

COVID19 Catch-Up Plan 2021/22

Covid Catch-Up Plan Rationale

After a very challenging year across all Key Stages, pupils will arrive in school after the summer with bigger gaps in their skills and knowledge than after any other summer holidays. Whilst writing this plan, we are expecting not to be affected by further bubble closures in this new school year and hope to be back to a kind of 'normal' school day, enhanced by what we have learned over the last 15 months.

After discussion with staff, we have decided to focus on two areas of learning, with specific focus on year 6 and year 7 as we believe that these are crucial years for the long term progress of our pupils. We can do this on the background of our comprehensive holistic offer for our pupils of all ages, and a very competent SEN support team that will focus not only on those young people who need to narrow their gaps in education, but also those older pupils who may have lost their aspirations, particularly over the last year, who need to be challenged so they can achieve their personal best in the core subjects.

Transition Work

Ellie Grout and Liz Stevenson state in their article in the TES from 23rd February 2020 'Why schools should focus on transition all year round' that schools miss out on opportunities if KS2 and KS3 do not learn from each other and use their combined knowledge to minimise any risks of lost learning on transition. They based their article on research published by Ofsted

<https://www.gov.uk/government/publications/key-stage-3-the-wasted-years>.

Schools traditionally focus on transition in the autumn term when schools offer open days; March, when parents find out whether their child managed to get into the mainstream school of their choice and then again in the late summer term when schools offer some transition opportunities. For our pupils who have the greatest difficulties in coping with change, this decision is, in many cases, made much later so both parents and children suffer from this uncertainty.

"However, for children and their parents, too, we have an obligation to heighten the importance of KS2 to KS3 transition in our respective establishments because for them, transition is something they bear the steady weight of throughout the year. Given that it occupies their minds all year round, then surely it makes sense that it should occupy the minds of teachers and leaders too."

The two authors make a number of suggestions how it might be of benefit of involving parents from very early on, which is something we will endeavour to start doing in the coming school year.

"The national curriculum follows a very clear pattern from KS1 through to KS4. We tend to know the logical progression of learning in our own phases so we need to secure an understanding of the phases that precede and follow our own.

More importantly, although primary and secondary education tend to be distinct, we have a duty to ensure that the two major phases of learning are not disparate

for children. A quick win here is to have, at the very least, a basic understanding of the KS2 curriculum in your subject. Knowing what the children have been taught for the past four years will inevitably help you to plan more strategically.”

Based on this ‘quick win’ scenario, we will go a step further: a member of KS2 will support the transition of their yr 6 pupils into year 7, sharing her experience of the KS2 curriculum with the year 7 staff in the first half term. She will spend more time in KS3 to also get an understanding of the KS3 curriculum, which she will take back to her KS2 class. Throughout the year, opportunities will be created to ensure that year 6 students can benefit from the experiences of their friends who have already moved to the High School, with the aim to reduce their anxieties and have joint learning opportunities.

Collaborative Learning

Based on findings from EEF (*Teaching and Learning Toolkit An accessible summary of the international evidence on teaching 5-16 year-olds*), a collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task.

Some collaborative learning approaches put mixed ability teams or groups to work in competition with each other in order to drive more effective collaboration.

How effective is it?

The impact of collaborative approaches on learning is consistently positive, on average accelerating learning by approximately **five additional months’ progress**.

Evidence based on extensive research indicates that collaborative learning is effective

Effective collaborative learning requires much more than just sitting pupils together and asking them to work in a group; structured approaches with well-designed tasks lead to the greatest learning gains. Approaches which promote talk and interaction between learners tend to result in the best gains.

Collaborative learning appears to work well for all ages if activities are suitably structured for learners’ capabilities and positive evidence.

Based on the evidence offered, we will introduce collaborative learning in year 7 with the aim for this to eventually spread throughout school both by the pupils growing older, and staff gaining in expertise.

Key Objectives:

- **Reduce the risk of lost learning on transition from yr 6 to yr 7**
- **Improve yr 6 and yr 7s pupils’ independent learning skills to allow them to make progress in line with their ability**

This objective will be met by:

- Allow for a seamless transition between KS2 and KS3 by involving staff from KS2 to lead lessons in both yr 6 and yr 7
- Baseline assessments of all students in yr 6 and yr 7 in Literacy and Numeracy
- Create opportunities for reciprocal reading
- Develop Collaborative Learning in year 6 and yr 7, focusing on Maths and English
- Re-assessment by July '22
- Embed process for future years

| Desired Outcomes | Chosen action/ approach | How will you know it is implemented well? | Success Criteria | Staff lead | Cost | Evaluation July '21 (linked to Success Criteria) |
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| Yr 7 students will make progress in line with their ability without any evidence of lost learning on transition | <p>KS2 Trainee Teacher will move up with yr 6 in Sep 2021, thus being able to share positive practice from KS2 and enable curriculum continuity</p> <p>All yr 7 students are baseline assessed within first 4 weeks of arrival and reassessed in June/July2022</p> <p>Yr 6 students will be offered early opportunities for shared learning with yr 7s to prepare them for a positive transition in 2022</p> | <p>Pre and post assessments implemented, taking into consideration of what targets yr 6 teachers would have set for the children if they had stayed with them</p> <p>Pupil progress</p> <p>Pupil questionnaires of shared experiences</p> | <p>90% of pupils will make progress in line with predicted progress from their KS2 teachers</p> <p>KS2 teachers report increased confidence and reduced anxiety for yr 6 cohort re transition in Sep 2022</p> <p>Staff demonstrate an increased awareness of curr requirements of KS2 and KS3 respectively which is reflected in their planning</p> | <p>HW</p> <p>LD/JH /NW</p> | <p>HLTA, 2 terms full time across yr 6 and yr 7@</p> <p>£25,244</p> <p>1 Ed Psych Training Session on Collaborate learning:</p> <p>£240</p> | |
| Pupils make progress in line with their ability and show evidence of increased independent learning skills | <p>Observational study of pupils' ability to work collaboratively and independently in Sep 2021</p> <p>Introduction and embedding of collaborative learning in yr 6 and yr 7 throughout the year</p> <p>Use of Reciprocal Reading</p> <p>Sharing experiences with staff across school to cascade skills and knowledge in dedicated sessions</p> <p>Observational re-assessment of pupils' ability to work collaboratively and independently in June/July 2022</p> | <p>Pre and post assessments implemented</p> <p>Lesson observations</p> <p>Staff questionnaire</p> | <p>90% of pupils will make progress in line with predicted progress from their KS2 teachers</p> <p>Observational evaluation of independent learning skills demonstrates progress for 90% of students in yr 6 and yr 7, with 10% showing marginal but noticeable improvement</p> <p>Staff in High school demonstrate confidence in introducing elements of collaborative learning, ready to introduce it in their teaching in 2022/23</p> | <p>HW</p> <p>LD/JH /NW</p> | <p>3 training sessions Lit Lead@£132</p> <p>3 training sessions Num @ £132</p> <p>2x 2 TA4 Reading <u>x38=£4,256</u></p> <p>£30,532</p> | |

