

Covid-19 Catch Up Strategy at Chew Valley School 2021-22

The school worked during covid to look to meet the needs of our students both with regards to their learning and supporting them more widely. We worked with Microsoft Teams so that home learning could continue. Inevitably key aspects of school life such as science experiments could not take place and subjects have looked to identify gaps in learning and adapt their planning so these can be addressed. We know the impact that covid had on young peoples well being and the school has looked where it has been safe to do so to get our school back to normal so that students can access our lessons and our co curricular offer. We have looked to use funding to support this.

The funding has been made available alongside Pupil Premium Funding to support students to catch up for lost teaching over the previous period of time. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use of this funding the Education Endowment Foundation (EEF. <https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources#nav-covid-19-support-guide-for-schools>) along with the Sutton Trust <https://www.suttontrust.com/coronavirus/> have published reports that have guided our decisions around how to use funding.

How Are Resources Being Used at Chew Valley School?

In working with the research the school has looked at the three key areas:

1) Teaching

- High quality teaching for all
- Effective diagnostic assessment
- Continuing support for remote learning
- Focusing on professional development

2) Targeted Academic Support

- High quality 1:1 and small group tuition using NTP after school on a Thursday
- Teaching Assistants and targeted support
- Academic Tutoring
- Planning for students with Special Educational Needs and Disabilities (SEND)

3) Wider Strategies

- Supporting students social, emotional and behavioural needs
- Planning carefully for adopting a social and emotional learning curriculum
- Supporting parents – use of class charts etc

In addition to this we have needed to think carefully about the context of our school in a similar manner to how we work with our Pupil Premium strategy. Here we have looked specifically at our barriers to learning to begin with.

Barriers/Challenges to learning

Barrier number	Detail of barrier/challenge
1	Academic outcomes for disadvantaged students over recent years have been consistently below average confidence limits for their associated cohorts
2	Whilst overall attendance has improved in line with national average, PA of disadvantaged students remains below
3	SEMH needs have been identified nationally for all students following COVID19 and successive lockdowns. The impact of this needs to be assessed and appropriate intervention provided, acknowledging disadvantaged students may have been disproportionately affected.
4	Upon entry, a proportion of our disadvantaged students have reading ages significantly below their chronological age.
5	Our most economically disadvantaged students lack access to electronic devices, physical materials and equipment required for academic success
6	Multiple online platforms are currently used by parents, students and teachers to access resources which has led to some parents and students feeling disconnected or confused about how to best approach their learning or support their child's learning.
7	Students joining Chew Valley School come from a large geographical area, with over 30 feeder schools. This means they also come with a wide variety of socio-economic backgrounds (from the poorest in the country to the wealthiest). This means on entry, cultural experiences and the relationships each family have with education can vary greatly. In addition, the location of our students homes produces barriers to access to the school beyond the school day.

Chew Valley School Covid Catch up Plan 2021/22

I) Teaching

Desired outcomes	Action	Reason for choice eg. EEF Supporting great teaching, EEF Targeted support, wider strategies	Quality assurance	Responsibility
Embed the Chew Valley Learning Cycle so that there is a consistent approach to lesson planning and delivery. Significant focus on modelling by promoting and developing metacognitive talk related to lesson objectives in all lessons	Reintroduce T&L briefings (weekly) and meetings (termly) All staff INSET training Sharing best practice through “open classrooms”	Quality first teaching remains the single most effective strategy for closing learning gaps. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress over the course of a year)	Faculty review process Engagement in “open classrooms” External reviews – SIP/Challenge partners.	PHC
Introduce and embed Class Charts in every lesson so that parents and students access the app on a daily basis. <ul style="list-style-type: none"> • Enhance positive relationships through the use of real time rewards options. • Increase understanding of student needs and their influences. • Increase parental engagement by improving school communications with home and encourage positive dialogue about learning. 	Close monitoring of behaviour and attendance by all teaching staff INSET training to introduce programme to staff Parent and student introductory videos Administration team trained with regard to announcements and attendance	EEF - Parental engagement has a positive impact on average of 4 months’ additional progress Affiliation.	Daily use of Seating plans Attendance module Homework Announcements Rewards B&A reporting used to for timely interventions.	HAK - implementation JS - procurement BST – analytics and attendance NL -Administration
Increase leadership capacity in English and Maths by appointing a “2 nd ” in each subject. To drive improvement on the quality of teaching and learning for key groups and ensure assessment is used effectively to match students to appropriate types of intervention, and to monitor the impact of interventions	Recruitment for Sept 2021 Reduction in teaching load for successful candidate Coaching/CPD support for successful candidates	Building additional capacity within these subject areas will allow Greater expertise to understand where there are gaps in knowledge and skills lie so that they can support their teaching staff to implement effective catch up in the classroom.	Faculty review process Student outcomes/monitoring point	GB, PHC, KAR, KIH

CAT and NFER data and spelling testing (year 7) data available on class charts to support teaching staff to implement effective catch up in the classroom.	Purchase and timetable testing for Year 7 Cohort and those that missed previous testing Purchase and implement STAR reading assessment ahead of the introduction of Accelerated reader.	Increasing understanding of the abilities of individual students so that targeted intervention can occur both in and beyond the classroom	Effective use of seating plans in classcharts, Faculty review process Engagement in “open classrooms” External reviews – SIP/Challenge partners	
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2) Targeted academic support

Desired outcomes	Action	Reason for choice eg. EEF Supporting great teaching, EEF Targeted support, wider strategies	Quality assurance	Responsibility
<p>Accessible, targeted tutoring support available for all disadvantaged or SEN students in KS4 that are identified as having low prior attainment or struggling in English, Maths and Science</p> <p>Creation of after school club/tutoring room for online learning in school and transportation</p>	<ul style="list-style-type: none"> • Use of administrative staff to procure Tutors through the NTP offer to tutor groups of Year 11 and Year 10 students on school site after school on Thursdays. • Appoint an after-school tutoring supervisor to facilitate the tutoring and liaise with administration staff, students and parents. • Purchase Headphones and cameras to support the tutoring • Refreshments provided each week by Aspens. • Offer transport to any student for which this is a barrier to attendance • Set up use of Microsoft form so that students feedback to their class teacher at the end of each session. • Appointment of 1:1 tutoring for LAC and EHCP students. 	<p>Pearson’s used due to direct match with exam specifications. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. EEF Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average Evidence indicates impact of NTP greater when there is a consistent engagement and link back to teaching staff in school.</p>	<p>Weekly feedback – Microsoft Forms. Student outcomes at monitoring points.</p>	HAK
Process of external examinations modelled to all year 11 students	<p>Two mock examination periods (December and March/April) December – all subjects, all papers March/April – Exam hall experience Walking, talking mocks used during term 1 and 2.</p>	Familiarisation, reduce anxiety prior to main exams	<p>Exams officer to run process Use of invigilators</p>	PHC, KAR, LW

<p>Year 11 anxiety around exams and revision reduced through effective support for exams</p>	<p>Recruit/appoint the role of Y11 Support co-ordinator</p> <ul style="list-style-type: none"> To facilitate after school “catch up”/revision every Wednesday To co-ordinate the subject extension programme to run alongside after school “catch up”/revision To support the DHT to deliver an effective assembly programme for Year 11 and supplement the tutor programme. 	<p>Improved accessibility of home learning to students. Support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p>	<p>Student attendance at “catch up”/revision every Wednesday Student outcomes – summer 2022</p>	<p>TJM, PHC</p>
<p>Effective reading comprehension interventions provided for all students in Year 7 and 8 who are significantly below chronological reading age to develop students’ ability to read complex academic texts</p>	<p>Students identified using NFER assessment SEND Reading recovery programme in place for weakest readers – from term 1 Recruitment and appointment of HLTA for literacy, to start term 4 Procurement of Lexia Powerup – term 3 for use with HLTA literacy in terms 5 and 6. 15 laptops and headphones to be purchased for use during intervention sessions.</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Progress of lowest ability readers upon entry have made significant progress using corrective reading programmes over recent academic years.</p>	<p>NFER and STAR reader assessment</p>	<p>HAK, VCB</p>
<p>Give all Year 11 students the opportunity to attend a three day Easter study camp - 11th-13th April 2022</p>	<p>Recruitment of staff Letters sent to all students. Disadvantaged students, places reserved. GAJ to coordinate logistics and lead the camp during the three days of the Easter holiday.</p>	<p>Following on from the success of previous years, Main focus will be on the core subjects (i.e. English, Maths and Science) Support will be in the form of subject specific revision lessons that will help with exam technique and knowledge of course content. There will also be opportunities for students to use subject specific resources to revise in the Library and make use of the calm and purposeful atmosphere of Study Camp.</p>	<p>Uptake by Year 11</p>	<p>GAJ and GAB</p>

<p>Removal of SENCO teaching load to develop the role of teaching assistants</p>	<p>Teaching assistant briefings INSET – bespoke training led or facilitated by SENCO on different needs Focus on questioning and developing independent learning Faculty SEN support meetings re-established.</p>	<p>Where teaching assistants are trained to deliver an intervention to small groups or individuals the impact can be high. In addition, ensuring in class support supplements teaching and supports high-quality interactions disadvantaged students have with their classroom teacher both in and out-of-class. School leaders should systematically review the roles of both teachers and TAs and take a wider view of how TAs can support learning and improve attainment throughout the school. An effective leader is therefore essential to facilitate this work.</p>	<p>Faculty reviews Student profiles ADPR process</p>	<p>VCB</p>
<p>Ensure that the home learning offer is updated and made available to all parents in the event of a student absence for self- isolation and/or local lockdown</p>	<p>Make sure the offer is accessible via the website to all students who aren't in school and the home learning timetable/expectations is also published to parents online. Ensure the attendance officer signposts all students not in school to the correct place and the offer is mentioned wherever possible in communication with parents.</p>	<p>The process of accessing online learning resources is easy to do. Students are accessing high quality resources, not repeating work and any work they do is complementing lesson time.</p>	<p>Parent and student voice.</p>	<p>PHC, KW</p>
<p>Students are supported in their behaviour for learning by bespoke support staff</p>	<p>Recruitment of additional teaching assistant to work alongside the Behaviour support manager in the Exit room Additional time allocated to Thrive and transition co-ordinator</p>	<p>Direct response to observed SEMH needs and behavioural responses following successive lockdown.</p>	<p>Exit room data Behaviour and attendance data</p>	<p>BST</p>

3) Wider strategies

Desired outcomes	Action	Reason for choice eg. EEF Supporting great teaching, EEF Targeted support, wider strategies	Quality assurance	Responsibility
Give all KS3 and KS5 students opportunities to access elements of the Chew Valley Guarantee through a bespoke enrichment week that includes the opportunities for an overnight stay.	Enrichment week reintroduced as a part of the Chew Valley curriculum for term 6 2022.	Students to develop their skills set through a wide range of challenges presented to them as part of a full enrichment/activities week. This will help build relationships with staff and peers which is hoped will enhance affiliation to the school and a greater sense of belonging.		GAJ
Ensure all Year 10 students benefit from the opportunity to take part in Work experience in term 6 along the "world of work" online event	Work Experience reintroduced as a part of the Chew Valley curriculum for term 6 2022.			KAR
Embed the use of SchoolCloud to allow parents evenings to continue face to face, albeit online.	Purchase SchoolCloud Write to parents explaining that SchoolCloud will be in use during this academic year for parents' evenings. Target and support those parents who did not engage with SchoolCloud for the tutor evenings during term 6 2021	Whilst COVID restrictions are in place, maintaining contact with parents and allowing an opportunity for parents to "see" their child's teachers seems essential to maintain parental engagement. EEF - Parental engagement has a positive impact on average of 4 months' additional progress	Monitoring % attendance figures following each evening.	KIH
Ensure all Year 11s benefit from a 1:1 careers meetings with SLT or partners within Lighthouse Schools.	Careers appointments scheduled for all students during term 2 and term 4	This is essential advice and guidance that the school must offer to all students so they are thinking about what they will be doing next academic year and beyond	DHT and Careers advisor to closely monitor destinations spreadsheet	KAR
Regular revisit of the school values and behaviour policy through "expectation assemblies" at the start of each term and through the tutor programme. This will also cover H&S expectations about COVID 19 and	SLT to thoroughly plan a safe start to the school year inline with LSP RA allowing staff and students to feel safe and minimise transmission of COVID 19 Expectation assemblies planned and delivered throughout day 1 of each term to each year group. Year group specific information should be shared. Create high quality "behaviour" posters to remind students of expectations e.g. toilets	Allows SLT to plan a safe start to the school year. Aim to eliminate any unsafe behaviour, maximise learning time and reduce the need for sanctions/exclusions.	SLT delivery Expectation assemblies referenced in discussions with students and parents with regard to behaviour Monitoring of behaviour points, exclusions and associated reporting on CPOMS.	PHC
Peer mentoring to be reintroduced to students at Chew Valley School	Set up peer mentoring training with Year 12 and 13 students using MentoringPlus. Students identified by HOH and keyworkers Peer mentoring hoodies purchased for visual impact	Students already suffering from low self-esteem and anxiety were disproportionately affected by lockdown and therefore support of a peer could help with the transition back into school and engaging with their peers again as the world opens up post COVID 19.	Student participation Attendance	BST/HAK

Review the home school agreement and acceptable use policies so that all students sign the agreement in their planners and understand their role and responsibilities.	Implement changes as discussed with student forum in June 2021 and in line with September changes to KCSIE Incorporate explanation and purpose into the tutor programme for sept 2021 Tutors to get students to sign agreement	To go over school values, reset expectations, develop sense of affiliation.	Student signatures Student voice Monitoring of behaviour points, exclusions and associated reporting on CPOMS.	HAK and BST
Create opportunities for disadvantaged Year 9 students to enhance their SEMH through the use of external support	Set up and facilitate Year 9 SEMH catch up programmes. Bears in Mind Grassroutes	SEMH needs have been identified as disproportionate in Year 9 Cohort following COVID19 and successive lockdowns.	Student attendance CPOMS logs	HAK
Reshape the “student wellbeing role” to increase capacity in safeguarding leadership.	Readvertise and recruit, experienced pastoral and wellbeing manager to lead on aspects of safeguarding	Direct response to SEMH needs following successive lockdown.	CPOMS logs	BST
Increase student and staff awareness of harmful sexual behaviour in school through the school values	Input at all staff INSET Set up programme of training for all those teaching RSE Continue with Mutual respect student voice group following “me too” and “BLM” campaigns Run assemblies and follow up tutor sessions on HSB Adjustments made to duty teams and school site to improve safety of all students	Direct response to need following 2021 reports and needs identified following behaviour of students online during COVID 19 and successive lockdown.	Student voice	BST/HAK