

COVID 19 'Catch Up' Strategy

Purpose

The purpose of this strategy is to clearly outline how school staff will best support pupils to 'catch up' on their lost learning and development due to extended school absence during the summer term of 2020. By lost learning & development we refer to:

- Academic development
- Social development
- Emotional development
- Physical development

In order to devise our strategy, we need to identify the areas that children require most support in. Therefore, the first half term is crucial with regards to transitioning into a new class and staff and pupils forming strong, positive relationships. This in turn will allow staff to carefully observe and assess all individual pupils in the above 4 areas. The outcome of which will feed into a whole school 'picture' with regards to pupil's current development. There is an absolute need for all staff to understand that the focus for the Autumn Term is about recovery, well-being, assessment and beginning the process of catch-up. Although we want the children to make good progress, we are not concerned with the end of year outcomes but with well-being, good mental health, assessment and structured well-paced catch-up.

Our strategy is based upon the guidance from the EEF, which focuses upon:

Quality 1 st teaching	Targeted support	Wider strategies
<ul style="list-style-type: none"> • High-quality teaching for all • Effective diagnostic assessment • Supporting remote learning • Focusing on professional development 	<ul style="list-style-type: none"> • High-quality one to one and small group tuition • Teaching Assistants and targeted support • Academic tutoring 	<ul style="list-style-type: none"> • Supporting pupils' social, emotional and behavioural needs • Planning carefully for adopting a SEL curriculum

	<ul style="list-style-type: none"> Planning for pupils with Special Educational Needs and Disabilities (SEND) 	<ul style="list-style-type: none"> Communicating with and supporting parents Supporting parents with pupils of different ages Successful implementation in challenging times
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Emotional & Social Wellbeing

	Intended Outcome	Actions/Resources/Training/Timing	Who	Additional cost to school
Quality 1 st teaching	To ensure pupils are supported to make positive reconnections with pupils in their class and adults in school	Additional PSHE, circle time, P4C sessions – greater % of the timetable in the autumn term with this focus.	Class teachers and TAs	
Targeted support	To ensure our pastoral support is targeted and meeting the needs of all pupils as identified	Staff, especially class-based TAs and learning mentors, to monitor the pastoral needs of the children across school. In consultation with class teachers and SLT to identify and establish appropriate support strategies.	Class based Tas, Learning Mentors	
Targeted support	To ensure our 1-1 pastoral support is targeted and meeting the needs of our most vulnerable pupils	Sencos to manage and monitor return to school for SEND pupils and manage and establish appropriate strategies.	Senco, deputy Senco, Foundation Stage Senco	Costs for outside agencies to support if required.
Wider strategies	To ensure all pupils transition safely and securely back into school routines	More adults supervising pick up and drop off ensuring effective communication with parents & supporting pupils arriving and leaving school Ensure first two weeks are very much focussed upon transition and SEMH curriculum SLT providing additional lunchtime support in order to implement full risk assessment with regards to behaviour & routines		

Wider strategies	To ensure pupil's feelings are captured in an effective way at least daily and appropriate support offered	Time to talk sessions added to daily timetable, additional PHSE, Circle times and P4C. Voice boxes in classrooms. Each class to have feelings chart for children to complete daily	All staff	
Wider strategies	To ensure pupils are supported to make positive reconnections with pupils in their class and adults in school	Re-organised lunchtime routines giving children more space to talk to each other and staff, fewer children on playground to ensure space to re-connect and play, increased opportunities to play outside with staff available for the children to talk.	SLT, Tas, Learning Mentors, lunchtime supervisors	

Physical Wellbeing

	Intended Outcome	Actions/Resources/Training/Timing	Who	Additional cost to school
Quality 1 st teaching	To ensure that pupils return to their full level of physical fitness	All classes have PE daily with focus on building up stamina and physical fitness. All classes have additional short fitness sessions (in classrooms) – following dance / Joe Wicks style sessions on IWB daily	PE specialists Class teachers	
Wider strategy		Additional time in playground with focus on physical exercise, running, etc Lunchtimes staggered so fewer children in playground giving children more space to be physically active. Staff to support running games, ball games,	TAs, class teachers, lunchtime supervisors	
Wider strategy		To re-establish after school and before school PE clubs as soon as safe to do so.	PE specialists	
Wider strategy		Catch up swimming arranged with LA as soon as possible	PE specialists	

Academic Development

	Intended Outcome	Actions/Resources/Training/Timing	Who	Additional cost to school
Quality 1 st teaching	To ensure that all pupils are assessed and tracked with regards to their academic levels and that appropriate teaching and learning strategies are put in place accordingly. To begin to close the gap with regards to learning lost due to Covid 19 absence.	<ul style="list-style-type: none"> • Focus on maintaining high quality teaching and learning strategies • English and Maths curriculum to focus on basic key skills for first half term and possibly longer depending on progress/response of children • Pupil progress meetings to discuss individual pupils' academic levels and identify those needing additional support • Refer children to Senco for further support/interventions as identified • Ongoing reviews of children's progress including parents meetings • CPD and coaching for staff changing year groups, NQTs and RQTs 	SLT Maths and English Leads Class Teachers Sencos	
Targeted support		<p>Carefully planned targeted interventions for groups of children as identified during assessments and pupil progress meetings:</p> <ul style="list-style-type: none"> • Academic Mentors x2 (full-time) to work in FS2, Y1 and Y4, Y5, Y6 • Additional teacher (full-time) to work in Y2, Y3 • Additional teacher to target phonics in Y1 (3 morning per week) <p>Regular Pupil progress meetings to assess impact of interventions and ensure support is targeted at correct children.</p>		£32, 000

Wider strategies		Develop and explore use of online learning platforms for home learning to support children when bubbles close, children have to isolate.	SLT and teaching staff	
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