



Downs Infant School

Catch-up Policy

Updated Autumn 2021

Rationale

The Covid 19 pandemic impacted all schools in the UK. From 23rd March 2020 schools were instructed to close to all but the most vulnerable pupils and the children of key workers. Formal education was effectively suspended as schools were required to provide childcare. Downs Infants moved quickly, and in advance of detailed DfE guidance, to provide support to families for home learning, in the form of physical resources and learning support via Tapestry which was rolled out within a fortnight to all families (previously only used in Reception).

During the Summer term 2020, the government asked schools to make arrangements for the return to school of pupils in Reception and Year 1 (applicable to Infants). Following a rigorous risk assessment process we were able to invite approximately 60% of our Reception pupils back to formal learning in 'Bubble School', along with nearly 50 key worker and vulnerable pupils.

Downs Infants reopened fully to all pupils in September 2020. And then closed again to all but key worker children in Jan 2021. During the remainder of the academic year 2020-21 the school was impacted by further bubble closures and staff and pupil absence.

This policy sets out how we intend to respond to the lost schooling which varies according to children's status as 'key worker or vulnerable' and the impact of illness and isolation on different classes and families. We recognise the immense work done by many of our parents and carers to support continued learning at home, as well as the ways in which they have provided their children with many rich learning experiences which would not have been possible in school.

The Evidence

This is an evidence-based policy, drawing on:

- Assessment (formal and informal) on return to school and as an ongoing process
- Observation and reflection on what worked in Bubble schools
- Information from parents, through our on-line learning platform 'Tapestry', and through feedback from parents through our class reps and surveys
- Evidence from the Education Endowment Foundation
- The sharing of practice within the PILL partnership and the City of Brighton and Hove
- Collaborative relationships with schools nationally.

Proposals for what Downs Infants will do are also informed by a detailed knowledge of the school community, and the developmental needs of pupils between the ages of 4-7.

Principles

General principles which inform all actions:

- To provide rich opportunities for children to reconnect with peers, developing their speaking and listening skills.
- To ensure that teaching within the classroom is of the highest possible quality so that removal of children for interventions is only necessary for specific and clearly identified needs.
- Ensure that transition into school is supported for pupils in all year groups.



- To avoid removal of the very youngest children for interventions, so that they do not miss out on developing the whole child and to plan interventions where necessary so that they limit time out of class, and promote the development of the whole child.
- Promoting 'Prime Areas' development and learning for all pupils as the basis for ongoing learning.
- To promote the health and well-being of children in the widest sense.
- To address pastoral needs for families experiencing hardship/trauma as a result of Covid 19 and lockdown.
- To ensure children are taught and understand the key concepts necessary for continued progression in all subjects, with particular attention to phonics and reading.
- Avoid narrowing the curriculum.
- Pupils with multiple disadvantage and those eligible for Pupil Premium to be prioritised for intervention.

Actions already taken during lockdown/keyworker school and in immediate return

- Training in continuous provision and enabling environments throughout the school, including KS1, to support Social and Emotional Health and fill developmental gaps.
- Resourcing Reception and Y1 outside areas to support physical health and wellbeing.
- Providing additional ipads for staff to use in classrooms with pupils.
- Additional hours for TAs to support vulnerable pupils and enable more vulnerable staff to be able to teach effectively.
- Visualizers to enable teachers to give effective feedback from a distance.
- Tapestry subscription for whole school to engage all families in learning and enable assessment of remote learning.
- Parent webinars to help them support learning and resources to support.
- 'Contact' through Tapestry and the website with pupils and their families throughout the Summer holiday and regularly on return to school.
- Pre-teaching maths concepts in Y2.
- Better Reading Partners for Y1 and Y2.
- Providing home learning planning for all parents, whether their child is isolating or not.
- Providing additional pastoral support and DSL time to support vulnerable families and children at risk.
- Subject leaders identifying key learning which will enable children to make progress on an ongoing basis and linking with the City-wide 'Planning to Progress' project.
- Additional concrete maths resources for Y2.
- Training and reflection on making the most of demonstration writing in all year groups.
- Training for all staff including MDSAs on phonics.
- Continue to use S&L trained staff to support children with common SL needs.
- Use of 'Speechlink'.
- 'Bug Club' e-books purchased.
- Make use of other subjects e.g. history or continuous provision to support stamina in writing.
- Schedule topic days to cover aspects of the curriculum not taught e.g. 'Churches' in RE.
- Changes to topics in Reception Autumn Term to provide additional phase 1 phonics support in preparation for introducing phase 2 sounds.
- Nurture groups in Y1 and Y2.



Evaluation of Impact

The impact of 'Catch-up' expenditure will be evaluated through:

- Reading assessments (YARC).
- 'No More Marking' Comparative Judgement National Benchmarking exercises
- Monitoring phonics progress using our tracking sheets.
- Use of Boxhall Profile and other assessment tools for SEMH.
- Impact on attendance of persistent absentees.
- Pupil's ability to use resources in the environment to support their writing.
- Monitoring progress through reading levels.
- Pupil enjoyment of school and motivation to learn.



2020-21 Review of actions taken, impact and next steps

Year 2 (2018 intake)

Assessment	Action	Intended Impact	Evaluation
Larger gap opened up in phonics and reading. There is a large range of academic attainment evident in word reading and phonics. Some children have made huge progress while others appear to have 'lost' sounds they already knew. The gap between the higher and lower attainers is more extreme than we would previously have seen.	Adapt phonics planning to ensure all phonics phases have been taught. Individual targeted work within class from class teacher and TA.	All children know all the sounds by end of year 2. 70% of children at ARE in reading by end year 2.	75% of children were assessed as at least able to demonstrate mastery of <i>most of the essential</i> learning for this year as identified by the City-wide 'Planning to Progress' project. <i>Next steps: pass on phonics information to DJS.</i>
Maths chunks of learning missing. This correlates with the parts of the curriculum missed in Y1. Addition and subtraction are the most secure operations.	Adapt planning. Year 2 usually starts with revisiting multiplication and division with pictorial representations and it is likely this will need to go back an additional stage to concrete representation as well as working with smaller numbers to reinforce conceptual understanding. Additional concrete resources.	All children are secure with the 4 operations. 70% of children assessed as at least able to demonstrate mastery of <i>most of the essential</i> learning for this year as identified by the City-wide 'Planning to Progress' project.	75% of children were assessed as at least able to demonstrate mastery of <i>most of the essential</i> learning for this year as identified by the City-wide 'Planning to Progress' project. <i>Next steps: pass on maths assessments to DJS.</i>
The level of stamina for sentence writing is lower than in previous years. Fluency of handwriting an issue although letter formation is not.	Adapt planning and provide greater scaffolding for writing. Use children's interests to motivate.	Children are prepared to write for extended periods of time. 70% of pupils assessed as at least able to demonstrate mastery of <i>most of the essential</i> learning for this year as identified by the City-wide 'Planning to Progress' project.	60% assessed as at least able to demonstrate mastery of <i>most of the essential</i> learning for this year as identified by the City-wide 'Planning to Progress' project. 60% of pupils at ARE or above in No More Marking Assessment. <i>Next steps: pass on phonics and writing information to DJS.</i>



Year 1 (2019 intake)

Assessment	Action	Intended Impact	Evaluation
Children's ability to share attention with others and to modulate their voices to levels needed in the classroom is a challenge.	Re-teach classroom routines and support behaviour. Provide rich opportunities for children to reconnect with peers, developing their speaking and listening skills. Speechlink.	Children are able to take direct instruction.	Evidence of good behaviour for learning across the year group. <i>Next steps: ensure that Y2 routines are taught very carefully in Autumn 2021. Continue Speechlink and refer to SALT if necessary.</i>
Phonics – digraphs are not secure. Children missed introduction of phase 5.	Reteach digraphs/phase 5 (whole class) and use TAs plus the remote learning resources to support those who are finding it challenging.	Children's phonic knowledge is secure and in reading 70% of children assessed as at least able to demonstrate mastery of <i>most of the essential</i> learning for this year as identified by the City-wide 'Planning to Progress' project.	60% of children assessed as at least able to demonstrate mastery of <i>most of the essential</i> learning for this year as identified by the City-wide 'Planning to Progress' project in reading. <i>Next steps: consider grouping of children to ensure that all children have access to phonics teaching from a teacher at their level daily.</i>
Huge divide in terms of writing. Some children are struggling to sentence write while others are writing stories.	Adapt planning and provide greater scaffolding for writing. Use children's interests to motivate. Reteach letter formation as part of phonics and handwriting instruction.	70% of children assessed as at least able to demonstrate mastery of <i>most of the essential</i> learning for this year as identified by the City-wide 'Planning to Progress' project.	47% of children assessed as at least able to demonstrate mastery of <i>most of the essential</i> learning for this year as identified by the City-wide 'Planning to Progress' project. 60% of pupils at ARE or above in No More Marking Assessment. <i>Next steps: See actions on phonics above. Continue to work on motivation for writing.</i>

Year R (2020 intake)

We were not able to do our usual transition package so invested heavily in contact via Tapestry over the Summer and individual phone calls. Parents were not allowed into the school and were supported to say goodbye at the door. Children have made a good transition and parents were confident to leave children at the door.

We are mindful that this cohort lost a significant time at nursery and indications nationally are that this may have impacted on language and catch-up programmes in this area are being offered. Children are mainly



coming in with fewer sounds than usual, although the nurseries who usually send children with lots of sounds were closed and maybe this was a good thing – children responded really well to a change in the curriculum to 'Oi Frog' and working on phase 1.

SEN

Due to closure of nurseries we were not aware of all the SEN needs coming into Reception, and were missing some paperwork. In addition, all the speech and language programmes from nursery were 12-18 months out of date. In last year's cohort and this one, we have been advised that Speech and Language do not have capacity to see any child without an EHCP. Continuing pressures on SEN professionals through B&H inclusion support service. We have additional pressures on our space and ability to deliver interventions.

2021-22 Proposal

Year 2 (2019 intake)

Assessment	Action	Intended Impact	Evaluation
<p>Only 60% of children assessed as at least able to demonstrate mastery of <i>most</i> of the <i>essential</i> learning for this year as identified by the City-wide 'Planning to Progress' project in reading.</p> <p>Only 47% of children assessed as at least able to demonstrate mastery of <i>most</i> of the <i>essential</i> learning for this year as identified by the City-wide 'Planning to Progress' project in writing.</p>	<p>Phonics groups to be set up to ensure that all children have access to phonics teaching at their level from a teacher daily. Additional adults to be provided in the below ARE groups. Additional phonic matched reading books purchased to match cohort levels.</p> <p>All phonics teaching to include element of writing.</p> <p>All staff retrained in phonics teaching.</p> <p>1:1 intervention on the BRPs model for identified children.</p>	<p>More than 70% of pupils pass the phonics screen at the end of Y3. 70% of children are assessed as at ARE for reading and writing.</p>	
<p>65% of pupils assessed as at least able to demonstrate mastery of <i>most</i> of the <i>essential</i> learning for this year as identified by the City-wide 'Planning to Progress' project in maths.</p>	<p>Make use of guided maths groups to ensure that same day intervention is occurring.</p>	<p>70% of pupils assessed as at ARE in maths.</p>	
<p>Children who are still evidencing Social, Emotional and Mental</p>	<p>Nurture group for identified children.</p>	<p>Children with significant needs have evidence needed to successfully</p>	



Health (SEMH) difficulties to have bespoke support for their behavioural needs to support their behaviour for learning and enable all children to learn.	Extended play opportunities for all pupils. Supported lunch clubs.	apply for EHCP to support them in their next phase of education.	
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Year 1 (2020 intake)

Assessment	Action	Intended Impact	Evaluation
Phonics teaching was impacted with lockdown January 2021 at the point of introducing phase 5.	Additional phonic matched reading books purchased to match cohort levels. Workshop for parents to support phonics. Re-training all staff.	90% of pupils pass phonics screen at the end of Y1.	
Pupils not at expected levels of reading pre-pandemic.	1:1 reading on BRP model to include phonics and speechwork.	75% of pupils at ARE in reading at the end of the year.	
Pupils not at expected levels of writing pre-pandemic. C&L 86%, literacy 78%.	Mini-mes alongside motivating and real experiences for pupils to encourage writing stamina. Use of consistent supports for all children in writing.	75% of pupils at ARE in writing at the end of the year – NB end of EYFS scores do not usually map onto Y1 scores.	
88% of pupils achieved in maths end of EYFS.	Ensure opportunities for maths development are rich within the learning environment and planned for.	75% of pupils at ARE in maths at the end of the year – NB end of EYFS scores do not usually map onto Y1 scores.	

Year R (2021 intake)

Assessment				Action	Intended Impact	Evaluation														
Areas of Learning	Towards	At	Above																	
Communication and Language	19%	65%	10%	Ensure rich opportunities for speaking and listening. Planning to consider PD and additional outside time to be planned with resourcing. PSED to be	In line with 2021 <table border="1"> <tr><td>C&L</td><td>86%</td></tr> <tr><td>PD</td><td>92%</td></tr> <tr><td>PSE</td><td>85%</td></tr> <tr><td>Lit</td><td>78%</td></tr> <tr><td>Maths</td><td>88%</td></tr> <tr><td>U World</td><td>97%</td></tr> <tr><td>Express A&D</td><td>96%</td></tr> </table>	C&L	86%	PD	92%	PSE	85%	Lit	78%	Maths	88%	U World	97%	Express A&D	96%	
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U World	97%																			
Express A&D	96%																			
Personal, Social and Emotional Development	34%	56.5%	9.5%																	
Physical Development	27%	18%	9.5%																	
Literacy	38.5%	59%	2.5%																	



Mathematics	25%	64%	10%	prioritised for intervention from the SEN team. Just Right introduced and shared with parents to support at home. Rich making, creative and mark-making opportunities to support pre-writing. Phonics training for all staff including cover staff.		
Understanding the World	13.5%	82%	3.5%			
Expressive Arts and Design	16%	22%	5%			