

**COVID CATCH-UP PLAN**

**September 2020**

**BDAT**

COVID-19 ‘CATCH-UP’ PLAN 2020-2021

**Contextual Analysis**

The impact of COVID 19 on schools has been far reaching. During the 2019-20 academic year, partial school closures meant many students lost up to five months of face-to-face teaching; summer exam series were cancelled and schools had to adapt to new flexible approaches of blended learning. It is absolutely paramount that BDAT revisits our curriculum and teaching and learning strategies for 2020-21 to ensure that we mitigate the lost learning of the past and adapt our curriculums so we can accelerate forward and be prepared should further local and national lock downs occur. This work needs to happen at pace building on both the evidence based practice of which types of blended learning has had most impact nationally during the summer of 2020, coupled with the local learning and successes adopted by our own schools for their local communities of pupils they serve. As importantly we need to rapidly move past this notion of “catch up” ensuring we are delivering the broad and balanced national curriculum that students in any given year would be entitled to receive, preparing them for summer exam series 2021 and beyond.



**BDAT Curriculum Strategy 2020-21**

Our curriculum strategy this year has three simple strands:

1. **To mitigate the lost learning of the past**. This involves understanding the impact of summer 2019 and putting in place rapid interventions to fix this though gap analysis. The bulk of this work will be done by the October half term although as you would expect in any given academic year, work on memory recall and plugging areas of gaps will continue as part of normal teaching practice.
2. **Ensuring schools are delivering routine, high quality and broad and balanced curriculum to prepare students for the summer 2021 exam series**.This means ensuring all schools are delivering a challenging, quality and fit for purpose national curriculum in line with usual expectations and as previously set out prior to COVID-19 and under the expectation of the OFSTED Early Inspection Framework 2019.
3. **Ensuring that the curriculum being delivered in school is also able to be delivered as robustly and consistently for any child, class or school facing a national or local lockdown**. In early 2020 COVID took us by surprise. A second wave is likely and we cannot allow our children to be disadvantaged if and when we need to consider further school closures. BDAT has always recognised our children only have one chance at a good education and it is vital we now quickly learn from the experiences and evidence based practice seen in summer 2020 so we are well-prepared for the future.

**BDAT Operational plan underpinned by research from the Education Endowment Foundation (EEF) to support Curriculum Strategy and Accountability Framework 2020.**

EEF recommends that school leaders consider how these strategies and research can supplement and support their existing planning efforts and professional expertise during the Covid pandemic and the full return of students from September 2020.

Considering a tiered planning model for the academic year ahead can help schools balance approaches to improving teaching, targeted academic support and wider strategies.

It is recommended in the EEF’s Guidance is a way to help schools focus on a small number of strategies that are likely to make the biggest difference.

The tiered approach is a helpful heuristic that can supplement school leader decisions regarding the allocation of funding, energy, training and time.

1. Teaching
2. Targeted Support
3. Wider Strategies

**Curriculum Strategic and Accountability Framework 2020-2021**

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| **Objective 1 of Curriculum Strategic and Accountability Framework** | **Objective 2 of Curriculum Strategic and Accountability Framework** | **Objective 3 of Curriculum Strategic and Accountability Framework** |
| To mitigate the lost learning of the past by understanding the impact of summer 2019 and putting in place rapid interventions to fix this though gap analysis and quality first teaching. | Ensuring schools are delivering routine, high quality, and broad and balanced curriculum to prepare students for the curriculum beyond January 2021 and for the summer 2021 exam series  | Ensuring that the curriculum being delivered in school is also able to be delivered as robustly and consistently for any child, class or school facing a national or local lockdown |
| **EEF+ Tiered Approach to supporting school planning for 2020-2021** |

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| **Objective 1 of C.S & A.F**To mitigate the lost learning of the past by understanding the impact of summer 2020 and putting in place rapid interventions to fix this though gap analysis and quality first teaching. |
| **EEF+ Focus** | **Actions** | **Staff Lead /****Budget** | **Monitor (Who and When)** | **Success Milestones** |
| **Term1** | **Term 2**  | **Term 3** |
| **Teaching** There is a consistent, effective approach to the teaching of all curriculum subject’s which Mitigates the lost learning of the past and delivers a routine, high quality curriculum which is broad and balanced – TLT 3 T 1T5  | Implement our awareness of learning styles for teaching. Provide CPD for all teaching staff equipping them to implement each element successfullyRevision of the subject skills across the foundation subjects to identify where gaps may occurRe-evaluation of the long term plans for each year group reviewing and adapting against the skills and national curriculum objectives Re-visiting of the curriculum intent to ensure it accurately reflects the direction of the school Subject leader training to allow them to take more focus and ownership Developing marking policy Develop staff wellbeing to ensure endurance and perseverance in order that the can deliver inspiring and quality learning Invest in PIXL for assessment of non-core subjects – cross reference this to skills and plans for our curriculum  | AJ/ Trust support Staff wellbeing twilight - AWAITING PRICE - Communication and support practices with parents and stakeholdersPIXL - £2700 - Diagnostic ongoing assessment | Monitoring reports – AJ ½ termly reading data – AJ Training - AJSubject leader action plans Staff well-being meetingsStaff and children questionnaires Training notes and actions  | Meeting with the trust support to identify where support is needed Revisiting of the curriculum intent Monitoring of teaching Maths/RE and English are focus subjects (Aut 1)PE/Science/PSHCE are focus subjects (Aut 2)All subject action plans are submitted and developed by Christmas Marking policy reviewed alongside staff Staff wellbeing twilight booked Investigation into PIXL  | Skills for each subject reviewed and developed alongside trust and subject leaders Monitoring of teaching Art/music and drama are focus subjects (Spr 1)History and geography are focus subjects (Spr 2) New marking policy reviewed If appropriate PIXL is used  | Individual support and training have been provided to address weaknesses in implementationDT and computing are focus subjects (Sum 1)MFL is a focus subject (Sum 2) Full review of the curriculum If appropriate PIXL is used  |
| To ensure children receive a broad and balanced Maths curriculum that incorporates opportunities for missed maths learning due to COVID 19. TLT 3 T 1T5  | Update MTP for each year group to incorporate recovery curriculum throughout the year.- Resources shared with teachers for home learning and planning. - Year group timetables calculated for ‘Catch up Maths’- Maths Gap analysis conducted for each year group. Implement teaching with is led by Gap analysis across the core subjects. Provide CPD for all staff.  | AJ/OT/ BDAT trust support Whiterose Maths training sessions - £150 - Cognitive and Metacognitive strategiesTTrockstars homework planner and assessment tool - £50 – 1:1 support & small group intervention TT rock stars gap analysis tool - £100 – diagnostic ongoing assessment  | -Long term plans - Medium Term plans - Learning walks -Book scrutinises - SLT monitoring  | Updated LTP and MTP Autumn term plans is in place. Begin to review and analyse recovery curriculum ready to review Spring MTP plans. Maths lesson time allowance is increased for each year group. TT rockstars/ Mathletics/ catch up Maths lessons are daily in each class. Staff are aware of year group expectations and progression. Baselines are analysed so that SLT have identified children at risk of not making progress. Children identified intervention for each year group. Pupil progress meetings explains next steps for children.  | Updated MTP plan for Spring term. Review and evaluate recovery curriculum needs for Summer MTP. Maths moderation of RTP objectives. Pupil progress meetings explains next steps for children. Maths intervention are monitored. | Updated MTP plan for Summer term. Maths assessments are accurate and in line with RTP criteria in each year group. Data will evidence that Children have a concrete understanding of year group objectives. Children will meet EOY expectations for their current year group.  |

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| Teach children to read to learn effectively. Ensure that reading is meaning full and a stepping stone to the rest of the curriculum incorporates opportunities for missed reading learning due to COVID 19. TLT 3 T 1T5 To develop fine/gross motor skills across school from rec-ks2 to support the development of writing skills and sustainability build and repair damaged cause due to lack of writing during lockdown TS5TS4WS 1T7 | Re- implement the daily reading lesson – provide training on modelling strategies, writing learning objectives Implement oracy/ talk for learning strategies to teach children to use talk to support deeper thinking – in all lessons but as a core teaching strategy in the reading lessonContinue to introduce the use of challenging texts and the teaching of strategies. Guided reading text in ks2 are developed and offer challenge and inference opportunities Ensure the curriculum is text led Focus on inference and deduction as the area of reading which needs developing further across the school Raise the profile of reading across the school ensuring enjoyment of reading is paramount as well as reading to learn. Engage parents and carers with inference strategies which will support home reading Engage families in Oxford Owl to support home reading Implement theinference and deduction strategies quality first teaching to support reading and as a means of developing understanding and skills to support writing To assess fine motor skills across school Implement dough disco as part of school day for all children to develop muscle strength and control in the hands. Engage parents and carers with greater understanding of fine and gross motor skills and support them with activities which will helpImplement Madeline Portwood intervention for gross motor skills support  | AJ/CA/LPOxford Owl – £210 – remote learning Literacy Shed - £150 – remote learning and specific subject support Apprentice TA – to support the running of interventions – £7000 – Additional adult support AJ/MF Dough for dough disco - £100 Specific catch up programme Madaline Portwood Training - £100 – SEND support  | Training documents – AJ/CA/LPMonitoring Quality of Provision half-termly reports – AJData analysis – Nov, Jan, Mar and may – AJ/OTMonitoring of writing Fine motor skill assessment Case studies  | Twilight on reading for all teachers 35-minute reading lesson implemented daily INSET day to include reading challenging texts including poetryTeachers have a good understanding of an ARE text for their year group and GTAny individual training needs have been identified and addressed Support has been given to identify suitable texts for reading lessonsHome leaflet created and online line phonics and reading workshops for parents set upVolunteer reading is in place to support daily reading needs Teachers have a clear idea of teaching to the gap analysis All teachers hold a responsibility to raise the profile of reading across school through performance management Assessment of fine motor skill (Aut 2)Training for staff on dough disco Training for staff on Madaline Portwood Develop case study per class  | All teachers can teach good reading lessons Support is in place to improve the consistency so that an increasing % of reading lessons are goodThe modelling element of the guided reading lesson is taught well and is impacting positively on reading standardsTeachers are able to identify suitable texts for reading lessonsAll teachers hold a responsibility to raise the profile of reading across school through performance management Assessment of fineand gross motor  | All teachers are teaching consistently good reading lessonsReading data is at least in line with *on entry to KS* data for readingAll teachers hold a responsibility to raise the profile of reading across school through performance management Assessment of fineand gross motor |
| **Targeted Academic Support**To improve the progress and attainment of SEND pupils in core subjects across school through T & L and provision and mitigate any lost learning due to Covid 19 T5TS4TS 2Ts5 | Review and identify SEND children across school. - Ensure IEP Maths targets are appropriate and meet the needs of individuals - Implement the use of ‘Beat Dyslexia’ interventions for SEND pupils - Implement the ‘Numicon programme’ for interventions for SEND pupils. - Develop teaching and learning for SEND pupils in Maths lessons. -Develop teaching assistant’s subject knowledge.  | AJ/HC/GDApprentice TA – as above  | IEPS- Learning walks -Book scrutinises - SLT monitoring  | SEND children are identified across school. Beat dyslexia intervention is used in ks2 Aut 2Numicon is used as intervention across school. TA are trained to deliver SEND interventions daily. IEPS are monitored across school. | Monitor interventions and IEPS. | Monitor interventions and IEPS.Data will evidence that SEND have made good progress.  |
| To readdress missed learning in phonics due to Covid 19 in order to improve attainment in reading and writing T1T7TS2TS5 | KS1 and year 3 to review phonics and analysis gaps in learning To ensure daily phonics lessons are taught and progress is accelerated Year 2 to complete phonics screening Children use phonics strategies in reading and writing Rapid assessment of EYFS children to ensure no further time is lost in phonics knowledge. Challenge needs to be evident in lessons Engage families in Oxford Owl to support home reading To use cold writes to inform assessments  | AJ/JB/LP/MFOxford Owl – as above Apprentice TA – as above  | Year 3 teacher to access phonics training Accurate gap analysis to take place  | Year 2 phonics screening Year 3 to start daily phonics in AUT 2 Develop groups (covid secure)  | All phonics lessons are good Support is in place to improve the consistency so that an increasing % of phonics lessons are goodThe modelling element of the phonics lesson is taught well and is impacting positively on reading/writing standards | All phonics lessons are good Reflection in attainment and accelerated progress%  |
| **Wider Strategies** To deliver a curriculum to address the needs and mental health and wellbeing of children returning to school after lockdownWS2Ws1 | To develop a curriculum which focuses on the following areas:* Rebuilding Relationships and Re-establishing Routines
* How to manage my feelings and behaviour
* Enjoyment and Achievement
* Supporting mental health and physical wellbeing
* Challenge and acceleration of learning
* Community knowledge and respect
* Quality PSHCE

Appoint an assistant head who will lead on community, conduct and Christian values  | AJ/GD/Assistant head  | Monitoring reports – ½ termly reading data – Training documents – CPOMS will evidence impact | Individual support and training to be provided to ensure all staff understand how to implement and deliver our curriculumPupils are back in school and are adjusting to new procedures and re-establishing relationships.Gap analysis has identified learning and needsQuality PSHCE curriculum delivered across school Engage all parents in understanding the moral  | Monitoring is providing evidence of pupils’ successfully re-integrating back into school life.Quality PSHCE curriculum delivered across school Pupil Questionnaires used to monitor gaps in SEMH aspects | Monitoring is providing evidence of pupils’ successful return to school, accessing learning and continuing to build and develop relationships. Pupil Questionnaire will demonstrate the success of our curriculumQuality PSHCE curriculum delivered across school  |
| **Transition to long term curriculum**Skills and knowledge within the curriculum subjects is reviewed and developed to mitigate against lost learning during covid-19TLT1TLT 2TLT 3  | Subject leaders take responsibility for developing the skills taught in each subject ensuring a rich variety of skills are a part of each year group experience. The skills will build on previous learning and support gaps.Assessment of skills acquisition is trialed and put in place  | AJ/Subject leaders/Trust support  | Support through the trustMonitoring of lessons and planning  | Curriculum review time line developed Sufficient time is available for teaching all subjectsFirst set of units has been deliveredSubject leader time as part of each week for staff Trust support on developing subject leaders  | Any issues with the timetables have been addressedEvidence shows that teachers are covering all subjectsSkills acquisition monitoring is in place  | Timetables operating effectivelyCurriculum content is covered and this is monitored by curriculum leaders. |
| **Any other strategies**Children receive 60 minutes of reading daily; this includes taught and practice sessionsto mitigate against lost learning during covid-19TS1TS2TS4TS5T1T2T3  | Timetable the wider reading session into daily provisionPurchase new, high quality books for the class libraries. Link non-fiction material to the units the children will study throughout the year Develop the English curriculum to provide access to high-quality texts carefully selected to create a coherent narrative through the curriculum | English leadsOxford Owl – As aboveLiteracy Shed – As above Apprentice TA – as above  | Monitoring Quality of Provision half-termly reports – SLTData analysis – Nov, Mar and May  | 60 minutes per day strategy has been introduced through INSET and reading lesson INSET and training dayChildren are receiving 60 minutes reading per day on at least 3 days per week | Monitoring is providing evidence of pupils’ increased engagement with readingChildren are receiving 60 minutes reading per day on at least 4 days per week | Children are receiving 60 minutes reading per day on at least 9 days per fortnightReading data is at least in line with *on entry to KS* data for reading |

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| **Objective 2 of C.S & A.F**Ensuring schools are delivering routine, high quality, and broad and balanced curriculum to prepare students for the curriculum beyond January 2021 and for the summer 2021 exam series |
| **EEF+ Focus** | **Actions** | **Staff Lead /****Budget** | **Monitor (Who and When)** | **Success Milestones** |
| **Term1** | **Term 2**  | **Term 3** |
| **Teaching**Teach children to read effectively so that all pupils are ready to read to learn and can use inference skills effectively to support any lost learning due to covid19 T1T2T3T5T6TS1TS2TS4TS5WS4 | Match all school reading books to the children’s phonic instructional levelImplement RWI phonics assessment to identify gaps and areas of insecurity that can be addressed through targeted supportCreate home/school phonics books for daily home practice; disseminate to parents through parents’ online training on phonics Implement fluency practice sessions 3 times per week Phonics teaching and fluency lessons are in place for KS2 pupils who have not completed the RWI programme successfullyThe love of reading is promoted across the school and with parents using initiatives to launch exciting activitiesTo ensure quality challenging guided reading texts are used across ks2 Engage families in Oxford Owl to support home reading  | AJ/CA/LP/JB/MFQuality reading texts for challenge in ks2 - £1000 – explicit teaching Oxford owl – as above Literacy Shed – As above Apprentice TA – to support the running of interventions – Ass above WRI training for year 3 staff – £100 – CPD  | Phonics monitoring reports – AJHalf-termly data Records of 1-1 support for KS2 pupils – CAMonitoring of guided reading lessons  | Training for TA’s and teachers on operating the RWI assessmentAll relevant pupils have been assessed, accurate levels are established, and gaps identifiedFluency lessons are in place Phonics twice daily as part of recovery curriculumNew books in school and in useAll teachers and TAs are operating their groups successfullyParents’ phonics/reading information sessions have taken place1-1 support is in place to address gapsTraining for TAs has taken place to enable them to support 1-1 | Assessments are used effectively to evidence progress and identify gapsData is on Eazmag every half-term – analysis provides evidence that attainment is recovering rapidlyAny Individual training needs have been identified and addressed – phonicsData is tracking against FFT 50 (20 for some pupils) | Assessments are providing evidence that gaps are diminishing and that summer targets will be metData is on tracking system every half-termData is tracking against FFT 50 (20 for some pupils) |
| To ensure assessment in mathematics is accurate across school and identifies gaps for planning next steps to mitigate against lost learning during covid-19T5T1T2TS2 | New assessment guidelines outlined for teachers for below, expected and above. - Baselines are conducted across each year group and assessed against new criteria. - Targets are identified using FFT and previous key stage data. - Standardisation of levels across each year group. - Teachers to have resources to use to support their assessment. - Termly tests to be conducted. - WRMH topic tests to be conducted across year groups. - Marking and Feedback policy reviewed. | SC/SLTApprentice TA – as above | Long term plans - Medium Term plans - Learning walks -Book scrutinises - SLT monitoring  | All baselines are conducted and standardised against new assessment criteria. RTP documents to be used to ensure age related is accurate. Diagnostic questions is used to support teacher assessment. Introduce WRMH topic tests in staff meeting. Subject leader to begin to evidence exemplars for moderation. | WRMH topic tests to support on-going assessment regularly. Spreadsheets to be introduced. Analysis of termly tests to be conducted. Subject leader to continue to evidence exemplars for moderation.Data is tracking against FFT 50 (20 for some pupils) | Analysis of termly tests to be conducted. Staff meeting- Moderation.Assessment across school will be accurate. Teaching and learning will meet the needs of each child.Teachers will have an accurate understanding of attainment and progress of the child. Data is tracking against FFT 50 (20 for some pupils) |
| To ensure all non-core subjects offer children the opportunity to use the skills from core subjects to build against lost learning during covid-19TLT – 1,2,3 T5, T1  | Medium/long term planning is reviewed and adapted Skills across school are reviewed and developed to ensure coverage is metReview the text based curriculum ensuring that it offers both challenge and inspiration across the curriculum  | AJ/Subject leadersApprentice TA – as above   | Monitoring reports Subject leaders analysis of skills Subject action plans Pupil questionnaires Staff conversations  | Topics are taught from September onwards Aut 2 non-core subjects are monitored Curriculum deep dive plan is produced Subject leaders to work with the trust to develop understanding and knowledge Skills progression sheets are reviewed Meeting with the trust support to identify where support is needed Revisiting of the curriculum intent Monitoring of teaching Maths/RE and English are focus subjects (Aut 1)PE/Science/PSHCE are focus subjects (Aut 2)All subject action plans are submitted and developed by Christmas Marking policy reviewed alongside staff Staff wellbeing twilight booked  | Subject leaders to work with the trust to develop understanding and knowledge CPD available for teaching staff Skills progression sheets are produced and usedCurriculum deep dive plan is followed Skills for each subject reviewed and developed alongside trust and subject leaders Monitoring of teaching Art/music and drama are focus subjects (Spr 1)History and geography are focus subjects (Spr 2) New marking policy reviewed  | Subject leaders to work with the trust to develop understanding and knowledge CPD available for teaching staff Curriculum deep dive plan is followedAttainment of core subjects shows links to non-core experiences Individual support and training have been provided to address weaknesses in implementationDT and computing are focus subjects (Sum 1)MFL is a focus subject (Sum 2) Full review of the curriculum  |
| **Targeted Academic Support**Focus on reading and composing effective sentences to improve reading and writing to mitigate against lost learning during covid-19TS2T1T2T3 | INSET on inference curriculum is tightened to include direction on when English objectives will be taught to ensure coverage of the National CurriculumUsing cold writes to support diagnostic assessment of gaps  | AJ/CA/LPApprentice TA as above  | Monitoring Quality of Provision half-termly reports Data analysis Monitoring writing samples  | Training delivered on inference workMonitoring to identify any training needs; individual support is in place for teachers where necessaryCold write to give a solid base line of starting points Use Trust monitoring Workstream information to understand starting points and give accurate levels  | Evidence of impact in writing samplesPunctuation and grammar is increasingly secure – | Reading and writing overall is improved, securing children’s knowledge and understanding  |
| **Wider Strategies:**Development of dedicated pastoral team to support children’s positive behavior strategies and personal development, to mitigate against lost learning during covid-19TS2WS 1,2,3,,4 To improve attendance to be in line with National –particularly for specific groups (PP, SEND, boys) and reduce P.A. across school.WS2 | Boxall profile for assessing relevant pupils Establish core pastoral teamAccess training for the team Identify key children Audit team to identify training needsAppoint an assistant head who will lead on community, conduct and Christian values * Attendance leaflets sent with welcome packs and those with <96% attendance
* Attendance work streams for good practice
* Fortnightly Inclusion Meetings
* 100% class recognized- reward
* Attendance and Punctuality Displays
* Attendance Officer Monitoring
* Parent meetings /calls
* Attendance leaflets sent with welcome packs and those with <96% attendance
* Establish an attendance lead
* To ensure engaging and inspiring lessons are in place which support all learning styles
 | AJ/GD/Assistant head Apprentice TA – part time to support interventions £2500AJ/Attendance team | Room Developed into appropriate calming/safe space Boxall Profile to evidence progressParental involvement/questionnaire Pupil questionnaire-Evidence of training completed-Key children are able to access their learning and make positive relationships (CPOMS)Work stream minutes Inclusion meeting minutes (DSLs)Case studies Attendance data Attendance Policy  | Identify space and develop appropriate safe/calm room for leader to be basedEstablish core pastoral team (Learning Mentor, SENDCO, Attendance Officer etc.) Work with staff to identify key children and their needsIdentify key children and their needsPlan for routines and intervention Audit training needs Seek relevant training Complete Boxall Profile to ascertain a starting point/individual needsPupil tracker used to identify areas for action and priority families.Attendance leaflets sent with welcome packs and those with <96% attendanceAttendance work streams for good practice100% class attendance recognisedAttendance and punctuality displaysLate letters sent to all with >5% lates.Letters to all <90% attenders.Pupil tracker used to identify areas for action and priority families.Attendance leaflets sent to those with <96% attendanceFortnightly meetings to assess data and plan next steps.Attendance work streams for good practice100% class attendance recognisedAttendance and punctuality displaysLate letters sent to all with >5% lates.Letters to all <90% attenders. | Review key children and continue to identify their needsMeasure progress thorough Boxall ProfileContinue to develop wider team Continue to establish routines and adapt where appropriate Key children are making progress in their learning and accessing more of the curriculumTeam have received relevant training and cascade to othersBegin to use feedback from children, staff and parents to adapt practice where neededPupil tracker used to identify areas for action and priority families.Attendance leaflets sent to those with <96% attendanceFortnightly meetings to assess data and plan next steps. Attendance work streams for good practice100% class attendance recognisedAttendance and punctuality displaysLate letters sent to all with >5% lates.Letters to all <90% attenders.Pupil tracker used to identify areas for action and priority families.Attendance leaflets sent to those with <96% attendanceMonthly meetings to assess data and plan next steps.Attendance work streams for good practice100% class attendance recognisedAttendance and punctuality displaysLate letters sent to all with >5% lates.Letters to all <90% attenders. | Continue to review key children and continue to identify their needsMeasure progress thorough Boxall ProfileKey children are requiring less support from pastoral team and are able to access the learning in class independently for greater periods of timePastoral team are confident in approaches and routines are establishedFeedback from parents and children demonstrate impact on SEMH and learning.Pupil tracker used to identify areas for action and priority families.Attendance leaflets sent to those with <96% attendanceFortnightly meetings to assess data and plan next steps.Attendance work streams for good practice100% class attendance recognisedAttendance and punctuality displaysLate letters sent to all with >5% lates.Letters to all <90% attenders |
| **Transition to long term curriculum**Provide a broad, knowledge-based curriculum that is focused on the intellectual development of the pupils to mitigate against lost learning during covid-19TTT,1,2,3 | Develop a cohesive curriculum that honours each subject discipline and creates a cohesive narrative across year groups.Review medium/long term plans for each unit. Provide teachers with some background reading for their units.Subjects are properly resourced | AJ/Subject leaders  | Long-term and medium-term curriculum plans - Subject leaders’ files – leadersCurriculum Making documents outlining the place of each unit in the overall structure of the curriculum – leaders’ filesWork samples at ARE – leaders’ filesMonitoring reports from ½ termly reviews - SLT | Units of work are in place for all subject areas for term 1Monitoring evidence shows that all classes are being taught the full curriculumTeachers have read around each of their units and are confident in their own subject knowledgeTeachers are well prepared to teach each unit – short-term plans and resources are in placeUnits of work are written for term 2 | Units of work are in place for all subject areas for term 2Monitoring evidence shows that all classes are being taught the full curriculumTeachers have read around each of their units and are confident in their own subject knowledgeTeachers are well prepared to teach each unit – short-term plans and resources are in placeUnits of work are written for term 3 | Units of work are in place for all subject areas for term 3Monitoring evidence shows that all classes are being taught the full curriculumTeachers have read around each of their units and are confident in their own subject knowledgeTeachers are well prepared to teach each unit – short-term plans and resources are in placeUnits of work for all subjects have been taught successfully; term 3 monitoring shows that there has been steady improvement over the year. |
| **Any other strategies** |  |  |  |  |  |  |

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| **Objective 3 of C.S & A.F**Ensuring that the curriculum being delivered in school is also able to be delivered as robustly and consistently for any child, class or school facing a national or local lockdown |
| **EEF+ Focus** | **Actions** | **Staff Lead /****Budget** | **Monitor (Who and When)** | **Success Milestones** |
| **Term1** | **Term 2**  | **Term 3** |
| **Teaching**All children have access to quality learning and teaching at all times to mitigate against lost learning during covid-19T1Ws4T6 | All teachers will ensure online work is updated each day/week (as appropriate depending on situation).All teachers will have a clear picture of which children require work packs if they are unable to access online learning.Children’s work will be assessed by the class teacher wherever possible. | AJ | Using the BDAT ‘Bubble Closure’ Document, SLT will monitor the work on the class pages (website) each week.Staff self-isolating will phone children/parents/carers in the event of a Bubble Closure. They will respond to any concerns or difficulties in accessing the learning  | Teachers to ascertain which families need work packs/no internet accessWebsite updated with 2020-2021 class pages Oak Academy and WRMH, TT rock stars and Spelling Shed are accessible on the class pages Where a bubble closes or a child is self-isolating, teachers will ensure work is provided | Teachers continue to update class pages and follow the plan on the Bubble Closure Document Teachers will assess work completed and feedback to children | All children have had access to quality learning in the event of self-isolation or bubble closure. |
| **Targeted Academic Support:**All children (including those with SEND) can access online/remote learning at an appropriate level according to their needs T1Ws4T6TS4 | All teachers will ensure online work is updated each day/week (as appropriate depending on situation). Children working below ARE will be given work that is appropriate to their individual needAll teachers will have a clear picture of which children require work packs if they are unable to access online learning.Children’s work will be assessed by the class teacher wherever possible. | AJLiteracy shed as above CGP books for uks2 - £1000 – remote learning  | Using the BDAT ‘Bubble Closure’ Document, SLT will monitor the work on the class pages (website) each week and ensure work is differentiated for children working below ARE or below KS. Teachers will phone children/parents/carers in the event of a Bubble Closure. They will respond to any concerns or difficulties in accessing the learningAll class pages will be set up for October 2020 with access to TT Rock stars, spelling shed, WRMH and Oak Academy will be available throughout the year for any children self-isolating.  | Teachers to ascertain which families need work packs/no internet accessChildren who are SEND will be given extra support by the teacher and SENCO Work will be provided at an appropriate levelAll class pages will be set up for September 2020 with access to TT Rock stars, Spelling shed, WRMH and Oak Academy will be available throughout the year for any children self-isolating.  | Teachers continue to update class pages and follow the plan on the Bubble Closure Document, ensuring SEND pupil needs are identified and metTeachers will assess work completed and feedback to childrenAll class pages will be set up for September 2020 with access to TT Rock stars, Spelling shed, WRMH and Oak Academy will be available throughout the year for any children self-isolating.  | All children have had access to quality learning in the event of self-isolation or bubble closure.All class pages will be set up for September 2020 with access to TT Rock stars, Spelling shed, WRMH and Oak Academy will be available throughout the year for any children self-isolating.  |
| That those children with an EHCP will have specific support against their EHCP targets TS 4 | Teachers and SENCO to identify which targets will need bespoke support Teachers will create ready to go packs for these children Senco assistant will contact twice weekly to discuss progress  | AJ/HC  | Using the BDAT ‘Bubble Closure’ Document, SLT will monitor the work on the class pages (website) each week and ensure work is differentiated for children working below ARE or below KS. Teachers will phone children/parents/carers in the event of a Bubble Closure. They will respond to any concerns or difficulties in accessing the learning | Teachers to ascertain which EHCP targets need addressing Children who are SEND will be given extra support by the teacher and SENCO Work will be provided at an appropriate level | Teachers continue to update class pages and follow the plan on the Bubble Closure Document, ensuring SEND pupil needs are identified and metTeachers will assess work completed and feedback to children | All children have had access to quality learning in the event of self-isolation or bubble closure. |
| **Wider Strategies:**Communication with parents and carers will be effective and supportive WS 4 | Communication with parents and stakeholders will be regular and in line with trust guidance. Learning Mentor will ‘check in’ with our most vulnerable families at least twice weekly in the vent of a lockdown or bubble closure and keep up to date records (CPOMS)Safeguarding Team will continue to work with external agencies to support and protect familiesAttendance Officer/Learning Mentor will visit our most vulnerable families and keep up to date records (CPOMS)Ensure mental health and wellbeing are features of any home learning and support is offered at each opportunity | AJ/GD/DSLs  | DSL/Safeguarding team to hold regular supervision meetings to ensure all families are monitored and supported appropriately Our website will be kept up to date with news and information for parents.Safeguarding Team will ‘check-in’ with identified vulnerable families regularlyGD/DSL to continue to sign post families in crisis and in need. They will continue to share information with relevant agencies | DSL/GD to identify vulnerable families Teachers will keep DSL/GD up to date with concerns about key children/familiesGD/office staff will carry out regular home visits of vulnerable families and update records on CPOMS | Vulnerable families are reviewed through supervision meetingsVulnerable families are signposted to agencies for help and supportContinuous monitoring will ensure families are supported appropriately and children are safeAgencies are referred to for advice and support  | Vulnerable families are supported and safe  |
| **Transition to long term curriculum**To provide high quality home learning if a whole class is asked to isolate which is a continuation of learning at school to mitigate against lost learning T1Ws4T6 | Staff are clear about code of conduct around home learning and their responsibilities Provide staff with a quick start guide to home learning for symptomatic children and isolating children Ensure that there is accountability from the families and expectations are firmly in place through a home learning agreement Ensure mental health and wellbeing are features of any home learning and support is offered at each opportunity  | AJ | Marking and assessment Conversations with parents and carers  | Home school agreement sent outCode of conduct and quick start guide sent out  | Staff and families are clear about their responsibilities and learning continues  | Staff and families are clear about their responsibilities and learning continues |
| **Any other strategies**To ensure the safety of all children working at home WS 1,2,3,4, | Communication with parents and stakeholders will be regular and in line with trust guidance. Ensure mental health and wellbeing are features of any home learning and support is offered at each opportunitySafeguarding Team will continue to work with external agencies to support and protect familiesAttendance Officer/Learning Mentor will visit our most vulnerable families and keep up to date records (CPOMS)Regular early help support provided for families and newsletters featuring support numbers available Teachers will speak to vulnerable children directly on the phone | AJ/DSL/GD/office staff | Our website will be kept up to date with news and information for parents.Safeguarding Team will ‘check-in’ with identified vulnerable families regularlyGD/DSL to continue to sign post families in crisis and in need. They will continue to share information with relevant agencies | DSL/GD to identify vulnerable families Teachers will keep DSL/GD up to date with concerns about key children/familiesGD/office staff will carry out regular home visits of vulnerable families and update records on CPOMSCommunication with social workers continues where needed  | Vulnerable families are reviewed through supervision meetingsVulnerable families are signposted to agencies for help and supportContinuous monitoring will ensure families are supported appropriately and children are safeAgencies are referred to for advice and support Communication with social workers continues where needed | Vulnerable families are supported and safe Communication with social workers continues where needed |