

**COVID CATCH-UP PLAN**

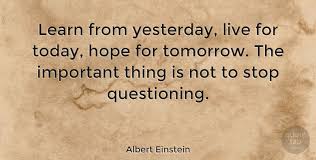
**September 2020**

**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 1  T5 | Implement our awareness of learning styles for teaching.  Provide CPD for all teaching staff equipping them to implement each element successfully  Revision of the subject skills across the foundation subjects to identify where gaps may occur  Re-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 stakeholders  PIXL - £2700 - Diagnostic ongoing assessment | Monitoring reports – AJ  ½ termly reading data – AJ  Training - AJ  Subject leader action plans  Staff well-being meetings  Staff 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 implementation  DT 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 1  T5 | 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 strategies  TTrockstars 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 1  T5  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  TS5  TS4  WS 1  T7 | 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 lesson  Continue 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 help  Implement Madeline Portwood intervention for gross motor skills support | AJ/CA/LP  Oxford 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/LP  Monitoring Quality of Provision half-termly reports – AJ  Data analysis – Nov, Jan, Mar and may – AJ/OT  Monitoring 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 poetry  Teachers have a good understanding of an ARE text for their year group and GT  Any individual training needs have been identified and addressed  Support has been given to identify suitable texts for reading lessons  Home leaflet created and online line phonics and reading workshops for parents set up  Volunteer 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 good  The modelling element of the guided reading lesson is taught well and is impacting positively on reading standards  Teachers are able to identify suitable texts for reading lessons  All teachers hold a responsibility to raise the profile of reading across school through performance management  Assessment of fine  and gross motor | All teachers are teaching consistently good reading lessons  Reading data is at least in line with *on entry to KS* data for reading  All teachers hold a responsibility to raise the profile of reading across school through performance management  Assessment of fine  and 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  T5  TS4  TS 2  Ts5 | 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/GD  Apprentice TA – as above | IEPS  - Learning walks  -Book scrutinises  - SLT monitoring | SEND children are identified across school.  Beat dyslexia intervention is used in ks2 Aut 2  Numicon 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  T1  T7  TS2  TS5 | 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/MF  Oxford 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 good  The 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 lockdown  WS2  Ws1 | 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 curriculum  Pupils are back in school and are adjusting to new procedures and re-establishing relationships.  Gap analysis has identified learning and needs  Quality 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 curriculum  Quality 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-19  TLT1  TLT 2  TLT 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 trust  Monitoring of lessons and planning | Curriculum review time line developed  Sufficient time is available for teaching all subjects  First set of units has been delivered  Subject leader time as part of each week for staff  Trust support on developing subject leaders | Any issues with the timetables have been addressed  Evidence shows that teachers are covering all subjects  Skills acquisition monitoring is in place | Timetables operating effectively  Curriculum 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 sessions  to mitigate against lost learning during covid-19  TS1  TS2  TS4  TS5  T1  T2  T3 | Timetable the wider reading session into daily provision  Purchase 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 leads  Oxford Owl – As above  Literacy Shed – As above  Apprentice TA – as above | Monitoring Quality of Provision half-termly reports – SLT  Data analysis – Nov, Mar and May | 60 minutes per day strategy has been introduced through INSET and reading lesson INSET and training day  Children are receiving 60 minutes reading per day on at least 3 days per week | Monitoring is providing evidence of pupils’ increased engagement with reading  Children 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 fortnight  Reading 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  T1  T2  T3  T5  T6  TS1  TS2  TS4  TS5  WS4 | Match all school reading books to the children’s phonic instructional level  Implement RWI phonics assessment to identify gaps and areas of insecurity that can be addressed through targeted support  Create 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 successfully  The love of reading is promoted across the school and with parents using initiatives to launch exciting activities  To ensure quality challenging guided reading texts are used across ks2  Engage families in Oxford Owl to support home reading | AJ/CA/LP/JB/MF  Quality 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 – AJ  Half-termly data  Records of 1-1 support for KS2 pupils – CA  Monitoring of guided reading lessons | Training for TA’s and teachers on operating the RWI assessment  All relevant pupils have been assessed, accurate levels are established, and gaps identified  Fluency lessons are in place  Phonics twice daily as part of recovery curriculum  New books in school and in use  All teachers and TAs are operating their groups successfully  Parents’ phonics/reading information sessions have taken place  1-1 support is in place to address gaps  Training for TAs has taken place to enable them to support 1-1 | Assessments are used effectively to evidence progress and identify gaps  Data is on Eazmag every half-term – analysis provides evidence that attainment is recovering rapidly  Any Individual training needs have been identified and addressed – phonics  Data is tracking against FFT 50 (20 for some pupils) | Assessments are providing evidence that gaps are diminishing and that summer targets will be met  Data is on tracking system every half-term  Data 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-19  T5  T1  T2  TS2 | 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/SLT  Apprentice 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-19  TLT – 1,2,3  T5,  T1 | Medium/long term planning is reviewed and adapted  Skills across school are reviewed and developed to ensure coverage is met  Review the text based curriculum ensuring that it offers both challenge and inspiration across the curriculum | AJ/Subject leaders  Apprentice 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 used  Curriculum 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 followed  Attainment of core subjects shows links to non-core experiences  Individual support and training have been provided to address weaknesses in implementation  DT 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-19  TS2  T1  T2  T3 | INSET on inference  curriculum is tightened to include direction on when English objectives will be taught to ensure coverage of the National Curriculum  Using cold writes to support diagnostic assessment of gaps | AJ/CA/LP  Apprentice TA as above | Monitoring Quality of Provision half-termly reports  Data analysis  Monitoring writing samples | Training delivered on inference work  Monitoring to identify any training needs; individual support is in place for teachers where necessary  Cold 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 samples  Punctuation 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-19  TS2  WS 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 team  Access training for the team  Identify key children  Audit team to identify training needs  Appoint 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 £2500  AJ/Attendance team | Room Developed into appropriate calming/safe space  Boxall Profile to evidence progress  Parental 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 based  Establish core pastoral team (Learning Mentor, SENDCO, Attendance Officer etc.)  Work with staff to identify key children and their needs  Identify key children and their needs  Plan for routines and intervention  Audit training needs  Seek relevant training  Complete Boxall Profile to ascertain a starting point/individual needs  Pupil tracker used to identify areas for action and priority families.  Attendance leaflets sent with welcome packs and those with <96% attendance  Attendance work streams for good practice  100% class attendance recognised  Attendance and punctuality displays  Late 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% attendance  Fortnightly meetings to assess data and plan next steps.  Attendance work streams for good practice  100% class attendance recognised  Attendance and punctuality displays  Late letters sent to all with >5% lates.  Letters to all <90% attenders. | Review key children and continue to identify their needs  Measure progress thorough Boxall Profile  Continue 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 curriculum  Team have received relevant training and cascade to others  Begin to use feedback from children, staff and parents to adapt practice where needed  Pupil tracker used to identify areas for action and priority families.  Attendance leaflets sent to those with <96% attendance  Fortnightly meetings to assess data and plan next steps.  Attendance work streams for good practice  100% class attendance recognised  Attendance and punctuality displays  Late 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% attendance  Monthly meetings to assess data and plan next steps.  Attendance work streams for good practice  100% class attendance recognised  Attendance and punctuality displays  Late letters sent to all with >5% lates.  Letters to all <90% attenders. | Continue to review key children and continue to identify their needs  Measure progress thorough Boxall Profile  Key children are requiring less support from pastoral team and are able to access the learning in class independently for greater periods of time  Pastoral team are confident in approaches and routines are established  Feedback 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% attendance  Fortnightly meetings to assess data and plan next steps.  Attendance work streams for good practice  100% class attendance recognised  Attendance and punctuality displays  Late 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-19  TTT,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 – leaders  Curriculum Making documents outlining the place of each unit in the overall structure of the curriculum – leaders’ files  Work samples at ARE – leaders’ files  Monitoring reports from ½ termly reviews - SLT | Units of work are in place for all subject areas for term 1  Monitoring evidence shows that all classes are being taught the full curriculum  Teachers have read around each of their units and are confident in their own subject knowledge  Teachers are well prepared to teach each unit – short-term plans and resources are in place  Units of work are written for term 2 | Units of work are in place for all subject areas for term 2  Monitoring evidence shows that all classes are being taught the full curriculum  Teachers have read around each of their units and are confident in their own subject knowledge  Teachers are well prepared to teach each unit – short-term plans and resources are in place  Units of work are written for term 3 | Units of work are in place for all subject areas for term 3  Monitoring evidence shows that all classes are being taught the full curriculum  Teachers have read around each of their units and are confident in their own subject knowledge  Teachers are well prepared to teach each unit – short-term plans and resources are in place  Units 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-19  T1  Ws4  T6 | 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 access  Website 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  T1  Ws4  T6  TS4 | 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 need  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  Literacy 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 learning  All 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 access  Children who are SEND will be given extra support by the teacher and SENCO  Work will be provided at an appropriate level  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. | Teachers continue to update class pages and follow the plan on the Bubble Closure Document, ensuring SEND pupil needs are identified and met  Teachers will assess work completed and feedback to children  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. | 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 met  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. |
| **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 families  Attendance 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 regularly  GD/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/families  GD/office staff will carry out regular home visits of vulnerable families and update records on CPOMS | Vulnerable families are reviewed through supervision meetings  Vulnerable families are signposted to agencies for help and support  Continuous monitoring will ensure families are supported appropriately and children are safe  Agencies 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 T1  Ws4  T6 | 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 out  Code 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 opportunity  Safeguarding Team will continue to work with external agencies to support and protect families  Attendance 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 regularly  GD/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/families  GD/office staff will carry out regular home visits of vulnerable families and update records on CPOMS  Communication with social workers continues where needed | Vulnerable families are reviewed through supervision meetings  Vulnerable families are signposted to agencies for help and support  Continuous monitoring will ensure families are supported appropriately and children are safe  Agencies 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 |