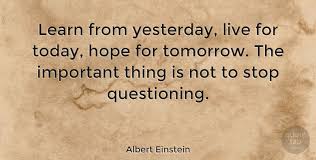
**BDAT**

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 inline 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 can not 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

**CCA Curriculum Strategic and Accountability Framework 2020-2021**

**Total universal catch up premium £14,800**

**Total spend relating to Covid Catch Up Plan = £17,299**

|  |  |  |
| --- | --- | --- |
| **Objective 1 of C.S & A.F** | **Objective 2 of C.S & A.F** | **Objective 3 of C.S & A.F** |
| 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** | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Objective 1 of C.S & A.F**  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. | | | | | | | | |
| **EEF+ Focus** | **Actions** | **Staff Lead /**  **Budget** | **Monitor (Who and When)** | **Success Milestones** | | | | |
| **Term1** | | **Term 2** | **Term 3** | |
| Teaching | **1.1 Quality First Teaching – EEF Metacognition and self regulated learning (strategy introduced pre covid but is an important part of our response and planning for potential future lockdown in terms of supporting pupils independent learning skills)**  Refresher CPD in EEF approach to metacognition and self regulated learning. Strategies to support children’s own understanding of themselves as learners  Teachers to follow lesson structure and use scaffolding effectively to support pupils to make rapid progress. | P.Foster SLT Subject Leads  Staff meeting time | P.Foster  Learning walks and performance management lesson observations at least once per term.  All monitoring activities will be carried out in line with Education Monitoring Policy for Visitors and Staff outside a bubble – 11 September 2020 | CPD delivered  Teachers are using principles and strategies including scaffolding, the classroom. | | Teachers are using principles and strategies in the classroom  Pupils demonstrate some understanding of the strategies learnt and a beginning of awareness of how to self-regulate learning | Principles and strategies of metacognition and self-regulated learning are embedded into teaching practise. Children demonstrate awareness of conditions and strategies that support their successful learning. | |
| **1.2** **Diagnostic assessment** From week 4, use of **Kahoot quizzes** to allow teachers to understand how much prior learning and learning over lockdown, children have retained. | P.Foster  Kahoot subscription £6 a month per teacher  Total for 2020 – 21  £648 | P.Foster to monitor via Kahoot account and pupil interview  All monitoring activities will be carried out in line with Education Monitoring Policy for Visitors and Staff outside a bubble – 11 September 2020 | Teachers access prior learning and retained knowledge through analysis of Kahoot outcomes.  Teachers use this to plan | | Gaps in knowledge have been identified and strategies are in place to ensure gaps are filled. | Pupils acess the full curriculum and knowledge has transferred to long term memory. | |
| **1.3 Diagnostic assessment**  **Accelerated reader subscription.**  Teachers to use this to: encourage engagement in individual reading,   * identify gaps in children’s reading skills * allow pupils to continue to access reading and reading assessment in isolation or in | J. Clarke  £13, 000 for 3 years (£4333 20-21) | English Lead to monitor pupil progress and evaluate impact of the approach.  Gaps in reading skills have been identified  Pupils isolating but not unwell continue to access the app  English lead to monitor use during isolation and lockdown and remain in contact with families to ensure uptake. | Pupils are engaged.  Teachers identify gaps in pupil reading knowledge and skills  Teachers use this knowledge to plan | | Teachers planning evidence knowledge of and strategies to mitigate lost learning.  Children demonstrate improved reading skills as evidenced through tests | Pupils have made expected progress from end of key stage starting points or are making strong progress towards this. | |
| **1.4 Diagnostic assessment and focused teaching**  **Subscription to Pixl PrimaryWise to support learning in maths and English**  Pixl diagnostics to be used to identify learning retained and gaps in knowledge in maths, reading and GPS.  Pixl therapy materials to be used to support learning for pupil groups in years 1 - 6  TA to deliver Pixl based interventions to an intervention group of pupils identified in year 4, 5 and 6 who have fallen behind and require targeted catch up support.  Pixl end of year tests to be used in Week 4 autumn 1 to provide diagnostic information of gaps from previous years curriculum | J.Cheater  J.Clarke  £2,700 for year 2020 – 2021  TA 0.5  £7000 | J.Cheater to monitor staff use via lesson observation, work scrutiny and pupil interview.  All monitoring activities will be carried out in line with Education Monitoring Policy for Visitors and Staff outside a bubble – 11 September 2020 | Teachers use pixl diagnostics to identify gaps in knowledge and skills.  Pixl end of year tests have been used and QLA supports teacher’s planning  Teachers use this to target planning and support.  The intervention group is in place | | There is evidence from diagnostic (using pixl diagnostic tests and summative testing that gaps are being identified and filled.  Pupils in the intervention group are making rapid progress and are closing the gap. | Pupils have made expected progress from end of key stage starting points or are making strong progress towards this from starting points identified in week 4 tests. | |
| **1.5 Quality First Maths Teaching**  Every unit of learning from year 1 to 6 is planned through targeted gap analysis. ‘Prior knowledge harvests’ find gaps in individual/group/class learning and the learning journey for the unit is planned in accordance with this. progression ladders show the journey of learning through the school to aide our planning. | J.Cheater  Teacher PPA time | J.Cheater to monitor staff use via lesson observation, work scrutiny and pupil interview and assessment outcomes.  All monitoring activities will be carried out in line with Education Monitoring Policy for Visitors and Staff outside a bubble – 11 September 2020 | Teachers use prior knowledge harvests to identify gaps in knowledge and skills.  Teachers use this to target planning and support. | | There is evidence from diagnostic and summative testing that gaps are being identified and filled. | Pupils have made expected progress from end of key stage starting points or are making strong progress towards this. | |
| Targeted Academic Support | **1.6 Focused teaching – specific subject catch up**  **Pixl therapy** materials to be used to support learning for pupil groups. 2 to 3 weeks after a unit has finished, everyone does a ‘post knowledge harvest’. This will show the learning that has taken place in that unit but also any gaps that are left. . TA to deliver Pixl based interventions to pupils identified in year 4, 5 and 6 who have fallen behind and require targeted catch up support. | See 1.4 | monitoring and planning for intervention on a daily basis by J.Cheater, J.Clarke and A.Conroy | See 1.4 | | | | |
| **1.7 1:1 tuition**  **Third Space Learning Maths Tuition**   * 1:1 online maths tuition for up to 6 year 6 pupils identified as needing to catch up.   1:1 tuition can continue through isolation, bubble closure or lockdown through loan of school laptop to targeted pupils where necessary | J.Cheater  £8000 over 3 years  (£2666 for 2020 -2021) | Maths lead to monitor pupil progress and evaluate impact of tuition  Maths lead to monitor use during isolation and lockdown and remain in contact with families to ensure uptake. | Borderline pupils who will benefit from intervention are identified.  Pupils are accessing 3rd space learning on a regular basis | | Evidence from testing indicates that this is having a positive impact on pupil outcomes and pupils are making more rapid progress than those who do not access the intervention.. | Pupils accessing the intervention have made fast progress from their starting points in Autumn 1 wk 4 when compared to their peers. | |
|  | **1.8 Diagnostic assessment and focused teaching. Subject catch up**  **Read write inc Phonics**  RWI is used as the synthetic phonics programme in EYFS and KS1  Pupils in Y2 will take the phonics screen in the Autumn term and Y1 in the summer term  WG to work with JM to ensure accurate administration of Y2 phonics screening and with CL to ensure accurate administration of Y1 phonics screening | W.Goodall | W.Goodall to monitor staff use via lesson observation, work scrutiny and pupil interview and assessment outcomes.  Assessment will allow WG to change groupings when needed.  All monitoring activities will be carried out in line with Education Monitoring Policy for Visitors and Staff outside a bubble – 11 September 2020 | Y2 Pupils undertake a phonics screen in Autumn 1 to identify pupils who have lost learning.  Whole class and targeted phonics support is in place across KS1 | | 80%+ of pupils in Y2 achieve the standard in their phonics screen | 80%+ of pupils in Y1 achieve the standard in their phonics screen | |
| Wider Strategies | **1.9 SEL Three weeks initial Recovery Curriculum**  Staff training in:  Barry Carpenter 5 levers for recovery. Relationships, Community, Transparent Curriculum, Metacognition, Space.  Tina Rea – Trauma Informed classroom  Build on/ utilise the school’s existing nurture approach. | Philippa Foster  Amy Conroy  £200  Each teaching base to have a copy of ‘A Toolbox of Wellbeing’ Tina Rea | P.Foster  A.conroy end of 3 week period. Discussion with CTs re pupil readiness to learn and identification of pupils requiring additional support. | Training delivered.  Normal routines established  Learning behaviours re-established  Teachers have identified struggling pupils intervention in place | | Intervention in place for pupils who are struggling and these are evaluated. | Interventions have a positive impact on pupil emotional and mental health. Pupils are developing strong learning behaviours and SEMH pupils are supported effectively according to individual need. | |
| **1.10 Pupils Social Emotional and Behaviour Needs**  **Focused support for SEMH pupils**  Utilise existing structures within school (learning mentor, nurture and nurture+) to support pupils experiencing more extreme mental health needs in order to support development of good learning behaviours. | L.Grimshaw  K.Bellwood  M.Malony  Interventions funded through pupil premium | L.Grimshaw to monitor referrals for SEMH and ensure that suitable interventions are in place based on individual | Pupils needing targeted SEMH support are identified  Interventions are put in place to meet needs. | | SEMH interventions are in place. Boxhall profiling indicates progress is being made | Pupils are signposted to suitable services of progress is being made towards reintegration to class based on pupil need. | |
| **1.11 Other strategies**  **Continuous provision in KS 1**  All pupils in KS1 but particularly in Y1 are able to access continuous provision in order to mitigate the loss of time in reception class for many pupils. | J.Mitchell | J.Mitchell oversees the setting up and access to the provision | Provision is set up. Pupils access continuous provision.  Gaps are identified against EYFS profile in year 1. Pupils not at ARE identified. | | Provision is targeted to ensure that pupils make progress and identified gaps are filled.  Targetd pupils make rapid progress. | Pupils make good progress from end of EYFS starting points  Access to provision is targeted and purposeful. | |
| Transition to long term curriculum | **1.12** **Key concepts clarified and sequentially planned**  The strategies outlined above allow teachers to assess what pupils know and can do and to close the gaps. Each unit, in all subject areas will begin with assessment of what the children know/can do. Units should plan pupil’s journey from their current starting points to the end point expected within the long term curriculum. | SLT and subject leads | P.foster and SLT  monitor via lesson observation, work scrutiny and pupil interview and assessment outcomes.  All monitoring activities will be carried out in line with Education Monitoring Policy for Visitors and Staff outside a bubble – 11 September 2020 | Teachers use diagnostics to identify gaps in knowledge and skills.  Teachers use this to plan units of work | | There is evidence from diagnostic and summative testing that gaps are being identified and filled. | Pupils have made expected progress from end of key stage starting points or are making strong progress towards this.  Pupils are accessing the full curriculum offer. | |
| Any other strategies |  |  |  |  |  | | |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 | **Please see strategies outlined in the last section as there is a natural progress and overlap between these two objectives.**  **2.1 Quality First Teaching**  Use of EEF metacognition and self regulated learning as a basis for good teaching as outlined under objective 1  **2.2 Curriculum mapping** that was in place prior to covid is used to provide a route through to the summer term. Gaps are identified and strategies in place as described above to ensure that by summer 2021 | P.Foster  SLT and subject leaders | PF SLT and subject leaders  monitor staff use via lesson observation, work scrutiny and pupil interview and assessment outcomes. Following the monitoring calendar (1/2 termly monitoring)  All monitoring activities will be carried out in line with Education Monitoring Policy for Visitors and Staff outside a bubble – 11 September 2020 | Initial 3 week period of ‘recovery curriculum’  Teachers have identified strengths and gaps in pupils lock down learning.  Teachers use starting points to map curriculum journey over each unit of work. | Teachers teach units using curriculum map and skills ladders. | Return to pre covid curriculum is complete |
| Targeted Academic Support | **Please see strategies outlined in the last section as there is a natural progress and overlap between these two objectives.**  **Small group tuition and intervention**  **2.3 Interventions**   * KS2 intervention group run by support staff * In kS1 pupils have access to continuous provision * Use of Pixel materials across KS1 and 2   **2.4 Phonics**  RWI groups provide targeted teaching based on assessment of pupil stage. | SLT | PF SLT and subject leaders  monitor staff use via lesson observation, work scrutiny and pupil interview and assessment outcomes. Following the monitoring calendar (1/2 termly monitoring)  All monitoring activities will be carried out in line with Education Monitoring Policy for Visitors and Staff outside a bubble – 11 September 2020 | Teachers use diagnostics to identify gaps in knowledge and skills.  Teachers use this to target planning and support for pupils identified as requiring targeted support | There is evidence from diagnostic and summative testing that gaps are being identified and filled. | Pupils have made expected progress from end of key stage starting points or are making strong progress towards this. |
| **2.5 Nuffield Early Language Intervention (NELI )**  Staff training and intervention materials provided through DFE – See extract below:  ‘Early language is vital for success later in life yet, as a result of the Covid-19 pandemic, some children entering reception in September 2020 have missed out on more than 20 weeks of early education at a crucial time for their early language development. Disadvantaged children will have been disproportionately impacted as they are more likely to have experienced a less rich home learning environment.  On 24 August, the DfE announced that up to £9m of the National Tutoring Programme fund will go towards improving the language skills of reception age children who need it most. Working with the EEF and their delivery partners, we are making training and resources for the Nuffield Early Language Intervention (NELI) available to schools that would particularly benefit from additional targeted support for oral language.’ | Wendy Goodall  Participation funded by the DFE  Programme produced by Nuffield and the EEF |  | pupils who will benefit most have been identified through the language screen assessment | School staff undertake online training  Schools receive NELI resources  NELI is delivered to children over 20 weeks | NELI is delivered to children over 20 weeks  Follow-up LanguageScreen assessment with the children whoreceived NELI to review their progress |
| Wider Strategies | **Please see strategies outlined in the last section as there is a natural progress and overlap between these two objectives.**  **2.5 Pupils Social Emotional and Behaviour Needs**  **Nurture/nurture+ SEMH**  Pupil’s access nurture and nurture+ as outlined in section 1.10 | L.Grimshaw  K.Bellwood  M.Malony  See section 1.10 | L.Grimshaw to monitor referrals for SEMH and ensure that suitable interventions are in place based on individual | Pupils needing targeted SEMH support are identified  Interventions are put in place to meet needs. | SEMH interventions are in place. Boxhall profiling indicates progress is being made | Pupils are signposted to suitable services of progress is being made towards reintegration to class based on pupil need. |
| **2.6 Wider strategies**  **Outdoor learning**  Training to be delivered in October | J.Mitchell | J.Mitchell  All monitoring activities will be carried out in line with Education Monitoring Policy for Visitors and Staff outside a bubble – 11 September 2020 | Training delivered | Strategies used by teachers appropriately | Outdoor learning impacts positively on outcomes and wellbeing. |
| Transition to long term curriculum | 2.7 Concepts clarified and sequentially planned.  Each unit, in all subject areas will begin with assessment of what the children know/can do. Units should plan pupil’s journey from their current starting points to the end point expected within the long term curriculum. | SLT and subject leads | P.Foster and SLT  monitor via lesson observation, work scrutiny and pupil interview and assessment outcomes.  All monitoring activities will be carried out in line with Education Monitoring Policy for Visitors and Staff outside a bubble – 11 September 2020 | Teachers use diagnostics to identify gaps in knowledge and skills.  Teachers use this to plan units of work | There is evidence from diagnostic and summative testing that gaps are being identified and filled. | Pupils have made expected progress from end of key stage starting points or are making strong progress towards this.  Pupils are accessing the full curriculum offer. |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | **3.1 Remote learning**  **Class Dojo**  Ensure that 100% of parents can access their children’s class Dojo page  Teachers use this to post tasks for pupils in isolation of bubble closure | J.Mitchell  Free App  Teacher time needed | J. Mitchell  Regular monitoring of access to class Dojo and of teacher/pupil use | All parents can access dojo. Dojo is used to set and feedback on distanced learning tasks in line with the school’s curriculum offer. | | | | | |
| **3.2 Remote learning Google classrooms**  Develop our home learning offer to include google classrooms to facilitate effective feedback and possible use of live lessons  Staff CPD in using google classrooms  100% of families able to access Google classrooms | P.Foster  Free App |  | Investigate use of google classrooms  Staff CPD | | Staff use google classrooms in the event of lockdown, bubble closure or pupils isolating  NB Teams Classrooms adopted | | | |
| * 1. **1:1 tuition through remote learning Subscription to ‘My Maths’**   Ensure 100% of pupils can access ‘My Maths’  Teachers use ‘My Maths’ to set tasks and monitor pupil use and to plan future tasks in line with the school curriculum | James Cheater  £500 per year | Maths lead to monitor use during isolation and lockdown and direct teachers to remain in contact with families to ensure uptake.  Maths lead to monitor teacher use analysis provided in setting work. | All pupils and families are aware of and can access my maths  Teachers set work for distanced learners | Pupils access maths learning whilst unable to attend school  Pupils continue to make progress | | | Pupils access maths learning whilst unable to attend school  Pupils continue to make progress | |
| **3.4 Subscription to accelerated reader**  Subscription allows pupils to access reading assessment and diagnosis from home  School will provide books as needed. | See section 1 |  | Pupils isolating or off due to bubble closure or lockdown access reading support equitable to that in school. Teachers use this to plan activities | | | | | |
| Targeted Academic Support | **3.5 Third Space Learning Maths Tuition**   * 1:1 online maths tuition for up to 6 year 6 pupils identified as needing to catch up.   1:1 tuition can continue through isolation, bubble closure or lockdown through loan of school laptop to targeted pupils where necessary | J.Cheater  See section 1.7 | Maths lead to monitor pupil progress and evaluate impact of tuition  Maths lead to monitor use during isolation and lockdown and remain in contact with families to ensure uptake. | Pupils are accessing 3rd space learning on a regular basis | | | Evidence from testing indicates that this is having a positive impact on pupil outcomes and pupils are making more rapid progress. | | Pupils accessing the intervention have made fast progress when compared to their peers. |
| Wider Strategies | * 1. **Parent communication re online accesabilty**   **Identify Barriers to families in accessing online learning**   * Survey parents regarding their access to broadband and devices. * Ring and ask survey questions of any parent not responding to initial survey. * Ensure 100% sign up to class dojo * Identify families who will need paper copies of learning materials. | A.Conroy  Cost of providing paper learning packs for pupils unable to access home learning. | SLT to monitor to ensure as wide as possible take up in the event of self-isolation, bubble closure and lockdown. | Barriers to home learning identified  Parents contacted | | | Strategies in place to ensure all pupils can access the curriculum from home | | Take up is good and pupils continue to make progress |
| Transition to long term curriculum | **3.7** The strategies outlined above allow teachers to assess what pupils know and can do and to close the gaps. Each unit, in all subject areas will begin with assessment of what the children know/can do. Units should plan pupil’s journey from their current starting points to the end point expected within the long term curriculum. | A.Conroy  P.Foster  SLT and subject leads | Monitoring of on home learning through reports from Kahoot quizzes, my maths and accelerated reader allow subject leaders to evaluate the impact of distanced learning. | Pupils who cannot attend school access learning online or via paper packs | | | Pupils continue to develop curriculum knowledge. | | Teachers use strategies outlined in section |
| Any other strategies | **3.8** Work may be set from a variety of online sources including Oak Academy – see home learning page on website for list of possible resources. |  |  |  | | |  | |  |

Total universal catch up premium £14,800

Total spend relating to Covid Catch Up Plan = £18,047 (£3247 to be funded from the school budget)