

Covid Catch up Recovery Curriculum 2020-2021



Rationale and Strategy Statement

Covid-19 has impacted on all our lives. We are mindful that many pupils have not been in school since March and the impact that this will have had on both their education, emotional wellbeing and readiness to learn. Many of the children received home schooling and the school provided lessons through paper packs (where needed), the home learning online platform, Purple Mash, TT Rockstars and The Oak Academy. However, it is important to remember that children, due to home circumstances, will not have received the same quality of education, consistently and as thoroughly as if they had been in school being taught during this time.

Teachers completed assessments in week 4 of the autumn term, in order to determine if children's learning has regressed. Even though we acknowledge that Reading, Writing and Maths need to be a focus to help the children to 'catch up' on their missed learning, our intention is to still offer a broad and balanced curriculum for all of the children. We have constructed a 'catch-up' plan to ensure children catch up on any lost learning time and potential gaps in knowledge. This plan will focus on quality first teaching, empowering our team of staff by providing high quality training, specific year group 'gap' filling, classroom intervention and small group targeted support with the child's health and well-being at the centre of all we do. We have also considered advice and guidance from the Department for Education and Education Endowment Fund.

Evidence of need	Action	Finance	Delivery or Monitoring	Intervention or support	Impact
<p>Phonics (knowledge and recall): Gaps between identified pupils and their peers have widened during lockdown. Pupils did receive directed phonics teaching from March 2020 to Sept 2020. Pupils have not all had the opportunity to read to others, access stories and enjoy books. Identified pupils have not accessed quality texts during lockdown or texts matched to their phonetical knowledge and ability and which did not</p>	<ul style="list-style-type: none"> • Reception year early language programme (NELI) • Daily intervention groups (maths and English) with Teachers/HLTA for targeted support of lower attaining pupils across all key stages. Teachers/HLTA are working within their bubble. • Year 1 and 2 children are in phonics groups to ensure each child is catered for to make progress. • Phonics in year 3 extended programme 	<p>Addition LSA £15,500</p>	<p>SLT EYFS leader</p>	<p>SEN TA to deliver the Neli programme 4 x per week (incl initial testing)</p> <p>1 x HLTA Year 2 maths – daily Year 2 English – daily</p>	<ul style="list-style-type: none"> • Children are making at least expected progress from their September 2020 baseline. • Identified pupils make rapid progress in communication and language development (Speech Link/Neli). • The school has a sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.

contain words which can be broken down using phonics				Year 1 phonics – daily	
<p>Reading</p> <p>Some pupils who did engage in home learning did not have access to quality texts to read or support subject learning. Questioning from supported adults may not have supported the development of inference and comprehension skills.</p>	<ul style="list-style-type: none"> Targeted interventions for children in OT, speech and language, phonics and reading across year 2 	New books £900	LSAs targeting readers. Teachers monitoring reading levels.	<p>Targeted interventions for children in OT, speech and language, phonics and reading across year 2</p> <p>1 x Teacher Year 3 Year 4</p> <p>1 x Teacher Year 5 Year 6</p> <p>1 x Teacher Year 5</p>	<ul style="list-style-type: none"> Pupils will develop reading skills at a rapid rate and continue the progress rate they previously achieved pre-covid. Pupils will be able to read books at their age related expectation
<p>Speaking and Listening</p> <p>Identified pupils' communication and language development has not made sufficient progress during 2019-20 and significant gaps between them and their peers have arisen. Lack of access to quality texts and limited discussion about books.</p>	<ul style="list-style-type: none"> Team teaching activities to implement approaches for speech and language interventions within classrooms. Providing professional development to staff (NESI- see above) to improve quality first teaching provision for children with communication 		<p>Training (8 to 10 hours)</p> <p>SLT and KS1 lead</p>		<ul style="list-style-type: none"> Pupils will have experiences and being taught skills to help them communicate, express themselves and use correctly, a wide vocabulary.
<p>Core Skills</p> <p>Pupils missed out on some core skills teaching in English and maths. Gaps in their learning have been identified and could be a barrier in them reaching age related expectation by the end of this academic year.</p>	<ul style="list-style-type: none"> Identify pupils who hadn't engaged with remote learning during lockdown (March-Sept) (evidenced through Purple Mash account). Offer a greater involvement in additional support. E.g. reading more frequently with LSA or a group of these pupils in an extra guided reading session. 	Part time intervention teacher now working fulltime £18,000			<ul style="list-style-type: none"> Gaps within maths knowledge are addressed and children make progress towards expected levels. Gaps within English knowledge are addressed and children make progress towards expected levels.

	<ul style="list-style-type: none"> English – Purchase of extra resources for intervention group for year 2 (Read write Inc) 				
<p><u>Additional home learning due to isolation period.</u> Identified pupils' access to technology has been a barrier to them accessing remote learning and thus engaging with teaching and learning activities during a bubble closure.</p>	<ul style="list-style-type: none"> Use of 1 teacher to complete uploading of home learning set by other year groups. Kindles purchased to aid some families where multiple children are isolating at a time. 	£1600	Computing Lead SLT	1 teacher – 1 afternoon weekly. Class teachers will communicate feedback through Purple Mash.	<ul style="list-style-type: none"> Children who are isolating are continuing to receive education. Pupils will return to the classroom having engaged in much of the same learning experiences as their peers as thus ensuring a continuation of provision.
<p><u>Pupils unprepared for the next phase of learning.</u> Curriculum may not flow for pupils who have missed topics</p>	<ul style="list-style-type: none"> Training day agenda's altered for teachers to collaborate and adapt planning. Tuition (small groups) for reading, writing and maths. LSAs used for pre-teaching 	£9000	Curriculum lead. SLT	Teachers within school bubbles – Years 2, 5 and 6 – 9 hours weekly x 16 weeks (£60 ph)	<ul style="list-style-type: none"> Tuition to start January 2021 to May 2021. 11+ tuition pupils are boosted to achieve their potential.
<u>G&T Booster</u>	Maths able group			1 x CT (3 hours per week)	Children to reach depth level
<u>Assessment</u>	<p>Assessment levels will be taken in October and December with monitoring from SLT to ensure progress is being made. (Chris Quigley assessment sheets are used in reading, writing and maths).</p> <p>Three data drops are asked for through the academic year.</p>		Deputy Headteacher SLT	All class teachers x 3 yearly.	<p>Analysis of progress being made across the year groups.</p> <p>Analysis of which children need targeting in various areas of the curriculum and support put in place.</p>