



## LKS2 Covid Catch-Up Programme

March 2021 onwards



- Team planning meetings w/b 1<sup>st</sup> March 2021
- Identify gaps in learning within RWM due to Covid-19 lockdown(s) during the initial 3 weeks of reopening and plan to plug these alongside the normal Spring / Summer NNs. Decide as a team which NNs to prioritise during regular team planning meetings or in individual meetings with teachers dependent on class needs
- Interim appraisal reviews to discuss alteration of objectives in-line with the COVID Catch-Up plans in place for school and needs of individual children
- No formal testing until early on in Summer – AfL to be used effectively in classrooms to assess gaps in knowledge, ready for future planning
- FB to continue to work closely with teacher who has just returned from MAT leave – this particular class the lowest achieving across the Year 3 cohort
- FB pupil intervention where appropriate with identified children once PPMs are completed early on in Summer 1
- Majority of children in Year 3 now at Phase 6 as a result of intense Phonics teaching during the Autumn term as part of original catch-up plan; however some children will still need Phonics intervention (to be assessed upon return to school)
- Additional 1:1 reading for children across LKS2 on a Wednesday with SB – identified children
- Personalised phonics for those children who need it (working below Phase 6 completion)
- Additional TA (AV) to return to Year 3 to support with intervention, wellbeing, additional reading, more focus groups (Fast Track Phonics, Maths Basic Skills), homework completion, handwriting / fine motor skills
- Catch-Up TA to be supplied in Year 4, similar to aforementioned point; rigorous timetable to be created
- Shorter Foundation subject sessions (temporarily) to allow for more time to revisit basic skills throughout the day e.g. handwriting, spelling, Maths skills
- Wider Curriculum – through planning meetings, identification of exactly what is statutory and must be learned and implemented in to plans
- ‘Mini-topics’ taught in Foundation subjects towards the end of Summer term to cover any lost learning in readiness for the next year groups. Fortunately, through our comprehensive remote learning plan, we were able to adhere to the year group LTP for the majority of subject areas
- One teacher working with small groups on Speech, Language & Communication intervention and a ‘confidence and self-esteem’ intervention 2 x 20 minutes weekly – this will be done remotely by ST
- More opportunities for cross-curricular reading and writing e.g. explanation text during Year 3’s e.g. How homes changed from the Stone Age to the Iron Age

- Maths skills built in to wider curriculum
- Guided Reading / Writing with half the class during virtual Music on Tuesdays
- Introduction of new incentives to ensure more children reading at home, completing homework – improving parental engagement by producing more resources to help parents work with children at home – continue to utilise Class DoJo for this. Additional CGP order in for parents interested in more work at home (usually very popular as books are discounted)
- Zoom Parent’s Evening to discuss individual pupil achievement
- More incentives in school e.g. awards from DHT (virtually), reading table of the week trophies, writing awards
- High quality Summer home-learning paper packs in due course
- Continuation of the new mini-curriculum (PSHE) to help the children, particularly Year 3, settle after being away from school; this will hopefully have a positive impact on mental wellbeing and behaviour for learning
- Utilisation of additional Language Support TA for NTE (Race in to English, Phonics) and additional Learning Mentor hours (OL)
- Utilised some ideas from the Lancashire bridging unit documents – further information after training on 12<sup>th</sup> March
- FB to continue to explore the NTP option and what is available to schools (we already know that mentors unavailable – school not in specific deprivation group)
- High expectations → High aspirations → High achievement (talk a lot about this).

It is important to note that accelerated progress was made within many groups in Autumn 2020 and as a result, some of the successful actions in place back then will continue moving forward in to this new phase of school return.