

Covid catch up plan - year 2021-22

Tier 1 support: Teaching quality, assessment and feedback					
Action	Intended outcome and success criteria	Resources	Staff lead	How will this be monitored?	RAG
<p>Consolidate skills of AfL within classes to track back and adapt curriculum provision as needed.</p> <p>Use teacher and summative assessment to analyse gaps and inform in-class support and appropriate support and challenge</p>	<ul style="list-style-type: none"> Learning will be precisely matched to the needs of all pupils. A provision map will detail how the school will meet the aims of its pupils. A range of assessments (GL, White Rose, Phonics, and Spelling) will show that pupils have made progress towards or achieved their last measured statutory assessment level. (eg expected or greater depth) 	<p>Staff meeting time and support from reading, writing and maths leads during their management time.</p> <p>Purchase and deliver additional GL assessments in English and maths.</p>	SB	<p>During phase reviews data, book scrutiny, lesson observations and pupil voice evidence will be sought and cross referenced to provide a view of the effectiveness of this action.</p>	
<p>Use summative benchmarking to inform intervention programmes</p>	<ul style="list-style-type: none"> Where assessment doesn't clearly show progress, a portfolio of evidence will show more nuanced improvements. The L&B curriculum is cohesive and all opportunities to teach new concepts and deepen understanding are realised. Pupils can access learning quickly because they understand the processes that are in place. 	<p>Leadership time will be used during phase reviews to ensure that these actions are being addressed.</p>	JB	<p>Progress will be measured by comparing assessments at different points through the intervention programme.</p>	

Tier 2: Quality 1:1/small group support (intervention/Tutoring)					
Action	Intended outcome and success criteria	Resources	Staff lead	How will this be monitored?	•
Flexible new resources put in place to improve and support basic skills.	<ul style="list-style-type: none"> Materials support the teaching of and development of precise phonics support and rehearsal Pupils' learning is supported both in school and at home Children's confidence and skills will increase 	Spellings, Phonics and Reading package implemented – Nesy and Phonics Play	LT/JB	During management time subject leaders will monitor the impact of these packages and report back at SLT and staff meetings.	
	<ul style="list-style-type: none"> Materials support the teaching of and development tables and number facts work Support occurs both in school and at home. Children's confidence and skills will increase 	Tables and number facts package implemented – TT Rockstars and Numbots	SH	During management time SH will monitor the impact of these packages and report back at SLT and staff meetings.	
Additional TA support to be used in school to support writing and maths (as needed by the teacher)	<ul style="list-style-type: none"> Teachers will have the additional learning support resource to target groups of children in the areas in which they have fallen behind. Individuals benefit from intervention programmes that address gaps in their learning. Pupils quickly get back to their last assessment point (eg expected or greater depth etc) 		SB/JB	Data and work samples captured at the beginning and end of the programme will be used to capture progress and plan next steps.	

<p>Reading – 1:1 and small group support – impacting on phonics</p>	<ul style="list-style-type: none"> • Identified children will have significantly increased rates of reading fluency. • The teaching of early phonics is properly supported with additional groups and interventions. • They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. • They will become confident readers and dips in reading attainment will be negated. 	<p>A HLTA will work with those children whose reading GL Assessments indicate have dipped below expected attainment</p>	<p>LT</p>	<p>Data and work samples captured at the beginning and end of the programme will be used to capture progress and plan next steps.</p>	
<p>Maths tutoring – 1:3</p>	<ul style="list-style-type: none"> • 12 pupils will benefit from small group teaching via the NTP programme. • These pupils will make accelerated progress back towards their last statutory assessment points. 	<p>White Rose Maths tutoring purchased using grants.</p>	<p>SB/SH</p>	<p>Data captures</p>	

Additional strategies: Wider strategies for emotional, social support and development. Family support for engagement and remote learning					
Action	Intended outcome and success criteria	Resources	Staff lead	How will this be monitored?	•
Taking into account previous feedback, ensure that the school has a framework to ensure that learning can continue even if there is another interruption due to Covid.	<ul style="list-style-type: none"> All families have access to remote learning during periods when school cannot run normally (devices loaned if required) Pupils can interact with their teachers on a daily basis Work can be returned quickly and easily Feedback can be given remotely Interactions can continue Whole class community can be together 	Microsoft 365 Education platform (free set up via government grant)	SB	This work will be monitored by SB/JB. Teams work can be monitored directly whilst work samples will be collected and filed as exemplars.	
Creation of time for school's mental health first aider to deal with additional workload post lockdown.	<ul style="list-style-type: none"> Children are supported to return to school and are ready to learn. These pupils have good rates of attendance and are engaging with their school work. Pupils are referred for level 2 support after proper assessment 		SB/LS	The impact of this work will be monitored by the headteacher.	