

Coping

Whilst The Valley was only partially open:

- Protect health and safety
- Prevent loss of learning through remote/blended learning.
- Support students and their families wellbeing.

Managing Continuity

As we reopened:

- Improve attendance
- Ensure health and safety at school.
- Prepare for staggered and partial reopening(s)
- Teachers assess potential learning losses through low stake assessment processes.
- Target Covid catch-up funding for areas of most need.

Improving and accelerating

Throughout, seize opportunities to improve practices for the long term:

- Further implement effective COVID-response approaches (e.g. incorporating remote learning into everyday practice.)
- Maintain operating procedures brought in as a result of Covid that have proved to be more effective. (Build back better).

1. Teaching

- Focussed on critical aspects we need to teach well. A package of home learning was put together ensuring we focus on basic skills first.
- Google was used as a platform and feedback was provided by teachers. Preparation included coaching students in its use in the final couple of days before partial closure.
- Face-to-face teaching focussed on key ideas and setting up the home learning with modelling, explanations, and immediate feedback—sharing the steps needed to complete a task.
- Home learning focussed on independent practice (with prompts and keywords provided) and short quizzes – all opportunities to embed concepts in the long-term memory.
- Feedback on tasks was given via face-to-face learning or through the online platform.
- Practical based learning activities were available for students based in school that struggled to access online learning



2. Targeted Academic Support

- There was an expectation that all vulnerable learners would be in school full-time, experiencing quality first teaching and support with follow-up.
- Vulnerable learners not in school received graded support as indicated by monitoring system e.g., accessibility to a device, paper copies, extra phone calls to support learning and well-being, bespoke feedback.
- Safe Spaces available to targeted children throughout the day.
- Pastoral staff provide small group and 1:1 support to assist children in transition into school.
- Mentoring sessions for specific children through the Interventions Team focused on self-awareness, self-management, problem solving and social skills.

3. Wider Strategies

- Based on strong relationships: Communication with families (and staff) made easier by the strength of relationships already in place meaning that families trust the school's approaches and support the strategies in place for learning as well as well-being.
- Daily phone-calls and/or home visits supported the establishment of routines. Lessons on identifying emotions and self-regulation strategies.
- Whole school physical environment has been planned with Safe Spaces in year areas..
- SEL strategies are taught through life-skills for self-awareness, self-regulation, problem solving, social awareness and relationship skills.