

COVID19 Catch-Up Plan 2020/21

A Recovery Curriculum Rationale

With the majority of children returning to school at the start of the Autumn Term, the question might reasonably be asked: 'What exactly are they returning to?' So much has happened and changed as a result of the Covid-19 crisis, that it would be unrealistic and naïve to expect the children and young people to simply pick up from where they left off. Consequently, we have prepared a 'recovery curriculum' that will run for the first term until possibly Christmas, reviewing it as we go along. Its aim is to ease the young people, gently and sensitively, back into a structured learning environment that has been missing from their lives over the last few months.

During this time, daily routines and practices have disappeared, and we know that many of our young people struggle with unstructured time. Routine provides a safety and structure within which they can function, and this loss, understandably, has for many led to an increase in levels of anxiety and uncertainty – in adults too. This has been exacerbated by being housebound, by being cut off from the day to day social interaction with friends and peers in school, and the sense of self-worth that a peer group can offer.

Normal learning routines have also been lost, with varying degrees of student engagement with what the school has provided during this period, which in our case has been based on 'blended learning'. This term describes a teaching style that combines the use of technology and online lessons and learning tasks with classroom-based traditional teaching and learning. The on-line learning has been used both for remote teaching – for those pupils who have stayed at home – and within school for those who have continued to attend. However well-planned and delivered this interim provision has been, though, it can in no way compare with the consistency and efficacy of day to day teaching and learning routines.

As a result of all this, young people will be experiencing a whole raft of emotions and feelings as they prepare to return to school: anxiety, uncertainty, fear, a loss of confidence, mental fragility, vulnerability, a lack of security and stability, and for some, trauma.

It is therefore incumbent upon us to help them navigate through these turbulent seas, to a place of calm where some sense of normality gradually returns. Our recovery curriculum – which is our holistic, wrap around provision for our young people – is the framework within which this will be done. In school, learning will focus on Literacy and Numeracy in the first part of the morning, with the remaining time centring on project-based learning and practical activities, all of this within a consistent nurturing environment. We will continue to base our model of delivery on blended learning, so that all pupils will be able to access the teaching and learning opportunities to which they are entitled, irrespective of their individual circumstances and to also allow teaching staff to mainly remain with their own 'learning bubbles' whilst all pupils can still access a comprehensive curriculum offer.

The online curriculum will be quality assured by a member of the middle management team to ensure that lessons are embedded in the existing schemes of work and allow pupils to make progress that can be assessed against baselines. There will also be a drive to ensure that pupils will also be supported with online learning units during any short periods of self-isolation.

The full curriculum will be taught latest by summer 2021 as per government guidelines, with the initially recovery timetable being reviewed at least half-termly. There will be a review which elements of the recovery timetable has actually led to enhanced learning and progress and may be maintained as part of the daily routine.

The extra premium offered by the government will allow school to appoint an Outreach and Attendance Support Officer, based on the recognised fact that positive school attendance leads to good pupil progress. The new member of staff will work with identified pupils and their families throughout the year, as it is expected that any periods of prescribed isolation for 'bubbles' may lead to an increase in anxieties or feelings of frustration and periodic reluctance to send the child back to school. Creative 'out of the box' approaches will be developed to support specifically those young people and their families who showed little engagement before the summer 2020.

Rationale based on EEF Findings

(Excerpts from Guide for Schools, EEF September 2020)

Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life. While the recommendations in this guide relate to all pupils, it is likely that some forms of support will be particularly beneficial to disadvantaged children.

Supporting parents and carers

Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.

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)
All pupils make progress in line with their ability	Appointment of an Outreach and Attendance Support Officer	<p>Baseline attendance figures in place for all students</p> <p>Identification of pupils/families who need individualised support to improve engagement and attendance, as agreed with tutor teams and Operational Attendance and Safeguarding Manager</p> <p>Regular review of this cohort in response to short term isolation linked to 'bubbles' as above</p> <p>Close link with SEN Team and tutor teams to agree on re-integration of pupils, evidenced in individual action plans</p> <p>Monitoring of attendance figures of individual pupils</p> <p>Monitoring of progress rate for those identified pupils</p>	<p>90% of identified pupils show improved Attendance over time</p> <p>90% of identified pupils show evidence of accelerated progress by summer in English and maths</p> <p>Pupils who have not improved school attendance over time show evidence of engagement with staff that indicates progress in their emotional wellbeing</p>	LC/YP	£24,000 (TA2, incl oncost)	
	Therapeutic interventions	See PP Plan 2020/21				
	Numeracy and Literacy interventions	See PP Plan 2020/21				
	SALT Interventions	See PP Plan 2020/21				