

Supporting pupils, staff  
and families throughout  
Covid-19.



2020 - 2021

## How did St George's Primary School support pupils, staff and families throughout Covid-19?

### Intent

Covid-19 caused significant disruption to school and home life for us all. We recognised and understood this and together, with guidance from our Local Authority, we devised a 'Recovery Curriculum' to support all our pupils and their families, and staff to transition back to school in September 2020 and again in March 2021.

Our 'Recovery Curriculum' acknowledge the losses that pupils had experienced; whether that was a loss of learning, friendship or even a family bereavement. School closures during the academic years 2019/2020 and 2020/2021 have significantly impacted children's learning and progress, but also their Mental Health and Wellbeing. Remote learning and the use of DOJO, an online learning platform, enabled staff to maintain contact with families during school closures. However, we acknowledge that our children would have had very different experiences of home learning and this was reflected in our 'Recovery Curriculum'.

*'We are not all in the same boat, but we are in the same storm' - Damian Barr*

### Implementation

During school closures, St George's supported the pupils, staff and families by:

- Remaining open for Key Worker and vulnerable children.
- Vulnerable children who did not attend school were contacted weekly by one of our SENDCO's or our Family Support Advisor for a Welfare and Wellbeing catch-up.
- All children and their families were able to contact their class teacher through DOJO.
- Teachers responded to the needs of their pupils via DOJO, email or telephone.
- Teachers continued to plan curriculum based activities that were adapted for remote learning.
- Our ELSA team supported identified children during school closures, and were able to communicate with those at home through DOJO.
- Families were directed to the local Food Bank.
- SENDCO's held Annual Reviews and progress meetings remotely.
- The school Safeguarding Team attended Child Protection, Child in Need and Team Around the Family meetings remotely.
- Enhanced transitions began in early June 2020 to support vulnerable children with their return to school in September 2020.
- Continued involvement with outside agencies: Educational Psychologist, Specialist Teachers (Hearing and Vision Support, Virtual School) and Speech and Language.

- The school continued to provide families with support through regular communication and updates by sending newsletters from the Headteacher and posts on DOJO.
- The school followed the Covid-19 risk assessment throughout, and pupils, staff and families endeavoured to keep each other safe by adhering to Government guidance.

Since returning to school, St George's supported the pupils, staff and families by:

- In September 2020, the first two weeks of the timetable was dedicated to Wellbeing and building relationships. Teachers and TAs used this time to develop positive relationships with their new class and this helped to settle any anxieties.
- Wellbeing and Involvement tracking began in October 2020 and the Leuven scale was used to support this.
- Teachers continued to communicate with families via DOJO sharing curriculum incentives, Wellbeing messages and class updates.
- Teachers continued to plan and teach a diverse and broad curriculum, in line with the 'Recovery Curriculum'.
- Teacher assessments informed curriculum planning and addressed gaps in pupils' knowledge and skills. From these assessments, the SENDCO's were able to identify children for targeted Covid-19 Catch-Up and enriched interventions for phonics, reading, writing and maths.
- Interventions were completed by class TAs in the morning and additional sessions were given to identified children in the afternoons.
- Within social distancing rules and bubble restrictions, our Specialist TAs were able to deliver specific literacy and phonic interventions, as well as delivering SALT programmes 1:1.
- ELSA continued for individual pupils.
- Family Support Advisor began work with identified families and held virtual meetings to offer support.
- SENDCO's continued to hold Annual Reviews and progress meetings.
- The school Safeguarding Team continued to attend Child Protection, Child in Need or Team Around the Family meetings virtually.
- We held a virtual World Book Day.
- Health, Fitness and Wellbeing was promoted through extra break times, the Daily Mile and weekly challenges from our Sports Leaders.
- In March 2021, we opened our Wellbeing Library. This gave teachers the opportunity to borrow books to share with their class. The books cover many topics, ranging from friendship to anger. All year groups borrowed books regularly and teachers spoke of how the children enjoyed being read to and

discussing the book afterwards. Some books were shared 1:1 with pupils who needed specific support.

- In March 2021 the SENDCO's attended the Dorset TADSS 'Step On - Therapeutic Thinking' three-day training course. Whole school training will take place during the INSET in September 2021.
- In May 2021, Teachers held a virtual Parent and Carer Consultation Evening where they were able to discuss pupils learning and progress with parents or carers.
- Staff CPD has continued throughout.
- Enrichment opportunities continued and all children experienced a wealth of activities such as: Life Education Van, sailing, residential trips to Carey Camp, visitors to school (adhering to Covid-19 guidelines) for themed days, Diwali celebrations and Sports Day. Throughout the year, all children attended Forest Schools.
- Enhanced transitions began in May 2021. SENDCO's and Year 6 Teachers worked collaboratively with local senior schools, and some pupils were able to visit their new school. EYFS new starters attended a Parent and Carer Information meeting and children identified by the preschool, visited the school.
- Governors created a Wellbeing questionnaire for all staff. This gave staff the opportunity to reflect on their own Wellbeing and Mental Health, and the support they have received.

## **Impact**

### **Wellbeing and Mental Health**

All children have returned to school full-time and have settled back into school life well. During the first National Lockdown we were mindful of everyone's Wellbeing and Mental Health, and the impact that Covid-19 may have had. In September 2020, EYFS completed a pilot Baseline assessment of Wellbeing and Involvement using the Leuven scale. This information was pivotal in identifying children with lower Wellbeing and Involvement scores. We quickly amended the pilot so all children could be assessed using the Leuven scales. Since the initial assessment in October 2020, we have repeated the assessment each half term, and the information has been helpful in highlighting year groups and individual children who need additional support.

- Evidence from the Wellbeing and Involvement assessment identified all classes had improvement within the scales, and scored 95%+ for scales 3, 4, 5 by the end of the Autumn term.
- In March 2021, a slight decrease in scores was evidenced with classes scoring (scales 3, 4, 5) an average of 90% for Wellbeing. This reflects the National Lockdown and the disruption all children experienced during remote learning.

- By May 2021, an increase was evidenced with all year groups scoring 95%+ (scales 3, 4, 5) for Wellbeing and Involvement.
- Individual children scoring 1 or 2 were identified easily, and interventions and support was given. Children with reoccurring low scale scores were referred to our Family Support Advisor.

### Interventions

St George's is committed to delivering a wide variety of targeted interventions to various groups of pupils. Since Covid-19 and the disruption caused to learning, we recognised the importance of this practice continuing. Interventions were adapted to adhere to social distancing guidance and we were fortunate that they were able to continue.

- Class TAs delivered interventions within their bubbles focusing on Covid-19 Catch-Up and bridging the gaps.
- Specialist TAs continued to deliver targeted and specific interventions. KS1 focused on Phonics in response to the Phonic Screening check. 75% of children identified for this particular intervention made significant progress, with half of the children doubling their score in the repeated Phonic Screening check.
- 97 pupils, identified by Teachers and the SENDCO's, had access to LEXIA at home and school throughout. All children achieved progress certificates.

### Analysis from Governor led Staff questionnaire - Summer 2021

**How supported do you feel as a staff member during the current term? (Scale: 10 is fully supported)** 65% of staff scored 7 and above (18% scoring 10)

**How comfortable do you feel in the steps taken by St George's to keep you safe during the pandemic? (Scale: 10 is completely comfortable)** 100% of staff scored 7 and above (55% scoring either 9 or 10)

### Attendance

Whole school attendance for 2020-2021

Autumn Term	95.6%
Spring Term	88%
Summer Term	94.8%

Covid-19 affected attendance during the Spring term significantly. In the Summer term, attendance improved and is almost in-line with National expectation. Throughout the year, some staff and families contracted Covid-19 and had to isolate. In addition, some families had to shield due to family members being Extremely Clinically Vulnerable.

**Attendance on 8<sup>th</sup> March 2021:** 96.8% (The Reception class did not attend school this week due to a positive case of Covid-19 within the bubble)