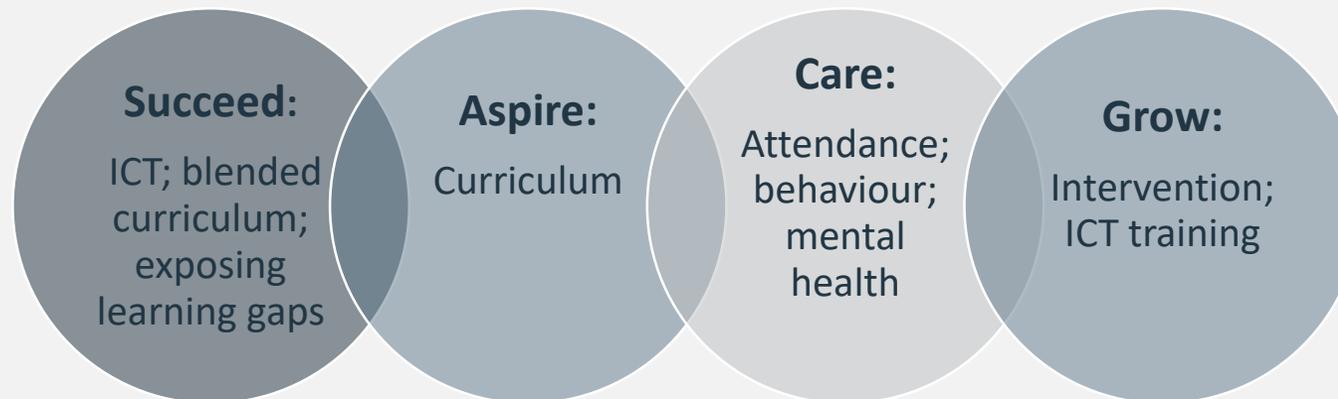# Guiseley School Catch-Up Plan – phased programme September - February

EEF say:

- **Supporting effective remote learning** will **mitigate** the **extent** to which the **gap widens**
- Pupils can learn through remote teaching. However, **ensuring the elements of effective teaching are present** – for example through clear explanations, scaffolding and feedback – is more important than how or when lessons or support are provided.
- To increase access to teaching, it would also be valuable to test the feasibility of **online tuition** as a way to supplement the support provided by teachers to disadvantaged children.
- **Sustained support** will be needed to help disadvantaged pupils catch up
- It is highly likely that the **gap will have widened** when pupils return to school, even if the strongest possible mitigatory steps are put in place. Catch-up provision, including assessment of lost learning and targeted support, will be essential. However, **it is unlikely that a single catch-up strategy** will be sufficient to compensate for lost learning due to school closures.
- There is a **risk that high levels of absence** after schools formally reopen poses a particular risk for disadvantaged pupils.
- Ensuring **access to technology** is key, especially for disadvantaged pupils
- Supporting pupils to **work independently** can improve learning outcomes
- **Different approaches to remote learning** suit different types of content and pupils

- Our catch-up plan is subdivided into our four core values, ensuring that the plan meets the needs of the whole child. Under each core value we have identified the areas that need to be addressed in order to aid effective catch up for all students.

Succeed: ICT; blended curriculum; exposing learning gaps

Aspire: Curriculum

Care: Attendance; behaviour; mental health

Grow: Intervention; ICT training

What?			Why?	How and when?	Cost?
CARE	C1	**ATTENDANCE:** Continue our attendance intervention strategies to get our most reluctant attenders into school.	Without our students in the classroom students can not make up any lost learning; we know that Year 10 pupils who were PA before lockdown have been less likely to return to school, and therefore expect this pattern to be duplicated across other year groups; these students are also less likely to have engaged in online learning.	High risk non-attenders already identified; preopening interventions already in place around the child. Attendance Officer and Pastoral Teams to follow the attendance policy – home visits, first day calls etc. First session attendance protocols will be enhanced for the first half term Continue to provide video content to mitigate against further absence. Survey of parents to gauge intention to return before September All Y6/7 pupils with a history of poor attendance/high anxiety during lockdown to be contacted by the attendance officer/pastoral team before school begins Any families who indicate concern about returning in September to be contacted by pastoral team/attendance team before school begins	n/a
	C2	**BEHAVIOUR:** Systemic change to behaviour to re-establish calm and consistent routines and learning environments	Students respond better to predictable routines that are calm and ordered. It enables safety, relieving anxiety, and provides them with a structure they may not have had during lockdown.	Establish clear routines under new guidance Train the staff on new routines Train the students on new routines Update policies and processes around new routines STEPS; SHAPE; soft transitions on corridors to be reinforced using posters throughout school	£1000
	C3	**MENTAL HEALTH:** Students complete a mental health questionnaire on return to school – Year 7-13	To establish a base understanding of student anxiety across the school and to inform appropriate interventions.	Wellbeing survey responses analysed by pastoral/wellbeing teams and targeted support provided. Additional staff training on mental health, bereavement training etc New triage system for mental health concerns established, meeting every 3 weeks	£1000

What?			Why?	How and when?	Cost?
ASPIRE	A1	**CURRICLUM:** To pare down the subject specific curriculum at each Key Stage to prioritise the main threshold concepts/core knowledge that they covered during closure by creating standardised knowledge organisers. Sent out to families.	By ensuring both students and staff have a deep, fluent and coherent knowledge of their subject content, gaps in learning can be exposed and filled in a timely manner.	Year 10 and 12 to have Knowledge Organisers on the VLE by the end of summer term All year groups have 'lockdown' knowledge organisers printed and in folders in September All year groups have knowledge organisers for winter term completed and following new format, including threshold concepts and dual coding to facilitate the most effective learning and improve 'stickability' of knowledge Additional lesson staffed for Y13 for whole academic year delivered through curriculum time and twilights. Enhanced purchase and use of specialist text books/revision guides to support home learning and catch up for disadvantaged students	£15000
SUCCEED	S1	**ICT CONNECTIVITY:** Ensure ICT equipment and internet access for all pupils and staff.	To remove barriers to online learning and any blended curriculum offer that may need to take place.	Use of government funding and PP budget to purchase IT equipment for disadvantaged pupils New Y7 questionnaire to identify need in September New laptops for PP/SEN students to be purchased on a rolling programme Investment in wireless routers for September for pupils who have no internet access LA4 to be transformed into an ICT classroom to ensure KS4 have adequate access to ICT facilities and facilitate effective catch up in practical subjects	£30000
	S2	**BLENDED LEARNING:** In the event of future lockdowns, ensure we have high quality on line resources, and have built in agility to enact our online learning principles.	To ensure our students can access an continually improved online education offer, which includes live lessons as well as high quality teacher explanations which enhance the probability of remote learning by students.	Ongoing training for ICT champions on Microsoft Teams to develop live lesson offer. Continue to build a library of recorded content Visualisers to be purchased for all classrooms to ensure quality of explanation and delivery, enabling rapid progress for pupils. This will also allow all staff to have access to one during any future lockdown, improving the quality of online provision and mitigating against further lost learning	£2300
	S3	**EXPOSING LEARNING GAPS:** Quizzing will be used as assessment tool at the start of each lesson in September.	Students will use the retrieval mechanism to help with learning; knowledge gaps will be clearly exposed; teachers can respond in a timely manner to fill gaps; targeted intervention groups can be established.	September quizzing begins. Core Curriculum Leaders to establish 'lockdown knowledge' for Y6/7. Intervention groups established by October Parents contacted following quizzing results and informed of intervention plan and their role in it	Time

What?			Why?	How and when?	Cost?
GROW ⤊	G1	**INTERVENTION**: To create a small group online and one to one (face to face) intervention programmes for all students where knowledge gaps have been identified.	The government are following research by the EFF which suggests that small group tuition can add up to 5 months progress and as such are allocating funding for school to establish these programmes. Our in school data also indicates that our disadvantaged pupils have engaged less with online learning than their non –disadvantaged peers.	Teams usage to be developed and training to be provided for all intervention staff on how to use technology effectively Timetabling of staff with residual capacity and train staff to deliver online intervention for all students with gaps Recruit staff for 1:1 tuition by October Where COVID restrictions prevent practical subjects from operating at full capacity, this will be used for tuition time Write to families to inform them of catch up/intervention programme CLs to provide weekly plan of content for all year groups (particularly Y7 and Y11) to enable 'pre-teaching' intervention sessions to have impact Identify disadvantaged cohort to be targeted for 1:1 tuition Identify wider cohort who need online catch up Identify multiple disadvantage cohort who need pre-teaching in core in Y10 Develop Year 7 catch-up reading scheme to close the reading gap following reading age testing Appoint Covid Catch-up coordinator	£32000
	G2	**ICT TRAINING**: To establish a programme of in school CPD on ICT training for staff use of Teams.	The school needs to be ready to be effective and deliver an online remote learning offer quickly should further outbreaks happen; intervention on lone will need enhanced staff expertise; to build on the foundations born out of rapid deployment onto Teams during lockdown.	ICT Champions to continue enhanced training (ongoing) September onwards, regular training to increase skillset of staff and range of ways to deliver an effective remote curriculum	Time