



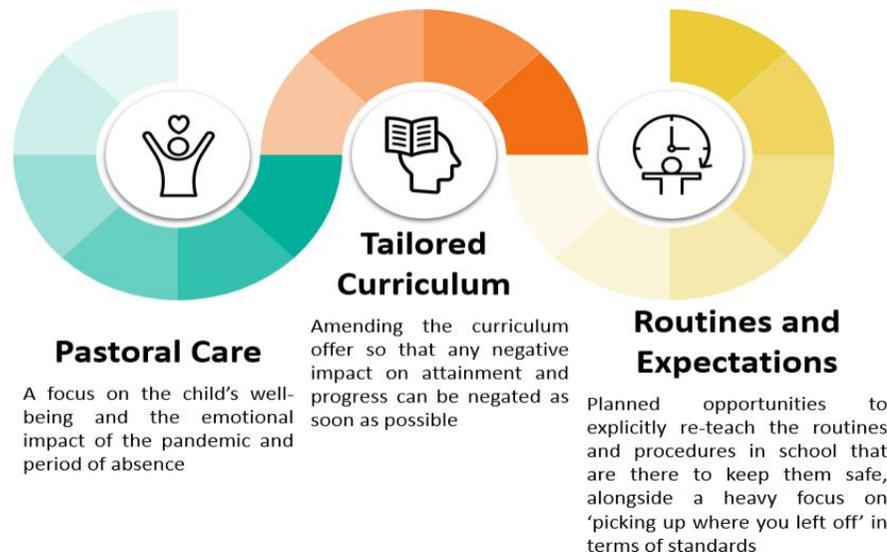
Bure Valley School

Part of the Aylsham Learning Federation

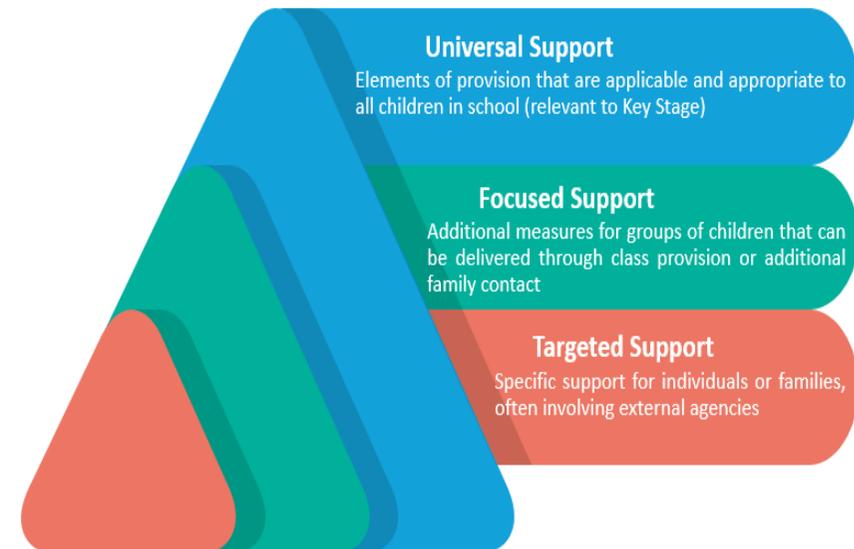
Bure Valley School **'Step-Up September' – Recovery Plan**

Bure Valley School is going to commit time during the first weeks of September to ensure that new and existing routines are understood and to re-establish expectations, standards, relationships and values. At the heart of these plans, getting children 'back-on-track' in both an academic and emotional sense is our absolute priority.

Step-Up September is split in to three strands:



Levels of support for each strand will be implemented in a tiered approach:



The following information outlines the actions that will be taken by Bure Valley staff (at various levels) this September. We intend to organise our actions by strand: Pastoral Care, Tailored Curriculum, Routines & Expectations and then by tiered levels (1-3) of support: 1. Universal Support, 2. Focussed Support and 3. Targeted Support. Because this will help us to be strategic in our work and help us to prioritise the support needed as we return to school.



Pastoral Care

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none">• Children who demonstrate noticeable changes in behaviour after the first full week of school, as confirmed by their previous class teacher, are to be referred to DSL and/or Pastoral Team• Maintain good communications and connections with parents & carers. Staff to have made contact with all parents and carers, at least once, (including families with SEN/LAC pupils as a priority) by the end of September• PSHE to focus on change, anxiety and mindfulness – any cause for concern to be referred to the Pastoral Team• Environments to be low stimulus and decluttered to support re-integration for SEND (and all others) pupils• Rota of recorded assemblies to be shared with pupils to help maintain a 'togetherness'• Class celebration assemblies to celebrate achievements and motivate pupils• Establish up-to-date contact details (especially emails) from parents/carers so regular communication can be maintained between school & home	<ul style="list-style-type: none">• Pastoral lead to speak to families who have experienced trauma/change in circumstances – what help do they need?• Ring-fenced whole-class reading sessions – focussed conversations on vocabulary and emotional literacy using books about perseverance, resilience and mindfulness• Acknowledge children who initially need respite from 'work' and need extra space by providing short breaks across the day and by giving pupils supervised time out• Where teachers feel it is appropriate for whole-class 'down-time' then provide children with mindfulness activities (HP can support with activities)	<ul style="list-style-type: none">• Bereavement/trauma/attachment support for those children/families identified• Referrals to external agencies where concerns have been identified• Provide/receive an update for CP/CIN/Early Help/Vulnerable families through contact with social worker and other external bodies• School nursing referrals for children returning with additional/altered medical concerns (not neglecting mental health)



Tailored Curriculum

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none">• Teaching staff to be mindful that any perceived 'drops' in standards are not deliberate, but that an upturn in standards requires deliberate practice.• A focus on handwriting to quickly re-establish high standards – not necessarily explicit sessions, but a heavily promoted class culture• Phonics to be delivered regularly and with rigour, revising sounds that children may have forgotten in Y3 & LKS2• Regular reading lessons that foster the love of reading and book enjoyment, but that focus on discussion and promote speaking and listening• Writing is to be regular and across the curriculum. Lots of short-burst writing to promote writing stamina, but also revision of sentence structures. Dedicated time to write about an image daily – make use of www.pobble365.com, Espresso, Daily Tasks and Once Upon a Picture• Maths is to focus on number work with a daily arithmetic session. TT Rockstars to be accessed regularly to support automaticity of recall – retrieval practice heavily used also.• Computing curriculum to focus on online safety and the use of Google Classroom & Google Meets. GC to be used a school's homework platform from Friday 1st September• PE curriculum to focus on fitness – children are to actively increase their activity levels, beyond 'games'• No 'baseline' tests until Step-Up September is complete (tests beforehand would result in false negatives)• The application of Rosenshine's Principles of Instruction (as developed last year) needs to be the teacher default position.	<ul style="list-style-type: none">• SENDCO to contact families to discuss provision this year and share provision mapping so they know what support their child will be receiving• Child voice is to be acknowledged and consideration given to the wishes of the child in terms of pace of learning (SEND) to ensure they are not further disengaged• Promote independent learning for those that have become particularly reliant on an adult (through home-learning)• Ensure that appropriate groups receive curricular support but that scaffolding is withdrawn quickly so that emphasis is placed on children being independent learners• Gaps in non-core curriculum to be addressed at the commencement of new topics i.e. where children have missed out on learning about the Romans, they will receive a few lessons on this prior to learning about the Anglo-Saxons• Teachers are to identify lessons on Oak National Academy that could be used to share with parents as pre-learning, to support homework, or in the event of bubble/school closure• Late September assessments to support identification of starting points and gap analysis – use to identify target groups for interventions	<ul style="list-style-type: none">• Children who have not engaged in any home-learning to receive specific focus/intervention to support them in quickly returning back to pre-COVID level• Learning support & Ed Psych support to identify and focus on specific children. This is to be reflected in the child's learning plan and results of which are evident in intervention activities and booster support• Appropriate adults to work safely with children, by way of intervention – this is not to occur during core subject time, but through agreement with the Class teacher about the child's priority learning



Routines and Expectations

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none">• Pre-recorded Key Stage assembly from SLT to re-establish the school's values and behavioural expectations. To be built on in subsequent assemblies and by work in class• Re-visit the school values and 'over-communicate' this in correspondence with children• Children to work with class teacher and peers to create Class Charter that reflect the school values, behaviour expectations and C-19 control measures• A separate assembly that is made available to teachers and children to watch at any time is to be recorded. This will explicitly refer to the hygiene procedures and bubble integrity• All staff to be responsible for the behaviour and attitudes of all children, whilst also acknowledging an adjustment period	<ul style="list-style-type: none">• Develop the use of behaviour chart and house points to foster good learning behaviours and attitudes to one another. Relate these to the school values and new protective measures• Regular reminder for those struggling to distance and follow hygiene procedures. Again, this is everyone's responsibility. If children are not seen adhering, we are all to address it• Staff to model appropriate/safe behaviours/attitudes to control measures. Practising new routines, including entering and exiting the classroom• Specific group conversations or assemblies (distanced) as required if there are pockets of children that are not following expectations• Quickly identify groups of children that are not attending as regularly as expected	<ul style="list-style-type: none">• Provide additional support materials and offer sessions beyond the school day for those requiring it• Pastoral/SEMH team along with attendance officer to conduct home-visits for those children with a particularly poor start in terms of attendance• If individuals stand out as being unable to quickly return to the BVS way, contact with parents is to be made and a behaviour plan drawn up (if related to poor behaviour)• Specific praise needs to be given to those children that have adapted well (in their own context)• This praise can be awarded in class, through virtual assemblies or through messages to parents <p>At all stages, we must acknowledge that some children will need more time than others to adjust and 'return as normal'.</p>