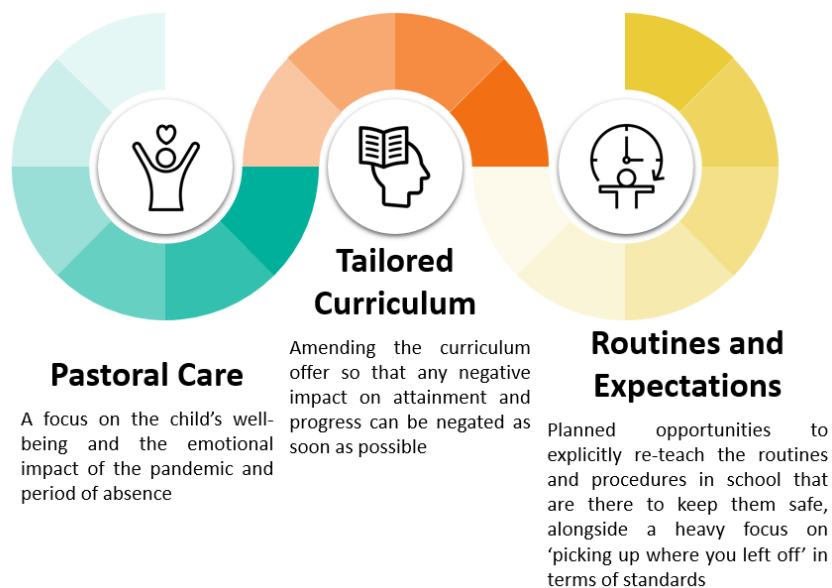


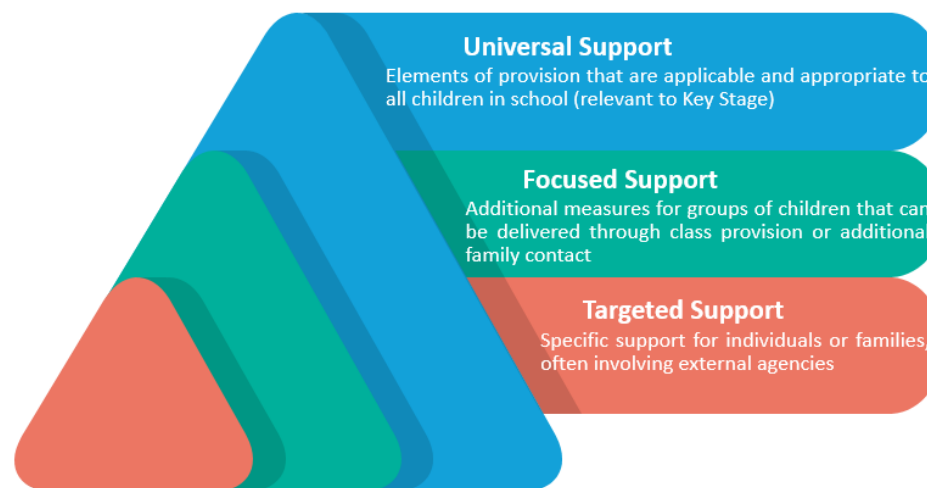
# Chiltern Primary School 'Step-Up September' – Recovery Plan

Chiltern Primary School is going to commit time during September to ensuring that routines, expectations, standards, relationships and values are quickly re-established. At the heart of these plans, getting children 'back-on-track' in both an academic and emotional sense is the 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 our staff at various levels. Actions will be organised by strand and then by level of support so that there is a clear priority, purpose and direction of support.



## Pastoral Care

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"><li>➤ Children who demonstrate changes in behaviour are to be referred to DSL (Louise McGuigan) and Pastoral Care Team (Mrs Richardson, Mrs Wood and Mrs Dougal).</li><li>➤ Maintain communications through Teams, Class Dojo and sharing of class work with parents to maintain that 'connection'</li><li>➤ PSHE to focus on change, anxiety and mindfulness – any cause for concern to be referred to the Pastoral Team (My Concern)</li><li>➤ Environments to be low stimulus to support re-integration for SEND (and all others) and to celebrate achievements of children as a motivator</li><li>➤ Class assemblies to still maintain a 'togetherness' and based on our values. These will also celebrate the successes of the week</li><li>➤ Establish up-to-date contact details (especially emails) from parents for Dojo notifications, Well Dones and great learning.</li></ul>	<ul style="list-style-type: none"><li>➤ Pastoral team members to speak to families who have experienced trauma/change in circumstances – what help do they need?</li><li>➤ Ring-fenced whole-class reading sessions – focussed conversations on vocabulary and emotional literacy using books about perseverance, resilience and mindfulness</li><li>➤ Acknowledge children who need respite from 'work' and need extra space i.e. time out to read and relax</li><li>➤ Where teachers feel it is appropriate for whole-class 'down-time' then provide children with mindfulness activities that still promote sensible choices, distancing and behaviour policy</li></ul>	<ul style="list-style-type: none"><li>➤ Bereavement support for those children/families identified</li><li>➤ Referrals to external agencies where concerns have been identified</li><li>➤ Provide/receive an update for CP/CIN/Early Help/Vulnerable families through contact with social worker and other external bodies</li><li>➤ School nursing referrals for children returning with additional/altered medical concerns (not neglecting mental health)</li></ul>



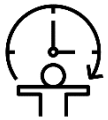
## Tailored Curriculum

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"><li>➤ The first 3 days of our Autumn Term will focus on the transition activities the children missed with their next teacher last July</li><li>➤ This will enable strong relationships to be formed or be continued</li><li>➤ Teaching staff to be mindful that any perceived ‘drops’ in standards are not deliberate, but an upturn in standards requires deliberate practice</li><li>➤ All basics eg motor skills, pencil grips, stamina for the school day, behaviour expectations in light of distancing and adapting to necessary environment changes to be understood</li><li>➤ Assessing gaps in learning will be based on assessments from the previous academic year to ensure no key skills are missed</li><li>➤ A focus on handwriting to quickly re-establish high standards – not necessarily explicit sessions, but a heavily promoted class culture for high levels of presentation in all books</li><li>➤ Phonics to be delivered regularly and with rigour, revising sounds that children may have forgotten</li></ul>	<ul style="list-style-type: none"><li>➤ SENDCO to contact families to discuss provision this year and share provision mapping so they know what support their child will be receiving</li><li>➤ 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</li><li>➤ Promote independent learning for those that have become particularly reliant on an adult (through home-learning)</li><li>➤ Ensure that appropriate groups receive curricular support but that scaffolding is withdrawn quickly so that emphasis is placed on children being independent learners and building resilience</li><li>➤ 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</li><li>➤ Use of equipment safely will be given thought when deciding on topics</li><li>➤ Teachers are to identify lessons on Oak National Academy that could be used to share with parents as</li></ul>	<ul style="list-style-type: none"><li>➤ 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</li><li>➤ Learning support &amp; 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</li><li>➤ 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 (extra to be provided with Government funding).</li></ul>

- Daily teaching and learning of reading that foster the love and enjoyment of books, but that focus on discussion and promote speaking and listening
- Whole class reading text discussion is expected
- 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 – the first ones will come from our selected whole school book by Oliver Jeffries – ‘Here We Are’; Pobble have great ideas
- Maths is to focus on number work with a daily arithmetic session. TT Rockstars (and Numbots if installed) to be accessed regularly to support quick recall of number facts – retrieval practice heavily used also
- White Rose and online resources are vital to close gaps
- Computing curriculum to focus on online safety and the use of MS Teams should a temporary need for home learning arise
- PE curriculum to focus on fitness – children are to actively increase their activity levels, beyond ‘games’. All PE is outdoors so we are not promoting the risk of extra water droplets in the air beyond normal breathing
- The same applies to Music - no indoor singing, only outside
- Assemblies are within a class or year group only; space permitting
- No ‘baseline’ tests until Step-Up September is complete (tests beforehand would result in false negatives) – with the exception of SEN, as their individual plans need updating

pre-learning for non-core – these resources are downloadable

- Hamilton trust will be used
- Post-September assessments to support identification of starting points and gap analysis – use to identify target groups for targeted support groups
- SLT/ governors will agree the best use of the National Catch-up funding – yet to receive our accurate amount.



## Routines and Expectations

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"><li>➤ Class, year group/ double year group assemblies need to take place to re-establish the school's values and behavioural expectations</li><li>➤ These can be shared on teams if preferred</li><li>➤ Re-visit the school values and 'over-communicate' this in correspondence with children</li><li>➤ Children to complete the My Opinions work and come to an agreement about what the school values will look like in their classrooms (pictures, writing, drawing...whatever they want)</li><li>➤ Create 'Happiness' and 'Worry Boxes' to promote support and caring</li><li>➤ Weekly PHSE discussions</li><li>➤ A clear display of the new class and school expectations during Covid19 is expected in each class/area. Pupils and staff will refer to this. This will explicitly explain the hygiene procedures and bubble integrity</li></ul>	<ul style="list-style-type: none"><li>➤ Develop the use of Dojos to foster good learning behaviours and attitudes to one another. Relate these to the school values and new protective measures</li><li>➤ Regular reminder for those struggling to distance and follow hygiene procedures. Again, this is everyone's responsibility. If children and staff are not seen adhering, we are all to address it</li><li>➤ Specific group conversations or assemblies (distanced) as required if there are pockets of children that are not following expectations</li><li>➤ Quickly identify groups of children that are not attending as regularly as expected.</li></ul>	<ul style="list-style-type: none"><li>➤ Provide additional support materials and offer sessions beyond the school day for those requiring it</li><li>➤ SENDCO/ FSWs to conduct home-visits for those children with a particularly poor start in terms of attendance</li><li>➤ If individuals stand out as being unable to quickly follow expectations, contact with parents is to be made and a behaviour chart/ contract to be drawn up (if related to poor behaviour)</li><li>➤ Specific praise needs to be given to those children that have adapted well (in their own context)</li><li>➤ This praise can be awarded in class, through virtual assemblies or through messages to parents/Class Dojos.</li></ul>

<ul style="list-style-type: none"><li>➤ All staff to be responsible for the behaviour and attitudes of all children, whilst also acknowledging an adjustment period</li><li>➤ Re-instate Young Citizen Awards to recognise anyone who has shown significant support, empathy and kindness</li><li>➤ All parents and pupils to sign the home/school agreement.</li></ul>		<p><b>At all stages, we must acknowledge that some children will need more time than others to adjust and 'return as normal'.</b></p>
---	--	---