

## Aylestone Federation of Schools – COVID Catch-up Plan 2020

The approach to supporting the federation community in dealing with the issues experienced as a result of and during the COVID pandemic, lockdown and the subsequent wider re-opening of schools will be guided by the underlying principles of:

1. Our pupils have a set of core needs as described in Maslow’s hierarchy of needs
2. Every pupil and member of staff will have experienced the pandemic in a different way requiring a different understanding and delivery of support
3. Our pupils will have different understandings of the risks and the necessary actions to mitigate risks, requiring clear guidance and management
4. COVID will have accentuated the factors affecting academic progress and placed greater emphasis on the impact of social capital: parental support, resources at home, family tradition as learners. These need to be understood and support given to minimise the differences and resulting gaps
5. Learning styles and learning aptitudes needed to continue learning will have been challenged, found to be weak or developed in unexpected ways. These need to be recognised, discussed and our pupils need support in recognising successful learning behaviours and developing them
6. How teachers and support staff carried out their roles changed to one of facilitating access to learning rather than delivering knowledge, skills and understanding. The knowledge gap, the subject specific skills and the understanding of what has been learned need to be addressed
7. Learning how to learn will support the rapid recovery through metacognitive strategies and AfL principles including questioning. Being proficient and confident in reading, developing skills that will serve across the curriculum is vital.

Catch up plan:		
Focus:	Actions	Supports underlying principles
Identify pupils’ needs: Academic  “Don’t present pupils with written tests as soon as they come back to school, and don’t expect staff to carry out formal assessments.” Mary Hyatt/Tom Sherrington – The Key June 2020	<ul style="list-style-type: none"> <li>• Faculties identify the areas of the curriculum that have been affected               <ul style="list-style-type: none"> <li>○ Identify key concepts essential for progression missed and plan for coverage</li> <li>○ Re-order curriculum priorities/teaching sequence</li> <li>○ Employ AfL strategies to gauge ‘forgotten’ learning or misunderstood concepts</li> <li>○ Ensure new material has firm foundations by ensuring that key concepts, skills and knowledge are secured, for the subject</li> </ul> </li> </ul>	1, 2, 4, 5, 6
Identify pupils’ needs: Emotional and behavioural	<ul style="list-style-type: none"> <li>• Assess emotional and behavioural needs and provide support               <ul style="list-style-type: none"> <li>○ Pastoral conversations prior to return</li> </ul> </li> </ul>	1, 2, 3

<p>“before you ...start teaching your curriculum again, make sure your pupils are <u>emotionally settled and feel secure at school.</u>” Mary Hyatt/Tom Sherrington – The Key June 2020</p>	<ul style="list-style-type: none"> <li>• Transition support for Yr7 <ul style="list-style-type: none"> <li>○ Academic</li> <li>○ Pastoral</li> </ul> </li> <li>• Identify potential SEN needs and support staff in adapting to meet those needs</li> </ul>	
<p>Ensure pupils, staff and parents are confident of a safe and organised return to learning</p>	<ul style="list-style-type: none"> <li>• Effective communication of the Covid risk assessment to all staff. Give staff the opportunity to suggest amendments to the logistics and the operational aspects of applying the risk assessment</li> <li>• Tutor discussions to talk pupils through the bubbles, the sanitisation routines, the one-way system and all other relevant aspects of the Covid Risk Assessment to ensure that pupils understand the need for safe practices to minimise contamination</li> <li>• Tutors and teachers reiterate frequently to pupils the needs arising from learning organised in a block timetable in ‘bubbles’</li> <li>• Provide the pupils with appropriate strategies to minimise the effect of being in the same ‘bubble’ for extended periods</li> </ul>	1, 2, 3
<p>Support good teaching</p>	<ul style="list-style-type: none"> <li>• Faculty support to identify key teaching strategies and or curriculum areas to ensure accelerated progress</li> <li>• September INSET covering curriculum focuses and resources for Autumn 1 teaching</li> <li>• Develop blended learning to support learning outside of the classroom to accelerate progress</li> <li>• Invest in and support the training of new online applications e.g. GCSE Pod, Loom</li> <li>• Develop learning dialogue to build the narrative of learning so that students overcome the feeling that the workload is insurmountable</li> </ul>	2, 5, 6
<p>Support Block Learning in Year group ‘bubbles’</p>	<ul style="list-style-type: none"> <li>• Tutors in all year groups discuss with pupils’ logistics and requirements of new arrangements</li> <li>• Guidance on effective use of block teaching to maximise opportunities and avoid learning ‘drift’</li> </ul>	2, 4, 5, 6
<p>Develop metacognition</p> <p>“Meta-cognition and self-regulation approaches have consistently high</p>	<ul style="list-style-type: none"> <li>• Provide a consistent focus in training in 2020/21 on metacognition using the EEF training materials and the Eton X online modules available</li> <li>• Support teachers and learning support staff in recognising metacognitive aspects of learning</li> </ul>	5, 6, 7

<p>levels of impact, with pupils making an average of 8 months' additional progress." - EEF</p>	<ul style="list-style-type: none"> <li>• Support learning on the principles of developing pupils' effectiveness in planning, monitoring and evaluating</li> </ul>	
<p>Literacy and numeracy interventions:</p>		
<p>Autumn Term: English – reading/writing</p> <p>From week 4 onwards</p> <p>Reading comprehension strategies “teach a range of techniques that enable pupils to comprehend the meaning of what is written” – “Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge.” EEF recommendations</p>	<ul style="list-style-type: none"> <li>• Re-engage pupils with successful reading strategies</li> <li>• Increase pupil confidence in dealing with new and challenging texts – word, sentence and text level</li> <li>• Support pupils in strategies for accessing and internalising text <ul style="list-style-type: none"> <li>○ Decoding technical vocabulary using different curricular texts</li> <li>○ Recognising the sentence structures of different curricular texts</li> <li>○ Recognising organisational structures of different curricular texts</li> </ul> </li> <li>• Re-engage pupils with successful writing strategies <ul style="list-style-type: none"> <li>○ to reproduce model curricular texts</li> <li>○ to develop generic text-type writing (inform, describe, explain, argue, persuade etc)</li> </ul> </li> <li>• Organise pupils from Years 7-9 into catch-up groups. Use most recently available working at grades alongside evidence of engagement in lockdown work to prioritise. English and Maths faculty to prioritise pupils based on AfL in weeks 1-3</li> <li>• Target pupils receive 3hrs of catch-up sessions initially to support re-engagement, rebuilding and increasing confidence</li> <li>• Select texts advised by faculty leads to support the technical and textual knowledge required in reading subject related texts</li> <li>• Devise booklets with cross-curricular focuses including stepped tasks that develop, practise and embed sequentially the skills required to decode, internalise, manipulate and utilise the content</li> <li>• Develop a simple writing task as assessment to gauge the impact of pupils' grasp of the reading skills – disseminate to Heads of Faculty</li> </ul>	<p>1, 2, 4, 6</p>
<p>Spring Term: English – reading/writing Intervention</p>	<ul style="list-style-type: none"> <li>• As above for reading/writing with targeted pupils</li> <li>• Use diagnostic assessment to identify specific needs to target interventions</li> <li>• Provide and plan regular sessions to sustain acquisition of competency and confidence</li> <li>• Report to Heads of Faculty, Achievement Coordinators on subject-specific improvements in performance/outcome</li> </ul>	<p>1, 2, 4, 6</p>

	<ul style="list-style-type: none"> <li>Targeted pupils receive 6 hrs of intervention</li> </ul>	
Summer Term English – Intervention	<ul style="list-style-type: none"> <li>As above for interventions</li> <li>Cross-reference with end of year ‘competency’ targets – provide additional intervention for target pupils with clear gaps</li> <li>Targeted pupils receive 6 hrs of intervention</li> </ul>	1, 2, 4, 6
Numeracy interventions		
Autumn Term  From week 4 onwards	<ul style="list-style-type: none"> <li>Re-engage pupils with successful numeracy strategies</li> <li>Increase pupil confidence in dealing with numeracy when encountered in subjects other than maths</li> <li>Re-build competency in: <ul style="list-style-type: none"> <li>Graphing and tabulating</li> <li>Averages and handling statistical data</li> <li>Percentages</li> </ul> </li> <li>Organise pupils from Years 7-9 into catch-up groups. Use most recently available working at grades alongside evidence of engagement in lockdown work to prioritise. English and Maths faculty to prioritise pupils based on AfL in weeks 1-3</li> <li>Target pupils receive 3hrs of catch-up sessions initially to support re-engagement, rebuilding and increasing confidence</li> <li>Focussed sessions investigating imbedded maths requirements of cross-curricular texts e.g. graphs or tables in geography text</li> <li>Impact assessed through a short test after six sessions – report to relevant Heads of Faculty</li> </ul>	1, 2, 4, 6
Spring Term Intervention	<ul style="list-style-type: none"> <li>As above for targeted pupils</li> <li>Use diagnostic assessment to identify specific needs to target interventions</li> <li>Provide regular sessions to sustain acquisition of competency and confidence</li> <li>Report on subject-specific improvements in performance/outcome</li> <li>Targeted pupils receive 6 hrs of intervention</li> </ul>	1, 2, 4, 6
Summer Term	<ul style="list-style-type: none"> <li>As above for interventions</li> <li>Cross-reference with end of year ‘competency’ targets – provide additional intervention for target pupils with clear gaps</li> <li>Targeted pupils receive 6 hrs of intervention</li> </ul>	1, 2, 4, 6
One-to-one or small group tuition	<ul style="list-style-type: none"> <li>Provide tutors accurate information on pupil need, gaps in knowledge, skill and understanding in literacy and numeracy</li> </ul>	1, 2, 4, 6

<p>Arrangements to be confirmed when DfE release details of funding, agencies and logistics of tuition plan</p>	<ul style="list-style-type: none"><li>• Build working relationships between tutors, teachers, pupils and parents</li></ul>	
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Maslow's hierarchy of needs