reduced their anxiety upon return.</p>	

LOCKDOWN LEARNING PROVISION			
What	Evidence	Impact	Further Actions
<p>During lockdown: 3 separate home-learning packs issued at regular intervals; each containing 3 weeks' worth of home-learning.</p> <p>Daily email from teacher containing daily instructions. Alternatives to online learning were always provided (because we knew that not all children have device or use of internet) If children could not access this learning, the expectation was that they did something from their pack. Where home-learning packs were not picked up, they were delivered to homes.</p> <p>SEND children - bespoke provision.</p> <p>Vulnerable pupils – SENCo made phonecalls.</p> <p>All pupils – SLT and/or CT made phonecalls.</p> <p>Teachers- catch up phonecalls/phonecalls to deal with specific issues.</p>	<p>Home-learning pack</p> <p>Daily email examples</p> <p>Phone log example</p> <p>SEND home-learning example</p>	<p>All children were enabled to access home-learning, whether this was remote or on paper.</p> <p>Children were provided with appropriate home-learning, differentiated rather than simply 'one size fits all'.</p> <p>Regular avenues of communication, allowing parents to raise any issues and staff to deal with these. Lots of examples of staff speaking to children (with parents' consent) about how they were behaving at home and what our expectations were.</p>	
<p>Each teacher began emailing their children/parents on a daily basis, something which continued until June 1st (when school was partially re-opened) when these became twice-weekly emails.</p> <p>In the emails, teachers spent time addressing social, emotional and mental health issues as well as directing learning each day. We did not just want to issue a timetable but preferred to connect personally with each child every day.</p>	<p>Daily emails</p>	<p>Parents/children responded to the emails, they sent work in, they asked questions, they expressed their worries about the situation, and they spoke about family issues. Each email was responded to and on many occasions, teachers phoned the parent/child to give on-the-spot advice and reassurance.</p>	

<p>We have used various software to support home learning. For example, Purple Mash, Times Tables Rock Stars, Bug Club, Phonics Play, Teach Your Monster to Read.</p>	<p>HT report to governors - online engagement.</p>	<p>Children could continue to engage with and learn through the platforms that they were familiar with. Teachers could log in to see what children were doing, whether they were engaging, achievements etc. and could follow this up on an individual basis.</p>	<p>Investigate comprehensive remote system e.g. Google Classroom.</p>
<p>We followed all appropriate guidance to put a comprehensive risk assessment into place at school, as well as updated all relevant policies (such as our safeguarding policy) in line with COVID 19 changes.</p>	<p>Risk assessment Policies</p>	<p>Compliance.</p>	<p>Continue to review and update as appropriate to guidance.</p>
<p>Governors were regularly appraised of the ongoing situation via the 'Governor Hub' site.</p>	<p>Governor Hub posts</p>	<p>Governors were assured that the school was responding appropriately to the lockdown situation (and beyond) and could ask any questions.</p>	<p>Governor meetings will continue to take place remotely until further notice.</p>
<p>We maintained and built local community links during lockdown. E.g. children made a huge poster for the school gate in support of the NHS and key workers (this was sent to the Watford Observer by the HT but was not published), made cards for the staff at Watford General Hospital, made and sent 'Hugs by Post' for Herts Voluntary Living Service, made 'welfare packs' for patients at Northwick Park Hospital, sewed bunting for a community fruit & veg stall, promoted Herts Libraries 'Summer Reading Challenge'. Children were enabled to take part in all of these activities whether in school or at home.</p>	<p>Photos</p>	<p>Enrichment continued throughout lockdown, contributing to the SEMH well-being of pupils and families and allowing for a smooth transition back to school in September.</p>	<p>Continue to build community links beyond lockdown (see SDP)</p>

<p>In line with our school ethos, we placed particular emphasis on supporting social, emotional, mental and physical health for children, parents and staff. One of the dads made a daily fitness video for our Facebook page. We took part in National Mental Health Week. We continued promote Action for Happiness. We have promoted links with our sports' coaching company, Game On (who have been making home challenge videos), we took part in the online National School Sports' Week. We used a significant amount of ELS materials to support children and families. Teachers' emails to children focused on not only academic but also creative and therapeutic activities. We offered support via the Mental Health Service as well as regular personal phone calls to parents and children suffering from poor mental health. Children who received regular, intensive SEMH support at school, received weekly, personalised emails from their allocated member of staff. For children attending school, we were able to offer 1:1 support from our highly experienced school learning mentor.</p>	<p>Photos Letters home Daily emails Head's emails SEMH emails Facebook group Positive comments log</p>	<p>Children and families understood that school was not only interested in providing/support academic learning, but were taking a holistic approach and wanted to support SEMH well-being as a priority.</p>	<p>Trauma-informed recovery curriculum. Bespoke SEMH intervention. 'My Day Friday' Pursue Well-Being kitemark (Herts)</p>
<p>We maintained an awareness of the future. We are compiling an archive of messages, emails, home-learning, photos etc. to record this time in the school's history. Parents, children and staff submitted comments for a 'Words of Woodhall' book to be compiled as a permanent record. We produced 'lockdown scrolls' for each child to take home at the end of the academic year as a keepsake, along with memento keyrings.</p>	<p>Examples of messages, memories, photos. Scrolls/keyrings. Letters home Facebook group</p>	<p>Sense of individual's/families'/schools' /community's place in history.</p>	
<p>HIP Linda Hardman support/visits continued remotely: subject leaders interviews, review of documentation (curriculum outlines etc)</p>	<p>LH visit notes</p>	<p>Despite COVID situation, school continued on drive for improvement.</p>	

APPROACH ON RETURN (Re-establishing routines and expectations)

What	Evidence	Impact	Further Actions
Risk assessments in place and regularly reviewed incl. Site access for parents/pupils, cleaning arrangements etc.	Risk assessment	Compliance with government guidance.	Continue to review/update as appropriate.
Letters sent home setting out clear procedures for new routines/systems e.g. staggered pick-up.	Letters/emails home	Parents kept informed of all new systems/procedures.	Use new APP as avenue of information for parents (when in place)
Any staggering of day e.g. drop-off/pick-up carefully worked out so that no learning time was lost.	Times of Day leaflet	Learning time unaffected; crucial when children have not been at school since March.	
<p>We used lockdown time well to discuss/plan for return - proactive not reactive approach e.g. recovery curriculum documents.</p> <p>Routines/expectations included SEMH – because SEMH has always been so high priority at Woodhall, we always take this into account.</p> <p>Inset day in September – large part devoted to discussing routines/behaviours/expectations and answering any questions – ironing out small details to ensure consistent approach and the well-being of whole school community. E.g. assemblies, playtimes, entrance/exit, handwashing, lunch, social distancing, extra-curricular activities, classroom behaviour e.g. seating.</p>	<p>Recovery curriculum documents</p> <p>Enrichment calendar (children/staff)</p>	<p>Preparation: when children returned in September, we were prepared and just needed to regularly review and adapt as appropriate.</p> <p>School staff were not ‘on the back foot’ in terms of taking a trauma-informed/SEMH priority approach, because we have always done so.</p> <p>Parents/children were not suddenly shocked to receive information about, or discuss, SEMH - they are well-used to this. Result - smooth transition, children able to discuss worries frankly and openly, children instantly stepping in with support solutions for each other because they are well-versed in SEMH well-being at Woodhall.</p>	

<p>First 3 weeks (2.9-24.9) transition/recovery timetable for all classes.</p> <p>Remainder of term: well-being Fridays ('My Day Friday')</p> <p>We seek to re-build relationships that have been lost during lockdown (staff/staff; staff/pupils; pupils/pupils)</p> <p>This will be a key part of re-establishing the school community and the trust within it. Explicit opportunities have been planned in rather than left to happen organically.</p> <p>Although 'normal' lessons did take place during the afternoons, a trauma response-based approach was adopted. Teachers planned around the themes of cultivating calmness, increasing sense of safety, staying connected, remaining hopeful and supporting a sense of control and efficacy. Within these there were planned activities. These included talk around feelings ('name and normalise'), fostering individual talents/strengths/interests, becoming ready for learning and attuned drawing/play/storywriting appropriate to class context.</p> <p>Mornings have an English/maths focus, with particular focus on phonics/reading, basic skills and fluency. We have purchased the 'Back on Track' HfL units of work. Learning breaks are interwoven (inc.'Big Book of Calmness' and yoga activities)</p>	<p>Recovery curriculum documents</p> <p>Enrichment calendar (children/staff)</p> <p>Planning examples</p>	<p>Transitions during childhood have lifelong impact- this is one of 6 key principles of nurture. We have managed this carefully and consistently (not in a 'woolly' way dipping in and out)</p> <p>Children have a clear routine, even when they are not undertaking formal afternoon lessons. They are provided with ways of expressing and coping with feelings around loss even when they are unable to recognise this for themselves. Many of our children have experienced feelings of being unsafe during lockdown. We have re-established school as a safe place for them (this feeling may have been taken away from some children with the sudden closure)</p> <p>Many children have significant gaps in/loss of learning and will have forgotten behaviours for learning. We are re-establishing these in a low-risk fashion, as well as preparing them for further learning.</p> <p>Transitions which have lifelong impact are managed carefully and consistently. Relationships lost during lockdown are re-built (staff/staff; staff/pupils; pupils/pupils)</p> <p>All national legislation is complied with. Pupils' anxiety about change (moving year groups) is mitigated; they have a sense of security.</p>	
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CURRICULUM			
What	Evidence	Impact	Further Action
	<p>Recovery curriculum detailed on SDP and 'Woodhall's Response to Recovery'.</p> <p>Deliberate focus on English/Maths/SEMH, with a clear transition into a full curriculum, taking into account where topic objectives were missed.</p> <p>During lockdown, teachers carried out information-sharing meetings where they passed on objectives covered, information about individual pupils' progress/attainment, topics covered etc.</p> <p>WAT (Woodhall Attainment Tracker) data was also discussed and passed on (although last input had been Dec 19)</p> <p>Priority gaps identified e.g. puberty Year 5.</p> <p>Moving into full curriculum, there are restrictions to content due to Covid guidelines e.g. music - singing.</p> <p>Subject summary:</p> <p><i>Maths – full curriculum based on Herts Essentials 'Back on Track' planning (funding sought for extra resources for KS1, teaching methods have been adapted so that equipment is not shared)</i></p> <p><i>English – full curriculum based on Herts 'Back on Track' planning but reading books quarantined over weekends and limited access to school library</i></p> <p><i>Science – full curriculum taking in account missed learning where appropriate. Topic boxes are organised so that they are year group appropriate (and not shared).</i></p> <p><i>ICT – Full curriculum. Y6/5/4/3 have weekly day in ICT suite access. Y1/Y2 bubble are sharing a set of laptops.</i></p>	<p>Planning & teaching takes learners on from where they are, rather than where they should be.</p> <p>Back on Track planning gives priority to core objectives, without understanding these, children would struggle to move on.</p> <p>Comprehensive teacher handover gave new teacher in-depth knowledge of cohort.</p>	<p>Consistent review in light of AfL e.g. Y1 have needed greater degree of adaptation.</p>

PUPILS SELF-ISOLATING			
What	Evidence	Impact	Further Actions
Attendance systems and procedures reviewed in full (and updated on website) Communication with ECB (Assistant Head)	Letters home	Parents are clear about when children should self-isolate, length of time, return to school date etc. One point of contact (EB) ensures consistency of approach and SLT overview.	Review and update as appropriate.
Home learning activities have been prepared by for any child self-isolating. These are sent out with information about return dates etc. (including school expectations of home learning). Paper copies are available.	Home-learning activities.	There is no delay between child being absent and receiving home-learning provision. Child is able to go over basic skills/concepts so that there will be less 'slippage' on return.	
POSSIBILITY OF SECOND NATIONAL/LOCAL LOCKDOWN			
What	Evidence	Impact	Further Actions
Children will be understand that there may be a second lockdown via social story-type preparation. If lockdown happens, children will already be familiar with the Woodhall routine - down to their exit, home-learning etc. We can mitigate their anxiety (can't take it away) and answer their questions before the event,	Planning	Children's anxiety (should there be a second lockdown) mitigated	
Home-learning packs (2 weeks' worth) will be pre-prepared and shared with children in an age-appropriate way.	Home-learning packs	If packs are shared, children will know exactly what to do. Teachers have opportunity to share skills necessary and discuss expectations.	Continue to investigate an online platform
REMOTE LEARNING			
What	Evidence	Impact	Further Actions
Children will be understand that there may be a second lockdown via social story-type preparation.	Planning examples	If lockdown happens, children will already be familiar with the Woodhall routine - down to their exit, home-learning etc. We can mitigate their anxiety (can't take it away) and answer their questions before the event.	Use 'My Day Friday' to discuss issues in the news e.g. local lockdowns, at an age-appropriate level.

For pupils who are self-isolating, we are providing online platforms e.g. Purple Mash, Times Table Rock Stars, Phonics Play as well as comprehensive home learning packs. Teachers used Oak Academy during lockdown (although this is hard to fit into our curriculum now it is more fixed)	Home learning packs Standard email sent when isolating	Although education is disrupted, it can continue with minimal adult input at home (no new learning, but revision of basic skills)	Monitor completion of packs when child returns
We are currently investigating potential remote learning platforms e.g. Google Classroom/Class Dojo. We are also looking at trying to provide every child with a computer to work at at home, as this is a significant issue (see ICT access survey)	ICT devices survey Funding applications Meetings with other professionals	Possibility of greater engagement with home learning	Discuss/decide upon best option for Woodhall in light of knowledge of children & families served

FOUNDATION SUBJECTS

What	Evidence	Impact	Further Actions
<p>Art – full curriculum. Art was a particular focus during recovery curriculum - linked well into trauma-informed response.</p> <p>DT - DT this term is incidental e.g. book making and through uptake of enrichment opps. (e.g. STEM) This decision was made in order to prioritise PSHE this term.</p> <p>MfL – transition to Spanish. New Spanish books introduced to promote consistency and continuation.</p> <p>PE – completely adapted to make use of PE hall and equipment in a safe way (Covid) No swimming at the moment. Units adapted e.g. no gymnastics this term.</p> <p>Music – performances - adapted rules around singing. Steel drums in one class (had been 2) Music is being taught but not back to a full curriculum. Enrichment through performance.</p> <p>RE – full curriculum.</p> <p>History/geography – full curriculum but will take a term to deliver one topic.</p> <p>Thorough handover between old and new class teacher; discussion of objectives covered up until March 2019;</p>	<p>Planning</p> <p>Staff meeting minutes</p> <p>Subject leader monitoring (to come)</p>	<p>Children experience a rich and varied curriculum with access to the majority of foundation subjects; whilst their SEMH needs are met through PSHE being prioritised.</p> <p>School does not expect that children will somehow catch up with subject-specific knowledge but will try to provide some of this through enrichment.</p> <p>Children's skills and knowledge will be built upon from where they are, not necessarily at an age-appropriate level.</p>	<p>Continue to review: are teachers able to timetable all subjects given that SEMH issues are key?</p> <p>Subject leaders to identify any concerns through careful monitoring (second half term)</p>

<p>strengths and areas of development on a class and individual basis. New teacher has planned to take these into account and work from where children actually are in their learning, not where they should be (e.g. progressive skills in art)</p> <p>Missed learning (through closure): teachers have focused on key content/objectives and/or components of learning that are common across the subject (e.g. history: primary and secondary sources) as these won't have been covered in such depth, given that children were only at school for half of last year. Where subject-specific knowledge (e.g. history: Viking houses) has been missed, we will try to tackle through assemblies and other enrichment activities.</p>			
<p>PSHE – enhanced 'My Day Friday' + enrichment focus</p>	<p>Planning Pupil voice Subject leader monitoring (to come) Enrolment on Well-Being Kitemark award Intervention SEMH provision PPMs (to come) – SEMH needs/targets</p>	<p>SEMH continues to be at the core of Woodhall. We will not put a timing on this for children – we do not believe that a 'set time' of recovery is appropriate in terms of SEMH; rather than children will <u>never</u> be 'learning-ready/secondary-ready' or actually life-ready unless we provide this for them at Woodhall.</p>	<p>PSHE subject-leader review – monitoring week.</p>
ASSESSMENT: FORMATIVE/SUMMATIVE/USE OF INFO.			
What	Evidence	Impact	Further Actions
<p>We have introduced 'Reflect and Review' days (half-termly) to build children's ability to recognise what they have achieved and how they achieved it; where they have improved and how; how they learn; what their next steps are.</p>	<p>Reflect and Review sheets (w/b/ 12.10) Staff meeting minutes</p>	<p>(To be measured over the year and through pupil voice) Increased metacognition – children are given time to reflect on their learning, leading to improvement.</p>	<p>Allocate staff meeting time for discussion/review after first half-term. Make changes as appropriate (e.g. add to Y1/Y2 sheet in spring term)</p>
<p>Use of informal, soft assessment – PUMA, reading fluency, unsupported writing</p>		<p>Learning behaviours/assessment is re-established in a low-risk fashion. Gaps identified and pupils are prepared for further learning.</p>	

Baseline assessments gathered, in a low-stakes, low-risk way: KS1 children will draw and label a self-portrait. KS2 children will write as part of a class exercise.		Teachers quickly and easily assess pupils and plan to address gaps in learning.	
Continue to develop system of assessment for foundation subjects (WAT)	WAT	Pupils' attainment and progress is tracked consistently across all foundation subjects. Tracking is used by CTs to plan for strengths/gaps and share accurate information about cohort. Subject leader can talk confidently about standards across the school in their subject.	Upskill subject leaders to collate and ask meaningful questions of data in their subject (similar to PPMs)/next steps/impact. SLT make decision on appropriate format for this.
Hold half-termly PPMs to track attainment and progress in reading/writing/maths + review of SEMH. Governors invited to sit in on a PPM.	PPM forms	The progress and attainment of every child is discussed. Intervention is put into place as appropriate. Class teachers use AfL effectively and can speak in detail about areas of strength/concerns for pupils.	Allocate staff meeting – autumn 2- for feedback.
Baseline evidence collected during first 3 weeks back at school: a piece of unsupported writing, reading fluency assessment, self-portrait (EY/KS1), maths assessment using spring term objectives from previous year. All carried out as part of everyday lessons – non threatening.	Summary data Reflect and Review sheets PPMs (to come)	Teachers have an understanding of where the child is upon return and can forward-plan using this data e.g. gaps in maths. Children can look back in books after a few weeks and see rapid improvement e.g. in writing. Intervention can be put into place immediately (e.g. reading) to ensure that children catch up quickly.	Full assessment in December. End of autumn 1 – analysis of progression in reading/writing/maths through PPMs.
READING & PHONICS			
What	Evidence	Impact	Further Actions
Reading fluency assessment carried out KS2 – gaps identified. Reading continues to be high-profile in every subject. TA daily reading support with Y1/Y2 focus – PPG children/children identified as having little home reading support. Y2 daily double phonics. Y1 catch up programme	Tracking data Provision map	KS2 – intervention in place quickly to ensure that children catch up. Targeted support for vulnerable pupils. Phonics – recognition of need to take learning from where children are, not age/phase-appropriate.	Detailed review of progress – PPMs.

EYFS – as usual (Reception assessed – starting at Phase 2)			
Use of new library (COVID guidelines in force) Promotion of reading e.g. through enrichment: Roald Dahl Day, World Space Week etc. Summer reading challenge - use of reading pack resources from Herts libraries. RePassports	SDP Enrichment calendar	Pupils are provided with opportunities to expand horizons/ raise aspirations linked to reading events. Pupils understand that reading is a lifelong, life-changing skill but also that they can read for pleasure.	Prioritise purchase of books for library (home readers focus last year)
YEAR 1			
What	Evidence	Impact	Further Actions
Transition curriculum put in place for the Year 1 class, with appropriate time given to CIL and developing COEL. This class only had half a year in Reception and are not ready for a Y1 curriculum, even in terms of basic skills. Recovery curriculum to continue up to end of first half-term: first 3 weeks trauma-informed afternoons; followed by English/maths-focused mornings with afternoons based around 7 AoL.	Year 1 planning Tracking data	Through careful consideration given to recovery/catch-up, pupils will be well-prepared for full Y1 curriculum.	Review provision for Year 1 by end of first half-term and adapt according to need.
SUPPORT FOR STAFF TO DELIVER CURRICULUM			
What	Evidence	Impact	Further Actions
Weekly staff meetings held during lockdown time were used for discussion re: the approach we wanted to pursue (trauma-informed) and planning time. Staff supported one another, planned in year group bubbles etc. Advice sought from external professionals where necessary and research carried out.	Recovery planning PPMs – SEMH intervention	Staff were very well-prepared for children's return to school. In terms of SEMH recovery, transition was smooth because 1. It was well-planned and 2. Our children are used to discussing social, emotional and mental health – not new to them.	Continue to monitor SEMH in terms of cohort, individuals who need extra intervention arising from lockdown; individuals who needed additional support pre-lockdown and will continue to do so; individuals needing additional support due to other issues.

Specialist modelling planned e.g. school child psychologist MS will deliver bespoke circle times on topic requested by each class teacher (e.g. one teacher has requested bereavement)	Planning Pupil voice	Children receive high-quality input and professional response; teachers/TAs upskilled for future.	Continue to plan for this for autumn/spring term.
INTERVENTIONS			
What	Evidence	Impact	Further Actions
Particular interventions due to COVID: detailed discussions (ML/SR/TP/HM) around children needing specific SEMH support, frequency, timings etc. Child psychologist will be used to deliver bespoke class circle times as well as staff mental health well-being INSET. PSHE is high priority in school: trauma-based response during recovery curriculum and implementation of 'My Day Friday' PSHE based. Enrichment includes mental health days/weeks, anti-bullying - although we have always planned around these.	PPMs – interventions. Provision map	Gaps in learning and SEMH needs quickly identified and supported through most appropriate intervention; enabling child to catch-up and/or to be more ready for learning when significant SEMH issues could easily prevent the child from being in a place where they are ready/able to learn.	Continue to track all intervention Capitalise upon any PSHE enrichment opps.
Use of TA time changed this year to allow for extra intervention: in reading (1:1/small group) with focus on vulnerable children and also in EAL – rising number of EAL pupils who need support with English language acquisition.	PPMs – intervention Provision map	Children supported with reading/English acquisition – giving greater access to wider curriculum.	Track through PPMs – review progress.

CATCH-UP FUNDING			
What	Evidence	Intended Impact	Further Actions
Total Amount of Catch-Up Funding £14, 640	Budget	Prevention of learning loss. Engaged pupils.	Report spend to governors
Bug Club Initial start-up costs- £7,000 Yearly cost- £2,000 (to be paid 2021)	Activity reporting for home learning. Use of Bug Club resources in school.	Bug Club – can be used for children isolating and in case of second lockdown. Reading is key priority – need to ensure that it can continue remotely. Early readers listening to stories regularly. Parents supported in asking questions/ listening to readers. Can be used on phones easily (other platforms not as helpful) Book levels and reading can be monitored remotely by teachers.	Impact report.
Visualisers £300 x 2	Use in KS1 classrooms	Will allow for teaching of reading (and more) whilst minimising risk to staff (social distancing)	
Reading Intervention Time TA time to deliver 1:1 reading interventions- £753.50	TA Intervention logs/ notes Provision map PPMs (interventions)	Improved Reading fluency/ phonic assessment	
EAL Intervention Time TA time to deliver small group intervention-- £753.50		Improved aural and oral understanding of key concepts, words and ideas.	

<p>Reading Books £3533</p>	<p>Tracking Tracking evidence</p>	<p>High-quality texts to reengage learners who have become disconnected with reading.</p>	
SEND			
What	Evidence	Impact	Further Actions
<p>EHCP process: we were in process of applying for 1 child but outside agency visits stopped during lockdown. This case had previously been turned down by EHCP panel but was pursued by school - went to mediation.</p> <p>During lockdown, EHCP was agreed for a Y6 pupil. SENCo liaised with LEA and Ed. PSYCH. Assessment took place remotely - meetings with staff and parent.</p>	<p>Child's SEN file/communication with outside agencies.</p> <p>SENCo file.</p>	<p>Child's needs recognised and appropriate secondary provision can be applied for – needs can be met and child can be supported to achieve potential.</p> <p>EHCP finalised before child left to go to secondary.</p>	<p>Case was picked up as soon as school started - 2 visits from autism advisor so far. Application can go in after 4th visit from autism advisor.</p>
<p>Other children in EHCP process: still gathering evidence e.g. Y2 child with significant SEMH - DSPL9 intervention, EP consultation.</p> <p>SENCo will be applying for 4 EHCPs this term: 2 (Y2/Y6) see above Y2 child - medical issues/significant learning issues. Y6 child - autism.</p>	<p>Child's SEN file/communication with outside agencies. Provision map.</p>	<p>Child's needs identified and further provision put in by place (if EHCP granted)</p>	<p>Continue with significant support for children provided in school.</p>
<p>SENCo has attended training on Herts new banding system + local higher needs funding (replacing ENF)</p>	<p>Webinar</p>	<p>SENCo is fully updated on new systems; banding tool used effectively to meet needs of children.</p>	<p>Continue to update training. Attend local high needs funding panel.</p>
<p>Additional support provided to SEND children. SENCo had regular phonecalls with families - discussion around specific difficulties e.g. Y2 child - parents emailed</p>	<p>Phone logs Emails Provision maps</p>	<p>SEND children are 'learning ready' (as appropriate to need) - executive functions. SEND pupils understand that</p>	<p>Review remote provision for SEND children should second lockdown occur.</p>

<p>resources, put in touch with autism helpline, SENCO spoke to Colnbrook and arranged specific resources for child.</p> <p>TP regular communication with families of children supported - bespoke advice and support.</p> <p>SENCo/TP in constant communication to discuss particular issues/cases and best avenue of support for child/parent. We prepared and sent home personalised resources for individual children with SEND and ensured that interventions continued as appropriate.</p> <p>Family Support Worker - phoned identified families regularly and gave bespoke advice e.g. mental health support.</p> <p>This term, part of catch-up funding allocated to reading (children with lack of home support/falling below) and EAL - TA working with children at varying stages of language acquisition from A - new to English to C - gaining competence (Romanian, Albanian, Bulgarian, Malayalam, Tamil, French, Spanish, Bengali)</p>		<p>some aspects of their previous school experience will not take place.</p> <p>SEND children may have fallen further behind than their peers. We need to focus on them being 'learning ready' (as appropriate to need) - executive functions (control/working memory/cognitive flexibility) We also need to help them understand that some aspects of their previous school experience will not take place e.g. visiting different areas of school, working with a range of adults.</p>	
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PPG/'WORKING POOR'

What	Evidence	Impact	Further Actions
<p>Having discussed the government's free school meal food voucher situation, we decided that it would be of greater benefit for our children to actually receive the food (rather than a voucher, which might not be spent on food for the child) Therefore we liaised with Herts Catering, who put together food hampers each week. These were either collected from school or delivered to homes by staff. This gave us the opportunity for another 'point of contact' with vulnerable families</p>	<p>Emails</p>	<p>Families provided with food or access to food bank which they would not otherwise have had.</p> <p>Relationship between school/families strengthened: families see school as first port of call (and often prefer to come to us over the 'correct' avenue of support, because they trust us)</p>	<p>Harvest donations to go to local community group.</p> <p>Share and review knowledge of family situations so we are ready to support in case of further lockdown.</p> <p>Continue to offer support (e.g. parent with seriously ill parent in lockdown – able to continue support for family through FSW and also implement immediate SEMH support for child in school in September)</p>

<p>We worked with a local community group, and provided our own (food parcels) in addition, to deliver food parcels to many of our families. This is because we know that we have a significant number of 'working poor' families, who do not qualify for free school meals, but are desperate for food.</p> <p>We were able to prepare lunches for pupils at Greenfields School, whose kitchen was out-of-action due to building work.</p> <p>We also provided families with vouchers for the food bank and have, for some, collected and delivered the food from the food bank.</p>	Photos	Community links strengthened and can be called upon in any further lockdown.	
ENRICHMENT			
What	Evidence	Impact	Further Actions
<p>During lockdown – all detailed above (under various headings)</p> <p>Post-lockdown: we are continuing with as many enrichment activities as possible whilst following COVID guidance. E.g. theatre performance, remote assemblies, World Mental Health Day.</p>	<p>Enrichment calendar</p> <p>Photos</p> <p>Planning</p>	<p>Children, many of whom have extremely poor cultural capital, are still receiving significant enrichment.</p>	<p>Continue to capitalise upon all opps.</p>
STAFF TRAINING/DEVELOPMENT			
What	Evidence	Impact	Further Actions
<p>See: staff CPD calendar, moderation calendar, INSET notes, SDP.</p> <p>All staff meetings have a standing agenda item – safeguarding.</p> <p>Staff development has a well-being element – see staff well-being calendar.</p> <p>PM – discussion around career progression – see staff survey.</p>		<p>COVID has not been allowed to dominate all school procedures – we are still following a tightly-focused programme of staff development to ensure rapid school improvement.</p> <p>Staff feel valued and that their well-being as well as career progression are high priority.</p>	<p>Carry out staff survey (spring 2) around training/development</p>
<p>Links being persuade with other schools – local (Greenfields/St Joes) and further afield (e.g. London Colney)</p>		<p>Staff feel less-isolated (in on-form entry school) and can hold professional discussions with colleagues.</p> <p>Community links strengthened.</p>	

		Good practice shared (e.g London Colney – dojo)	
ATTENDANCE			
What	Evidence	Impact	Further Actions
During school closure, we formed a hub school with local primaries Greenfields/St Joseph's (held at Woodhall due to large premises with access to outside from each classroom/large kitchen). Key workers and vulnerable children.	Photos Rotas	Community support e.g. Greenfields had significant building work going on so provision for children of key workers would have been tricky. Consistent messages given to local parents. Staff well-being: able to support one another.	
When government advice changed, we invited all of Year 6, Year 1 and Reception back. Year 1 and Reception were placed in one bubble as numbers were low. Years 2/3/4/5 were invited back for 2 full days (in groups of half a class). We fully prepared the school for partial re-opening on June 1 st , with an eye to September. We have had signage put up throughout the school, painting (footprints etc.) on the school grounds, sanitizer throughout and bought PPE - face masks, shields etc. - for those who wished to use it. We prepared the school - rooms, resources, timetables etc. for re-opening. On further government advice, we were able to invite pupils from other year groups back for limited sessions. These sessions focused on social, emotional, mental and physical health as we know this is exactly what our children need at the moment.	Letters home Facebook group Photos	We were well-prepared for the gradual return of children. We could implement a trauma-informed response. Children who returned during this time were able to act as 'mentors' to newly-returning children – sense of the school as a family unit.	

<p>Attendance systems reviewed upon return to school. New COVID-related (isolation) codes implemented. Comprehensive information around school systems and procedures emailed home/put on website. All attendance queries/actions now come from EB to ensure consistency in approach and adherence to government guidelines.</p>	<p>Attendance records Letters (emails) home</p>	<p>There is a consistent approach to attendance – no ‘dithering’. Parents get immediate advice and next steps. We are compliant with government guidance. Safeguarding is paramount (e.g. one case pursued relentlessly during first few weeks)</p>	<p>Regular monitoring of attendance.</p>
<p>We will ask Caroline Vine-Lott to liaise with and support the family where we know there is anxiety about coming into school. We recognise (a) the need for children to return to school and the impact that absence will have on their future well-being and (b) that some of our parents are extremely anxious about the current situation and may decide not to send their children in. We will instigate and monitor support, with the understanding that if things do not improve, appropriate steps will be taken.</p>	<p>Referrals to FSW</p>	<p>Families supported in a wider sense - e.g. through links to financial aid, help with furniture incl. beds for children.</p>	
<p>Weekly attendance assembly - has changed in content (as it would not be fair to penalise children when isolating) but emphasis remains on link between good attendance and improvement in learning.</p>	<p>Assembly rota</p>	<p>Links made between good attendance and progress/attainment.</p>	

<p>Changes in school roll:</p> <ul style="list-style-type: none"> • Number of families have left school as they have been offered new social housing in a different area – from cramped flats. • Some parents did not want to comply with school rules around isolation and changed school • Persistent absenteeism – school rigorously followed procedure resulting in child moving school. • Majority of new pupils have been EAL. 	Attendance data	Pupil numbers have reduced - a concern. Attendance % is variable	Continue to review and take action as appropriate
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BEHAVIOUR

What	Evidence	Impact	Further Actions
All relevant policies have been updated in accordance with Covid guidance and shared with staff, children and governors. Where individual pupils needed adapted provision, this was put into place with advice sought from relevant external agencies.	Provision map Ongoing work with external agencies e.g. Chessbrook, DSPL9.	Children are calm, focused and well-behaved. Children with significant behavioural needs are picked up through early intervention.	Cycle of policy review

SAFEGUARDING

What	Evidence	Impact	Further Actions
<p>We currently have 2 DSPs (ML/SR) - one further member of staff will go for Level 2 training in either spring or summer term. The volume of safeguarding concerns/meetings/consultations has risen significantly since children have been back at school. Additionally ML/SR are still playing a huge part in cases where children have since left Woodhall (one case coming to court in January 2021; on case ongoing - extremely complex - children were at Woodhall for several years before family was moved) - see report to FGB.</p> <p>During lockdown, we worked with social workers to monitor particular children and follow up concerns with relevant actions and information-sharing.</p>			

<p>How have you adapted your SG policy? Reviewed the following policies: Child Protection, Code of Conduct, Behaviour/Anti-bullying/ICT Use in light of Covid and made any changes e.g. in line with changes to KCSIE -</p>	<p>New policies on website FGB meeting minutes Staff Inset</p>	<p>All staff and governors are aware of changes/adaptations in policy and understand their role in safeguarding</p>	<p>Ensure regular review.</p>
<p>Training for staff around new routines Staff have been kept updated on SG throughout lockdown and beyond. Weekly remote meetings - discussed vulnerable pupils, other safeguarding concerns e.g. arising from phonecalls or emails. Current staff meetings: SG is standing agenda item. INSET Sept 2020 - focus on SG. CPD around changes to policies/risk assessment (new routines and procedures) and recognising changes in behaviour arising from COVID e.g. anxiety Discussed changes in intervention for vulnerable children - e.g. procedures for moving around school. Revised attendance procedures - new systems in place. In-house training for governors on SG.</p>	<p>Phonecall log Record of new systems e.g. attendance INSET slides Staff meeting agendas</p>	<p>Staff are up to date with all changes related to COVID/SG.</p>	<p>Consistent review in light of new government advice. Staff CPD programme includes regular SG. Prevent training due for all staff June 2021.</p>

<p>Working with outside agencies. Through lockdown, work carried on if possible e.g. child had remote counselling sessions at school (Chessbrook) Contact lines e.g. Ed. Psych./Autism made available to parents. CIN/ CPP continued remotely. School pushed for home visits where we believed they were necessary. Assessments continued - SW working from home. Continued to seek advice from Consultation Hub (amended hours) IFST closed all cases through lockdown Since lockdown, CIN etc meetings continuing remotely. TAF meetings taking place at Otley Way. SG systems have carried on as normal - just remote meetings.</p>	<p>CPOMS records</p>	<p>Vulnerable children/families (in terms of SG) were monitored/supported throughout lockdown. Consistent communication with outside agencies.</p>	<p>Continue to liaise with outside agencies as appropriate.</p>
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<p>Online safety PSHE curriculum has been revised - e-safety a significant element in all year groups. E-safety is also a consistent part of Computing curriculum. INSET - review of identifying online bullying/e-safety. In-house governor training on SG included online e-safety element. Recovery curriculum included specific lessons around e-safety. Facebook group/emails home included regular tips/support on e-safety for parents. Anti-bullying days have been built into our enrichment curriculum - all include e-safety element. Police visit this term will include talking about online safety.</p>	<p>Class planning/work produced. Enrichment calendar Facebook posts</p>	<p>Families know where to seek advice and support for online issues Children can recognise online abuse and take appropriate action/access support. Online safety is a regular part of enrichment, not just 'once a year'</p>	<p>Continue to revise policies as appropriate</p>
<p>Example of how we have supported a family: (RB) Family under CIN. CIN meetings continued through lockdown. Child was offered place at school throughout as a vulnerable child. Place declined as sibling deemed high risk. Food parcels delivered weekly by HT. Family had difficulty accessing remote learning. Workpacks delivered with differentiated learning for child. Family phoned weekly by HT. HT relayed any concerns to SW, including asking SW to carry out unannounced home visit due to concerns around state of home. Family referred for free holiday camp places (not taken up) Family referred for ongoing support from local council including delivery of PE equipment. School provided any resources eg stationery needed.</p>	<p>CPOMS</p>	<p>Child and family continued to be fully supported during lockdown. Child was safe. Any concerns were acted upon immediately.</p>	

<p>HT took CT on home visits for child to see and talk to. Daily emails from class teacher. Case is now in process of being stepped down to IFST. Child back at school. Child receives weekly SEMH intervention.</p> <p>Another case (RB/LM) followed through lockdown - complex - see CPOMS.</p> <p>DSPs in regular contact with families open to SG (by phone or home visits) Family Support Worker - phoned identified families regularly and gave bespoke advice e.g. mental health support.</p>			
<p>Recruitment Process No-one employed during lockdown. Current recruitment processes have not changed as we have room in school to interview under COVID guidelines. Staff interviewing have safer recruitment training.</p>			