FHS COVID Restoration of Learning Plan

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	295	**Amount of catch-up premium received per pupil:**	£80
Total catch-up premium budget:	£23,600		

STRATEGY STATEMENT

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.The DfE has also set out the following Curriculum Expectations, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up

support needed to make substantial progress by the end of the academic year. Education is not optional All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. The curriculum remains broad and ambitious All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. Remote education DfE asks that schools meet the following key expectations:

1. **Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.**
2. **Aim to return to the school's normal curriculum in all subjects by summer term 2021.**
3. **Plan based on the educational needs of pupils. Curriculum planning informed by an assessment of pupils' starting points in September 2020, and addressing the gaps in their knowledge and skills.**
4. **Develop remote education so that it is integrated into school curriculum planning. Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered* approach:**

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Low levels of literacy and maths
B	Low reading ages across all year groups – especially Year 7 and 8
C	Differing levels of engagement with remote learning during lockdown and consequent impact of curriculum coverage
D	Lockdown deepened the learning inequalities experienced by Disadvantaged and SEND students in terms of all of the barriers identified above

ADDITIONAL BARRIERS	
External barriers:	
E	Persistence non-attendance
F	Parental engagement and home learning environment
G	Aspiration in the local community and knowledge of future choices
H	Mental health

Planned recovery strategies for academic year 2020-21

Quality First teaching and personalized intervention for all					
Action	**Intended outcome and success criteria**	**What's the evidence and rationale for this choice?**	**How will you make sure it's implemented well?**	**Staff lead**	**RAG Rating November 2020**
All students given a baseline grade for all subjects by October 2020 using low stakes testing as a step towards diagnostic planning and interventions	That all students have recovered their lost learning by the summer term of 2021 and are accessing the curriculum at age appropriate levels.	EEF Guidance in **COVID-19 SUPPORT GUIDE FOR SCHOOLS** – "Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach"	Calendar with data collection dates Learning walks to ensure that regular low stakes testing is happening Student voice on the purpose of low stakes testing and impact on their mental health through STRIDE All data on SISRA by October 2020	ARO	Data for every student on system; diagnostic feedback provided to all Year 11 students and parents. Data used to plan interventions included focus for the NTP. Reading age data for Year 7/8 used to develop an extended literacy/reading strategy.

| Implementation of TEEP and LEEP strategies | All student receive quality first teaching and learning experiences and make progress at age appropriate levels | Quality First Teaching is identified in all research is the key to improved progress and attainment for all students and especially those who are vulnerable learners**. (QFT in National Strategy documentation about SEND)**

EEF Toolkit Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Self-regulated learning can be broken into three essential components:

• cognition - the mental process involved in knowing, understanding, and learning;
• metacognition - often defined as 'learning to learn'; and
• Motivation - willingness to engage our metacognitive and cognitive skills.

How effective is it?
Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. | Engage TEEP model through staff training and use the training and triad meetings to develop high quality teaching across the school.

QA timetable – Production of monitoring documents in line with TEEP principles, allowing TEEP triad focus to be allocated.

EEF toolkit used by all staff to identify appropriate strategies

TEEP model and Triads.

LEEP strategy engages vulnerable students in constructive conversation about learning as shown by student voice feedback | VHU | TEEP strategy is established; TEEP Triads meet every three weeks and a model of peer observation is in place; QA calendar is published and deep dives focus on catch up priorities. LEEP strategy designed and modified to be a pilot with Year 7 and 11 students initially |

Restructuring of learning support in order to deliver more effective joint personalized planning by teachers and learning mentors	Teachers and learning mentors show a shared understanding of personalized planning – teachers act as subject experts; learning mentors are experts in the learning needs of individual SEND students. SEND students make progress in line with age appropriate targets	**EEF Toolkit – Personalised Planning** **How effective is it?** On average, individualised instruction has a positive effect on learners, although there is large variation across studies, with some showing small negative impacts. Because of this, individualised instruction may be better used as a supplement to class teaching for targeted students, rather than a standard replacement. There is very significant evidence that effective joint planning involving teachers and learning mentors makes QFT far more likely to be achievable.	Evidence gathered during the QA process (observations for example). Learning walks follow the TEEP format and show a greater variety in lessons and students (focus Disadvantaged) know why they are learning specific areas (however this is still not 100% of students surveyed) Student progress data. SISRA shows an improvement in yr11 +yr10 data, however with the lack of formal exams this year it cannot be validated. Completed data collection tasks. Class Charts being used effectively. Line management meeting minutes. Up-to-date intervention plans, the P6 intervention Student outcomes. Student and staff voice	ARO	The structures and priorities are in place. However, at the moment Class Charts is not being used effectively by teachers or learning mentors. This must be our absolute priority for term two 2020. Teaching staff are not using learning mentors are experts in the students individual learning barriers at present.Communication needs to improve.

| Employment of high skill learning mentor to work in a targeted manner across all year groups to reduce literacy, numeracy and reading age gaps | That targeted vulnerable learners make rapid progress and are achieving at age appropriate levels by the end of the fixed term contract (July 2021) | **EEF Toolkit One to one tuition**

One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of Extending school time or a Summer school – or as a replacement for other lessons.

How effective is it?

Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.

Evidence indicates that one to one tuition can be effective

Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.

Programmes involving Teaching assistants or volunteers can have a valuable impact, but tend to be less effective than those using | Advert in place

JD written specific to the role

Reading age data gathered for Year 7 and 8

Reading age data to be gathered for Year 11

SISRA used to collect data on all students for all subject October 2020

Target list of vulnerable learners who are significantly below age appropriate levels assembled

Targeted timetable to be written for leaning mentor focusing on one-to-one and small group (3 students maximum) to support the improved learning who vulnerable learners

ARO to monitor and evaluate the progress of students and modify the strategy where required | ARO/JWH | Advert in place; interview date identified. |

| | | | Total budgeted cost: | £13,000 |

Other approaches					
Action	**Intended outcome and success criteria**	**What's the evidence and rationale for this choice?**	**How will you make sure it's implemented well?**	**Staff lead**	**When will you review this?**
Literacy and Accelerated Reader Strategy targeted at Year 7/8 students	All Year 7/8 students have a reading age in line with their chronological age.	The Education Endowment Foundation recently ran a project investigating the effectiveness of Accelerated Reader, which found that it appears to be effective for weaker readers as a catch-up intervention at the start of secondary school. The Effectiveness of the Accelerated Reader Program Katie Litzenberger University of Notre Dame and Christ the King School, Oakland Diocese. statistically significant increase in reading skills between pre-test and post-test scores.A majority of the students had the greatest improvement in the domain of reading comprehension.Analyzing argument and evaluating text, word knowledge, analyzing literary text, and understanding author's craft were domains that also had significant gains. Responses on both the pre- and post-survey indicated positive attitudes towards reading.	Learning walks, lesson observations e.t.c. demonstrate that staff use extended writing to improve literacy within their subject. The 200-Word Challenge has been put in place weekly in the English department; however, it has not been implemented across the whole school. We have changed our focus to all lessons including opportunities to extend answers in a way that is beneficial to the style of assessment.	LPL	Strategy in place; still need data from STAR testing process to begin to carry out really targeted and effective interventions.

Parental engagement in supporting their child's reading	All Year 7/8 students have a reading age in line with their chronological age.	Valerie Wing Yan Yip University of Cambridge Paper presented at the British Educational Research Association Annual Conference, Heriot-Watt University, Edinburgh, 3-6 September 2008 Parents accompanying their children to read is crucial to nurture reading interests. The provision of opportunities, interaction, recognition and modelling are the roles of parents can perform in the teaching of reading. **EEF** Parental engagement We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis. **How effective is it?** Although parental engagement is consistently associated with pupils' success at school, the evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive, particularly for disadvantaged families. Developing effective parental engagement to improve their children's attainment is challenging Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months'	Letter to parents 15 minutes of reading every week day 30 minutes of reaching every weekend day Student voice Parent voice Regular reading age tests	LPL	Letter prepared and personalized. Letters shared with all teachers of each student included in the programme.

Implementation of Year 7 Malala Curriculum	All students have age appropriate literacy, numeracy and reading age skills by the end of Year 9.	This notion of high challenge is supported in work by researchers such as Misty Adoniou, Associate Professor in Language, Literacy and TESL at the University of Canberra, who argues that only by 'raising the quality and the challenge' of the literacy work and building our students' capacity to understand 'the ways in which language works' will we begin to see all students enjoying successful literacy outcomes (see her article in The Conversation). The evidence for this is in the data over recent years from Australia's national literacy test, NAPLAN. Adoniou identifies that low-challenge literacy work is the main reason for the lack of real improvement in student literacy. Hammond, J., & P Gibbons, P. (2005). Putting scaffolding to work: The contribution of scaffolding in articulating ESL education. Prospect Vol 20. No. 1	Staff training Curriculum written Resources designed and created Curriculum launched Initial QA cycle and student voice suggests positive progress Read age data has revealed the level of the issue – tests happening every three weeks and evaluations are leading to targeted interventions.	ARO	Curriculum implemented and initial QA suggests that students are responding positively.

Regular reading age testing for students in all year groups whose reading age is more than one year below their chronological age.	All GCSE students are able to read exam papers effectively; reading with real understanding of what is being asked for.	Exam literacy has been the most significant factor in the underachievement of students GCSEs over the last few years and possibly longer.	**Word Level Explicitly teaching:** **Command words;** Evaluative adjectives; Connectives to compare/ connectives to structure an extended response; Teaching and testing the spelling of key terminology; Displaying the key terminology of your subject. Teaching students to decode words by: Guessing in context; Removing prefixes and suffixes; Missing the word out completely and doing what they can. Sentence Level. Teaching students to decode a sentence by: Replacing complex words with easier words and then reading the sentence again; Using the parts of the sentence that they know to guess what the task is asking them to do Teaching them how to write the first sentence by: Using the words in the question to write the first sentence of their response; To use bullet points as starting sentences at the beginning of different paragraphs; Using topics sentences that directly address the question at the beginning of each paragraph Teaching useful phrases that will allow students to explicitly access the mark scheme; When introducing evidence, teach phrases such as "This can be shown when..." "This is clear in..." "Evidence for this appears in..."; When being asked to explain, teach words and phrases such as "because..." "this suggests..." "this implies..." •When being asked for alternatives, teach them phrases such as "it could also be said..." "On the other hand some people think..." Teaching students to be able to accurately write key terminology into a sentence e.g. The poet has used the onomatopoeic sound of "bang" to describe the bomb because... sounds more sophisticated than "Bang is onomatopoeia which sounds like the bomb. This is used because... " **Text Level:** Teach students to highlight words that they know are key to the task. Overlong explanations usually mean that students with weak literacy will stop reading. Picking out key words may mean that they still attempt the task. Teach students how to plan an extended response Teach students to list synonyms of key words from the question and to keep using these in their response to show that they are focused on the question throughout. **A COMMON UNDERSTANDING OF COMMAND WORDS** What: This is usually a fairly closed question, with very few marks. It is likely fairly general knowledge to the subject that this preparing the candidate for a longer question on that topic. **Suggest/ Give/ State** As with "What" these require students to name, to show their knowledge of a given aspect of your subject. They may also ask for the students' opinion but then is likely to be followed by "Give a reason for your opinion" and then essentially turns into an "explain" question. **Describe** Students are asked to give a number of details that state their knowledge of a phenomena, technique, concrete area of your subject. In English this is used to ask for an extended response capturing the details of a person, place or event so the reader can imagine it themselves. **Outline** Students are asked to give the main details around an issue, idea or phenomena. This is usually a brief preamble to a longer response. **Explain/Why**: To give reasons for. It is helpful to teach "because..." **Justify** To state an opinion/ give an idea and to then say why; therefore to give reasons for a choice. It is helpful to teach "because..." **How:** This implies that techniques have been used/ strategies employed and the candidates is asked to identify what they are (usually with examples to show they can apply knowledge) and what effect these techniques/ strategies have. **Discuss** To put forward alternative ideas on one issue. It is useful to teach connectives such as "also.." "on the other hand..." "it could also be said..." **Compare** To hold two different ideas/ texts in your mind at the same time and suggest how they are the same and different. Teaching "Also," "However," "Similarly," would be useful. **Evaluate** To give an opinion on. It is useful to teach evaluative adjectives such as: "useful" "impressive" "limited" "complex" "easy" and so on...	LPL	Testing mechanisms are not yest in place.

National Tutoring Programme	To restore all vulnerable learners to age appropriate levels in English, Maths and exam literacy	Projections by Education Endowment Foundation suggest that all of the sector's progress made to narrow the attainment gap over the past decade could be lost if we don't take immediate steps to fix the situation. There is a substantial attainment gap between pupils from disadvantaged backgrounds and their classmates – and this is likely to have grown significantly since school closures. There is extensive evidence showing the impact of tutoring to support pupils who have fallen behind.	Identification of priority – Year 11 Maths and English Use of accumulated data to identify target group – in place Booking of tutor to deliver virtual sessions	JWH	JWH exploring possibilities with Pearson
To work with outside agencies and especially the Young Minds Matter	To ensure that all students feel safe and secure in school and are able to learn effectively.	MHO Research This overview sought to provide an overview of evidence on the mental health and wellbeing impacts of lockdown for children and young people during both the COVID-19 pandemic and during similar events in the past. The findings presented here reflect not only evidence on the direct impacts to the mental health and wellbeing of children and young people but also Impacts of lockdown on the mental health and wellbeing of children and young people 16 how the challenges in the context of families and education can influence their mental health and wellbeing. As a result. It is recommended that policymakers and those working with children and young people develop and support multidisciplinary and multi-sectoral responses that ease the anxieties and worries of this group more broadly, but also identify and support those for whom lockdown will have been most challenging.	To work in a strategy way with YMM to identify students who need support; to explore the most effective interventions in a diagnostic and personlised manner	MCO SCH	In place
				Total budgeted cost:	All cost built into core budget