



**Baildon Church of England Primary School**

# **Covid19 'Catch-up' Plan**

*'The Lord says for I know the plans I have for you... plans to give you hope and a future.'*

## Vision Statement

In our school, we celebrate being part of God's family where all respect themselves, others and the world around them. Our vision is to develop a safe, caring community of inspired, resilient life-long learners with a spirit of curiosity, enabling them to flourish in an ever-changing world.

## Contextual Analysis

The impact of Covid19 on schools has been far reaching. During the 2019-20 academic year, partial school closures meant many learners lost up to five months of face-to-face teaching; summer assessments were cancelled and schools had to adapt to new flexible approaches of blended learning. It is absolutely paramount that we revisit our curriculum and teaching and learning strategies for 2020-21 to ensure that we mitigate the lost learning of the past and adapt our curriculum so we can accelerate forward and be prepared should further local and national lockdowns occur. This work needs to happen at pace, yet still ensuring it is built on evidence-based best practice. Importantly, we also need to rapidly move past the notion of 'catch-up', by ensuring we deliver a broad and balanced curriculum that prepares all of our learners for life beyond Covid19.

## Baildon Church of England Primary School Curriculum Strategy, 2020-21

Our curriculum strategy this year has three simple strands:

1. **Mitigating the lost learning of the past.** This involves understanding the impact of Summer 2020 and putting in place rapid interventions to fix this through gap analysis. The bulk of this work will be done by Christmas, 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 we are delivering a high quality, broad and balanced curriculum offer to prepare learners for the next stage in their education.** This means ensuring we are delivering a challenging, high quality and 'fit for purpose' curriculum in line with expectations prior to Covid19.
3. **Ensuring that the curriculum being delivered in school is also able to be delivered as robustly and consistently for any child, or class, facing self-isolation or lockdown.** In early 2020, Covid19 took us by surprise. A second wave is likely and we cannot allow our children to be disadvantaged if and when we need to consider further school closures. It is vital we now quickly learn from the experiences of Summer 2020, so we are well-prepared for the future.

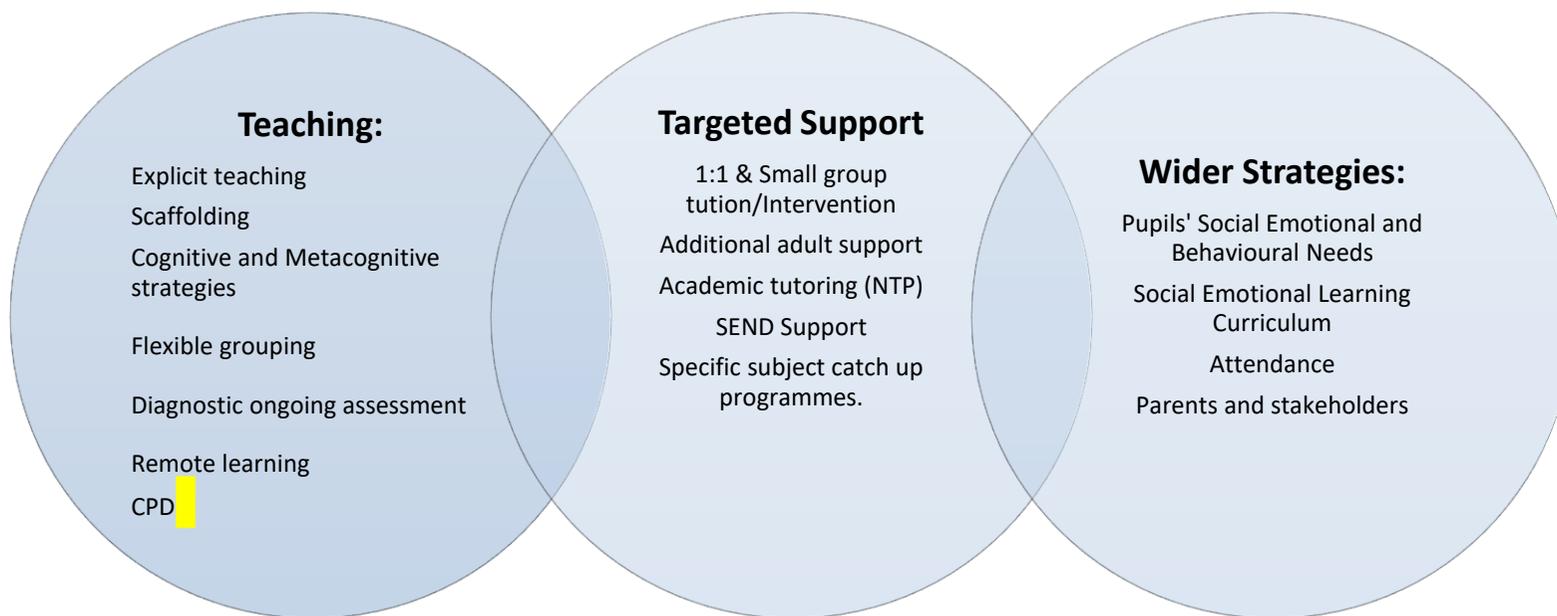
The EEF recommends that school leaders should consider a tiered approach:

1. Teaching
2. Targeted Support
3. Wider Strategies

### Curriculum Framework 2020-2021

| Objective 1   | Objective 2  | Objective 3  |
|---|--|--|
| To mitigate the lost learning of the past by understanding the impact of Summer, 2020 and putting in place rapid interventions to fix this through gap analysis and quality first teaching. | To ensure that we are delivering a high quality, broad and balanced curriculum to prepare learners for the next stage of their education | To ensure that the curriculum being delivered in school is also able to be delivered robustly and consistently for any child or class facing self-isolation, or lockdown |

### EEF Tiered Approach to supporting school planning for 2020-2021



**Total anticipated funding: £33,520**

## Objective 1

To mitigate the lost learning of the past by understanding the impact of Summer, 2020 and putting in place rapid interventions to fix this through gap analysis and quality first teaching.

| EEF Focus       | Actions  | Budget  | Monitoring | Milestones   |   |   |
|-----------------|--|---|------------|--|---|---|
|                 |  |   |            | Term 1   | Term 2  | Term 3  |
| <b>Teaching</b> | <ul style="list-style-type: none"> <li>- Review of Covid19 risk assessment to enable flexible groupings in Maths in Years 5 &amp; 6, as this has proved highly beneficial in previous years</li> <li>- Provision of an additional teacher in Years 5 &amp; 6 to 'team teach' in English and Maths</li> <li>- Purchase of an assessment tracking system which enables class teachers to independently track learner progress from the end of the previous key stage (EAZMAG) to ensure that progress is not impacted by Summer 2020</li> <li>- HLTA support in Year 1 to enable all children to be taught within their phonics phase (required due to a wider range of ability than previously due to Summer 2020)</li> <li>- CPD for those delivering phonics sessions who were not previously doing so</li> </ul> | <p>£8,000 contrib.</p> <p>Rem. cost built into budget</p> | KS/MHo/SM  | <ul style="list-style-type: none"> <li>- Additional teacher to be in place by Autumn 1, Wk 3</li> <li>- EAZMAG to be in place by the end of Autumn 1</li> <li>- Autumn data to have been submitted, analysed and used to inform changes to intervention strategy by the end of Autumn 2</li> <li>- HLTA support to be in place immediately, with phased groups being in place following baseline phonics screening (at the latest, Autumn 1, Wk 5)</li> <li>- CPD for all staff to have been completed by the end of term</li> </ul> | <ul style="list-style-type: none"> <li>- Spring data to have been submitted, analysed and used to inform changes to intervention strategy by the end of Spring 2</li> </ul> | <ul style="list-style-type: none"> <li>- Summer data to have been submitted, analysed and used to inform changes to intervention strategy by the end of Summer 2</li> <li>- Summer data will demonstrate that the attainment gaps seen in Autumn 2 as a result of Summer 2020 have been close for the majority of learners</li> </ul> |

|                                  |  |  |                      |   |   |   |
|----------------------------------|--|--|----------------------|---|---|---|
| <b>Targeted Academic Support</b> | <ul style="list-style-type: none"> <li>- Provision of an additional teacher in Years 5 &amp; 6 to provide targeted interventions of the highest quality</li> <li>- Membership of the PiXL partnership to provide teachers with high quality diagnostic tools to support them in quickly and concisely identifying and addressing gaps in individual learning journeys (EEF strategy)</li> <li>- HLTA support in Year 3 to be provided a targeted intervention for those learners who did not meet the threshold for the phonics screening in Year 1.</li> <li>- Before school phonics intervention with HLTA from Autumn 2 onwards for all those learners who are not on track to meet the phonics threshold in Year 2, or Year 1.</li> <li>- Provision of an additional teacher in Year 1 &amp; Year 2 in Summer 2 to provide targeted intervention to ensure that all Covid related gaps have been addressed by the end of the academic year.</li> </ul> | <p>£4700 contrib.</p> <p>Rem. cost built into budget</p> | <p>KS/MHo/SS /SM</p> | <ul style="list-style-type: none"> <li>- Additional teacher to be in place by Autumn 1, Wk 3</li> <li>- PiXL materials to be in place by the beginning of Autumn 2</li> <li>- HLTA phonics intervention sessions to be in place by the end of Autumn 1</li> </ul> | <ul style="list-style-type: none"> <li>- Spring data to have been submitted, analysed and used to inform changes to intervention strategy by the end of Spring 2</li> </ul> | <ul style="list-style-type: none"> <li>- Summer data to have been submitted, analysed and used to inform changes to intervention strategy by the end of Summer 2</li> <li>- Summer data will demonstrate that the attainment gaps seen in Autumn 2 as a result of Summer 2020 have been close for the majority of learners</li> </ul> |
| <b>Wider Strategies</b>          | <ul style="list-style-type: none"> <li>- Introduction of 'Philosophy for Children' in all year groups (P4C), which is a 'promising project' from the EEF focussed on developing learners' oracy, alongside their social, emotional and mental health needs.</li> </ul>   | <p>Cost built into school budget</p>                     | <p>KS/RF</p>         | <ul style="list-style-type: none"> <li>- P4C training to take place for all staff at the beginning of term</li> <li>- P4C to be consistently taking place in each class by the end of Autumn 1</li> </ul>   | <ul style="list-style-type: none"> <li>- Quality of teaching and learning in P4C will be at least good in all year groups.</li> </ul>                                       | <ul style="list-style-type: none"> <li>- There will be evidence of much outstanding practice in the delivery of P4C; in no year group will practice be less than good.</li> <li>- Pupil Voice monitoring will demonstrate the impact of this intervention on learners' SEMH needs.</li> </ul>   |

## Objective 2

To ensure that we are delivering a high quality, broad and balanced curriculum, to prepare learners for the next stage of their education

| EEF Focus                        | Actions   | Budget  | Monitoring | Milestones   |   |  |
|----------------------------------|---|---|------------|--|---|--|
|                                  |   |   |            | Term1  | Term 2  | Term 3   |
| <b>Teaching</b>                  | <ul style="list-style-type: none"> <li>- Review of leadership structure to ensure that a member of the SLT has over-arching responsibility for leadership of the school's curriculum</li> <li>- Review of curriculum LTP for each year group to ensure that lost learning is addressed where required during 2020/2021</li> <li>- Curriculum Overviews to be completed for each curriculum area which provide clear guidance for teachers on the knowledge, skills and understanding to be taught within each curriculum area</li> <li>- Purchase of additional phonics books to ensure that the restrictions of the Covid19 risk assessment do not prevent learners from being able to take phase appropriate, phonetically decodable books home with them to support their progress in phonics lessons</li> </ul> | <p>£4,000 contrib.</p> <p>Rem. cost built into budget</p> | KS/MH      | - See SDP curriculum priority                                      | - See SDP curriculum priority                                     | - See SDP curriculum priority  |
| <b>Targeted Academic Support</b> | <ul style="list-style-type: none"> <li>- Review of the school's provision for 1:1 reading, as this was an area identified to have been impacted most significantly during Summer 2020</li> </ul>  | <p>£14,820 contrib.</p> <p>Rem. cost built</p>            | KS/SM/LB   | - Accelerated Reader to have been purchased by the end of Autumn 1 | - Accelerated Reader to have been launched by the end of Spring 1 | - Summer 2 data to show a significant improvement in reading ages in |

|                         |  |                        |          |   |   |   |
|-------------------------|--|------------------------|----------|---|---|---|
|                         | <ul style="list-style-type: none"> <li>- Membership of Accelerated Reader programme to ensure that all learners in KS2 are provided with books which are at the correct level for both accessibility and challenge (EEF project)</li> <li>- Purchase of additional books to support the school in the implementation of Accelerated Reader</li> <li>- Purchase of IT equipment needed to access the assessment materials linked to Accelerated Reader</li> </ul> | into budget            |          | <ul style="list-style-type: none"> <li>- Accelerated Reader training to have taken place for staff by the end of Autumn 2</li> <li>- All ICT equipment to have been purchased by the end of Autumn 2</li> <li>- All books in school to ideally have been graded in AR bands by the end of Autumn 2</li> </ul> |   | KS2 as a result of learners' engagement in the AR programme   |
| <b>Wider Strategies</b> | <ul style="list-style-type: none"> <li>- Engagement of parents in reading at home to be a key priority for the school's new Reading Leader</li> </ul>  | Cost built into budget | KS/SM/LB | <ul style="list-style-type: none"> <li>- Initial reading letter to have been sent home by the end of Autumn 1</li> </ul>  | <ul style="list-style-type: none"> <li>- Parents to have been supported in understanding and supporting the move away from 'free reading' in KS2</li> </ul> | <ul style="list-style-type: none"> <li>- Learner progress will evidence increased parental engagement in reading</li> </ul> |

### Objective 3

To ensure that the curriculum being delivered in school is also able to be delivered robustly and consistently for any child or class facing self-isolation, or lockdown

| EEF Focus                        | Actions   | Budget   | Monitoring | Milestones  |           |           |
|----------------------------------|---|--|------------|---|-----------|-----------|
|                                  |   |  |            | Term 1  | Term 2    | Term 3    |
| <b>Teaching</b>                  | <ul style="list-style-type: none"> <li>- SLT member to be designated as lead for Home Learning</li> <li>- Research to be completed into remote teaching technology and a suitable platform to be selected</li> <li>- Parents to be asked to inform the school if their child does not have access to both wifi and a smart device</li> <li>- Home Learning Policy to be created</li> <li>- Training for staff to take place on the selected platform</li> <li>- Parent guides on the platform to be shared</li> </ul> | <p>£2000 contrib.</p> <p>Rem. cost built into budget</p> | KS         | <ul style="list-style-type: none"> <li>- Remote technology platform to have been selected and set up completed by the end of Autumn 1</li> <li>- Home Learning Policy to have been completed by the end of Autumn 1</li> <li>- Training on platform to have been completed for staff by Autumn 2, Week 1</li> <li>- Parent Guides to have been shared by the end of Autumn 2, Week 2</li> </ul> | - Ongoing | - Ongoing |
| <b>Targeted Academic Support</b> | <ul style="list-style-type: none"> <li>- Home Learning SLT lead to liaise with the parents/carers and teachers of children who are individually having to self-isolate following a positive test result.</li> <li>- For individual cases of self-isolation, CGP workbooks to be purchased which link to year group objectives in English and Maths. These to be made available</li> </ul>   | Cost built into budget                                   | KS         | - Ongoing   | - Ongoing | - Ongoing |

|                                |  |                    |           |   |   |   |
|--------------------------------|--|--------------------|-----------|---|---|---|
|                                | <p>to parents who are unable to access the VLE</p> <ul style="list-style-type: none"> <li>- Access to be provided to tablets where required for specific children where a whole year group bubble closure takes place</li> </ul>                 |                    |           |   |   |   |
| <p><b>Wider Strategies</b></p> | <ul style="list-style-type: none"> <li>- Where FSM learners are required to self-isolate, SBM to ensure that lunch packages are provided</li> <li>- Where required, DSL to ensure that contact is maintained with vulnerable families</li> </ul> | <p>FSM funding</p> | <p>KS</p> | <ul style="list-style-type: none"> <li>- Ongoing</li> </ul> | <ul style="list-style-type: none"> <li>- Ongoing</li> </ul> | <ul style="list-style-type: none"> <li>- Ongoing</li> </ul> |