



# CHRIST'S COLLEGE, SUNDERLAND

*Emmanuel Schools Foundation*

## COVID-19 'CATCH-UP' PLAN 2020-2021

### **Contextual Analysis**

The impact of COVID 19 on our school has been far reaching. During the 2019-20 (March-Sept) and 2020-21 (Jan-March) full and partial school closures meant many students lost up to eight months of face-to-face teaching; summer exam series were cancelled, and the school had to adapt to new flexible approaches of blended learning. It is absolutely paramount that Christ's College revisits our curriculum and teaching and learning strategies for 2020-21 to ensure that we mitigate the lost learning of the past and adapt our curriculums so we can accelerate forward and be prepared should further local and national lockdowns occur. Work will need to happen at pace, building on both the evidence-based practice of which types of blended learning has had most impact nationally during the summer of 2020, coupled with the local learning and successes adopted by our own schools for their local communities of pupils they serve. As importantly we need to rapidly move past this notion of "catch up" ensuring we are delivering the broad and balanced national curriculum that students in any given year would be entitled to receive, preparing them for summer exam series 2021 and beyond.

The catch-up premium is to support students with additional resources to try to mitigate the educational impact of the pandemic. This is £650m of the £1bn that the government has allocated and equates to £80/pupil. Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. This funding will be provided in 3 tranches. ESFA will provide schools with an initial part payment in autumn 2020, based on the latest available pupil data (Oct 19 census). ESFA will then distribute a second grant payment in early 2021, based on the Oct 20 census. This second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil for the first 2 payment rounds.

The estimated grant for Christ's is £ £42,560

In January 2021, schools had to close again. The 'catch up' programme was working effectively, but further closing of school, despite a huge raft of strategies to support our most disadvantaged has inevitably had a detrimental effect. The comments in green show how the COVID catch up plan has been adapted following the closure of the school.

## Christ's College Curriculum Strategy 2020-21 (Reviewed February 2021- comments in green, reviewed April 2021 – comments orange)

Our curriculum strategy this year has three simple strands:


1. **To mitigate the lost learning of the past.** This involves understanding the impact of summer 2020 and putting in place rapid interventions to fix this through gap analysis. The bulk of this work will be done by the October half term although as you would expect in any given academic year, work on memory recall and plugging areas of gaps will continue as part of normal teaching practice.
2. **Ensuring schools are delivering routine, high quality and broad and balanced curriculum to prepare students for the summer 2021 exam series.** This means ensuring the school is delivering a challenging, quality and fit for purpose national curriculum in line with usual expectations and as previously set out prior to COVID-19 and under the expectation of the OFSTED Early Inspection Framework 2019.
3. **Ensuring that the curriculum being delivered in school is also able to be delivered as robustly and consistently for any child, class or school facing a national or local lockdown.** In early 2020 COVID took us by surprise. A second wave is likely, and we cannot allow our children to be disadvantaged if and when we need to consider further school closures. Our children only have one chance at a good education, and it is vital we now quickly learn from the experiences and evidence-based practice seen in summer 2020 so we are well-prepared for the future.

Our COVID catch up plan is based on the research-based guide published by the EEF (Guide to Supporting School Planning - <https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/#nav-guide-to-supporting-schools-planning-for-the-academic-year-2020-21>). The guide aims to support school leaders with their planning for the unpredictable academic year to come. It proposes a tiered model that focuses upon (1) high-quality teaching, (2) targeted academic support, and (3) wider strategies. It has been developed in partnership with expert school leaders from across the country.

It is recommended in the EEF's Guidance is a way to help schools focus on a small number of strategies that are likely to make the biggest difference. The tiered approach is a helpful heuristic that can supplement school leader decisions regarding the allocation of funding, energy, training and time.

Figure 1: The tiered model for school planning



EEF Focus	Actions	Budget	Monitor (Who and When)	Success Milestones		
				Term 1	Term 2	Term 3
<p><b>Teaching</b></p>  <p>-High-quality teaching for all</p> <p>- Effective diagnostic assessment</p> <p>- Supporting remote learning</p> <p>- Focusing on professional development</p>	<ul style="list-style-type: none"> <li>At the start of the year and throughout Autumn 1, assessments and mini quizzes completed, to precisely identify gaps in learning.</li> <li>Planning carefully adapted based on the outcomes of initial and ongoing assessments.</li> <li>Carefully planned scaffolding used as appropriate to help accelerate progress.</li> <li>Planning reviewed and adapted to cover gaps of missed learning.</li> <li>On-going use of QLA completed to identify focus of teaching and/or 'do now' activities.</li> <li>Formative assessment to ensure that the gaps have been closed Aut 2 and identify further gaps in knowledge to address.</li> <li>Focus on times tables and key facts through retrieval practice in maths.</li> <li>In Science and other curriculum subjects – identify key concepts or knowledge from the prior year that have been missed due to closure and plan focus days for primary pupils to cover this as appropriate.</li> <li>In secondary, ensure that planning is adapted to cover concepts or key knowledge missed in prior year.</li> <li>Effective use of ongoing retrieval practice and 'do now' work to revisit key concepts. This providing opportunities to support pupils to rehearse key knowledge, concepts and procedures that may have been forgotten or not taught due to school closure.</li> <li>Assessment of writing in English will identify where the pupils are in their writing and identify next steps to inform planning.</li> </ul>	<p>PIXL costs £1,750</p> <p>Phonics Tracker £100)</p> <p>GCSE Pod £2060</p> <p>CGP Books £400</p> <p>Qualified Teacher Cover for staff absence £16k</p> <p>Provision of laptops for staff and pupils £1.6k</p> <p>Further purchase of 20 laptops - £9k from CC budget,</p>	<p>Faculty SLT links Phase leaders in primary Head of Primary</p> <p>Ongoing monitoring. Progress reviews following termly summative assessment.</p> <p>Performance management process.</p> <p>AVP T&amp;L Teams CPD</p>	<p>50% of pupils are on track to meet their year-end target, based on their previous end of key stage starting points. Faculty leads and Head of Primary, check assessment is being used and plans adapted. Tracking system created. QLA analysed and checked. Core SL review evidence that timetables, arithmetic, phonics, assessment is informing planning etc.</p>	<p>75% of pupils are on track to meet their year-end target, based on their previous KS starting points. Planning continues to be adapted as per ongoing assessment – formative and summative. Phonics trackers updated at the end of AUT2. Further catch up on 1:1 or small group basis using additional adults. Pupils who are not on track</p>	<p>90% of pupils meet their year-end target. Pupils are on track to meet their EOY targets. SEE NEXT SECTION AS PUPILS SHOULD BE CAUGHT UP IF THERE IS NOT TOO MUCH DISRUPTION TO SCHOOLING. PUPILS WHO HAVE NOT CAUGHT UP WILL HAVE SPECIFIC INTERVENTION AS BELOW</p>

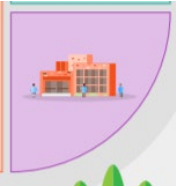
	<ul style="list-style-type: none"> <li>• For the younger children, CLL will need further developing using talk for writing strategies. Currently a big drive on catch-up reading which lays the foundation for writing.</li> <li>• Further development of fine motor skills for pupils in Y1.</li> <li>• Phonics tracker assessment completed and phonics catch up groups established. (will be complete by end of Aut 2)</li> <li>• Benchmarking in week one to ensure that children's reading books carefully match their phonic phase or reading levels. Regularly 1:1 reading and timely benchmarking to try and accelerate reading levels.</li> <li>• In secondary, pupils will be given to read in form time, two days per week for 20 mins, using levelled accelerated reading books.</li> <li>• Knowledge organisers are further developed to summarise key learning. Pupils develop strategies to self-quiz. Early stages</li> <li>• Pupils in each key stage are given chance to develop their communication skills through Rosenshine techniques such as No Opt Out/Cold Call/Stretch IT.</li> <li>• In primary an ongoing focus on vocabulary (through The Write Stuff) and inference skills through whole class comprehension and smaller group support as required (working on creating capacity for small groups in KS2).</li> <li>• Staff CPD on questioning continues to ensure that misconceptions can easily be identified quickly and addressed.</li> <li>• Ongoing staff CPD on using Teams so they can deliver high quality online learning.</li> </ul>			<p>Phonics trackers complete. Bench marks completed – CPD delivered and learning walks evidence that they are being used in class.</p> <p>Science leader has mapped out topics that will need to be 'caught up'.</p> <p>SL in secondary have identified the prior learning from previous year that needs to be taught.</p> <p>CGP books ordered.</p>	<p>are identified and targeted in class.</p> <p>CG books delivered.</p> <p>Evidence of retrieval practice in books and on learning walks.</p> <p>Further Teams training as required to improve the quality of online learning.</p> <p>Computers and laptops deployed to ensure staff have the technology they need.</p> <p>Online learning on website is</p>	
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	<ul style="list-style-type: none"> <li>Monitoring and coaching of staff to support them to become effective at teaching lessons on teams. (Identifying staff to become champions to disseminate good practice)</li> <li>Deployment of IT to ensure pupils can access GCSE Pod, Oak Academy, BBC bitesize and accelerated reading and rockstars as needed, when in school and when isolating. Survey of devices. Provide staff who are isolating with a device to use at home)</li> <li>Slightly extended day – basic skills sessions from when pupils arrive as per staggered starts.</li> <li>Revision guides purchased to support Y2,6, 10 and 11</li> <li>Commitment to use good quality supply teachers who to cover staff absence for teachers who are isolating or are unwell.</li> <li>Tracking document in place to keep track of gaps created by pupil absence due to shielding for key subjects</li> <li>Whole class feedback used to help returning pupils 'catch up' with missed learning whilst tackling misconceptions of those who attended.</li> <li>Resources on website simplified to ensure pupils can access easily the correct links.</li> <li>Resources for home learning are on teams for those isolating. - weekly work placed on Teams</li> <li>CGP Books pre-ordered and paper based activities distributed via for pupils who don't have internet access</li> <li>Maths no problem books distributed to pupils to use at home.</li> <li>Use knowledge organisers to help parents and pupils know the core knowledge of skills they need to know for each unit of work.</li> </ul>			<p>Teams lessons are delivered and the quality checked by AVP T&amp;L. Coaching provided.</p>	<p>easily accessible. w/c 8<sup>th</sup> March plan for full reopening – low stakes testing, quizzing etc to baseline classes and identify gaps as before.</p> <p>Formal assessments delayed until after Ester to allow pupils to settle.</p> <p>Assessments MUST be used to identify how planning will need to be adapted.</p> <p>SL are clear about what are the hinge topics to be addressed. What pieces</p>	
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	<ul style="list-style-type: none"> <li>Data available as to who has no access to a tablet or a laptop. Laptops provided . Further laptops purchased for additional cost to the College of £9k.</li> <li>RQTs who only had 1.5 terms of teaching last year, are mentored and have access to the Early Years Career Framework training and coaching as required.</li> </ul>				<p>of the curriculum must be revisited and what can be left – focus on skills rather than knowledge. QLA must be thorough and used to plan retrieval practice.</p>	
<p>Targeted Academic Support</p>  <p>-High-quality one to one and small group tuition</p> <p>- Teaching Assistants and targeted support</p>	<ul style="list-style-type: none"> <li>Lexia intervention used to target pupils who are working below expected standards for their age.</li> <li>Phonics groups in Y1 and 2 to enable children to complete Phase 4 and 5.</li> <li>HLTAs - deployed to support the disadvantaged and pupils who need additional support to catch up.</li> <li>SLT support across school to help catch pupils up.</li> <li>Monitoring those most impacted and supporting with daily readers, phonics, maths and SEND support. GCSE intervention as required.</li> <li>Academic mentors used to deliver small group and 1:1 support to help specific pupils who are off track to meet targets.</li> <li>Homework clubs and after school PIXL therapy groups.</li> <li>NELI training and support for early language</li> </ul>	<p>Lexia licenses £0.7k Phonics resources</p> <p>Teacher overtime £5k</p> <p>Academic Mentors £7.6k HLTA overtime £2000 SALT intervention and teacher release for</p>	<p>Learning walks and Deep Dives – see monitoring schedule</p>	<p>Academic mentors are secured. Despite chasing there was never any allocated form TF</p> <p>Tutors are identified.</p> <p>Lexia support is in place High quality phonics is observed</p>	<p>Academic mentors are in post and delivering intervention. These have never materialised from Teach First. After school teaching commences (from Easter) for pupil who are not on track to meet</p>	<p>Lexia groups reviewed – majority of chi will have made progress. Groups are readjusted to children who now need additional support or who continue to have issues with attendance.</p>

<p>- Academic tutoring - Planning for pupils with Special Educational Needs and Disabilities (SEND)</p>	<ul style="list-style-type: none"> <li>Following autumn assessments 1:1 tutoring provided by HLTAs and teachers before and after school – targeting pupils who are behind targets or below expected.</li> <li>SEND pupils to have a support plan that identifies their needs and targets specific barriers to progress. SENDCo checks these and learning walks will identify if the provision matches.</li> <li>Additional Lexia licences to be bought to close reading gaps throughout school as required.</li> <li>Regular reviews of groups and support to ensure pupils who need support access it at the right level and those who have made progress and no longer need the support are not held back.</li> <li>HLTA/LSAs - deployed to support the disadvantaged and pupils who need additional support to catch up</li> <li>SLT support across school to help catch pupils up. Monitoring those most impacted and supporting with daily readers, phonics, maths and SEND support. GCSE intervention as required.</li> </ul>	<p>NELI training. £450</p> <p>Additional banded books and class novels £3k</p>		<p>Clubs commence and key children attend Intervention groups identified and delivery begins –Aut2 Suspended once lockdown started in January. Autumn 2 assessment check on progress and adjust groups. – See report to governors</p>	<p>end of year target. Planning and delivery of phonics is evidencing pupil progress From Easter - Homework clubs and intervention clubs are being attended by children who are still working below target Most children will now be on track. Passports for SEND pupils completed and QA.</p>	<p>Students who attended and accessed Lexia have made progress</p>
<p>Wider Strategies</p>	<ul style="list-style-type: none"> <li>Use of RE and PSHE to assess if children need support socially and emotionally. Clear routines and expectations to ensure behaviour expectations are embedded.</li> <li>Pastoral support team make home visits to vulnerable pupils.</li> </ul>	<p>Attendance incentives £1.5k</p>		<p>PSHE and CW delivered. Pupils assessed by</p>	<p>Ongoing – further support via phone calls</p>	<p>Pupils are beign encouraged to use Tootoot.</p>





- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a SEL curriculum – Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

- Additional psychotherapy for pupils who need it.
- Additional EP time as required
- Coffee Morning – video for each year group, so parents understand the curriculum and how they can support at home.
- Regular texts and videos from the Principal and teachers to help parents.
- When a bubble closes, bi weekly call made by teacher to check pupils can access work and offer support and reassurance.
- SEND coffee morning – virtual if possible
- Newly admitted children are to attend with the KW and vulnerable group when school recloses.
- Regular contact with parents at the beginning and end of day – staff and SLT.
- Pupil voice to gather views on how the new routines are working from pupil perspective.
- First day calling and weekly phone calls to check why pupils are not attending school.
- Weekly home visits to pupils who are not attending schools.
- Regular communications with parents and video messages to reassure parents that the school is safe and risks are reduced as far as possible.
- Rewards used judiciously to support learning and highlight pupils who are making an effort.
- First day calling and weekly phone calls made to check pupils can access the work and are attempting to do so.
- COVID tests to be prioritised to CP and CIN children to reduce the time they are absent. PFT in place now for secondary pupils

£1.5k

teachers and any concerns are flagged to RCR  
 CH has been making weekly on line videos.  
 Weekly Newsletter to update parents.  
 External support sought as necessary. V made and recorded on CPOMS.  
 Parent attendance at virtual coffee mornings is good.  
 First day calling encourages pupils to attend.  
 Monitoring is in place if required.

and virtual parents evening.  
 Pupil voice captures any further issues.

Pupils accessed the school counsellor. Assemblies helped student learn strategies for managing their moods. Next year school have a counsellor two days per week.

	<ul style="list-style-type: none"> <li>• Home visits made to check on the most vulnerable</li> <li>• Inclusion team to support SEND pupils with changes that may unsettle them – eg closing of a bubble, different teacher, changes to the day etc.</li> </ul>					
Transition to long term curriculum	<ul style="list-style-type: none"> <li>• On completion of the autumn assessments the normal curriculum will be resumed in maths.</li> <li>• The other subjects will commence as soon as possible, once pupils have learning behaviours established.</li> <li>• Quizzing continues to catch up missed learning.</li> <li>• From March 8<sup>th</sup> 2021 – students have been beasleined again using inclass assessments and formal assessments. QLA s will be completed and identify further support.</li> </ul>			Autumn package complete and chi commence with the content appropriate to their year group. Learning walks and book looks evidence that the curriculum is being covered. SL complete book scrutiny and evidence links to the planning.	Spring assessment evidences pupils are making progress. This may not be the case following the closure in January – honest and accurate analysis is crucial to enable planning to close gaps.	On-going assessment monitors that gaps are being addressed..
Any other strategies	(Children understanding how they learn, teachers thinking ‘out loud’ as they solve a problem, whole class feedback to ensure that the key misconception and gaps in learning are addressed.)			CPD delivered by NW before departure on TLAC questioning and Meta cognition.	Further CPD delivered to support questioning and address other areas to support	

	<ul style="list-style-type: none"> <li>- Subject leaders identify key areas of lost learning and ensure that these concepts are taught in drop down days or as knowledge retrieval tasks.</li> <li>- Enrichment clubs to be targetted for disadvantaged pupils and skills based to help pupils apply their learning.</li> <li>- Develop the use of science texts/geographical/historical texts to be used in whole class reading or reciprocal reading, thus doubling up on skills.</li> <li>- Trips to commence as soon as is safe to do so to develop</li> <li>- Use video to enable pupils to experience a place if a visit is not possible.</li> <li>-</li> </ul>			PMGT target include specific T&L strategies.	pupils' progress.	
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### Accountability for Covid Catch Up Premium:

#### Trustee and SIB Challenge Questions

##### Potential Questions: Objective 1

**To mitigate the lost learning of the past by understanding the impact of summer 2020 and putting in place rapid interventions to fix this through gap analysis and quality first teaching.**

- What methods are leaders using to assess what pupils know? Why have they chosen these approaches?
- How are leaders involving parents to ascertain their view of the things their child has learned and achieved?
- What has been the effectiveness of the blended learning offer, its intended impact and the difference it made to pupils' learning
- When and how is transition information provided between year groups? Is it based upon what pupils knew and achieved prior to school closure? Is there ambition for pupils to achieve the expectations of curriculum plans/maps?
- Are teachers confident with approaches to assessment and do they understand how to use these skills to inform what they need to teach?
- How have leaders decided to use additional support?
- Do leaders have clear expectations for the impact of using additional support?
- What key concepts have leaders identified as being important for pupils to know? How are pupils being supported to achieve the ambitions of the school's reading programme?
- How are leaders using assessment to ensure pupils are secure in these key concepts?

- How do leaders check learning for specific pupils such as vulnerable and pupils with special educational needs?
- How are subject leaders/teachers checking the curriculum plans/maps for what has not been taught? How will this be taught to help pupils to know and remember more?
- Are leaders considering pupils' social and emotional development as well as their academic learning? Some pupils have had opportunities to make progress in important life-long learning skills such as work habits, sports related skills, social skills, leadership skills. There may be a negative impact for vulnerable children and their skills to learn.
- How do all staff demonstrate they are addressing potential underperformance through modifications to **high quality whole-class teaching** across the school?
- How are all staff involved in identifying additional provision for groups / individuals who are underperforming or at risk of underperforming?
- Has the correct targeted support been identified to enable CYP to catch up? One to one or small group tuition or intervention support? How do teachers guide the work of a tutor or additional adult?
- How do the senior leadership team, subject leaders, teachers and support staff analyse and act on assessment information?
- How does data analysis enable you to make decisions about future provision, including whole class teaching? How does it inform the curriculum and individual lesson planning?
- Should we increase our expectations of CYP in term of their rates of progress - to encourage and facilitate the catch-up process?
- How might we employ additional teachers / tutors for catch up programmes or additional tuition?
- Do we need to consider our CPD needs to support changes to our curriculum and curriculum planning?

#### **Potential Questions:**

**Ensuring schools are delivering routine, high quality, and broad and balanced curriculums for all students by summer 2021.**

- How are leaders reviewing curriculum plans/maps and making changes so that they include the things you want pupils to learn?
- How will leaders know if these changes will support improvement in pupils' learning?
- How will leaders monitor the impact of the curriculum supporting pupils' personal development and academic achievement.
- How are leaders reviewing curriculum plans/maps and making changes so that they include the things you want pupils to learn?
- How will leaders know if these changes will support improvement in pupils' learning?
- How will leaders monitor the impact of the curriculum supporting pupils' personal development and academic achievement
- When and how will leaders use benchmarks to help monitor the impact and success of the curriculum?
- Are leaders able to show how the curriculum is sequenced and is helping pupils to know and remember more?
- Is focussed training, for all staff, required on the effective use of technology?
- What strategies will you use to support early career teachers who need more opportunities to develop their practice?

- How will staff well-being be monitored?

**Potential Questions:**

**Ensuring that the curriculum being delivered in school is also able to be delivered as robustly and consistently for any child, class or school facing a national or local lockdown**

- Has there been a review of the remote/home learning offer? Are changes being made so that it supports the intended impact of your curriculum and provides continuity if there is a school closure in the future? Will the remote/home learning offer be fully in place by the end of September 2020?
- What will a remote learning offer look like in your school and how is it integrated into the school's full curriculum offer?
- How are leaders ensuring that all pupils will have access to resources for remote learning in the case of self-isolation of a local lockdown?
- What training has been provided for staff to support their use of online tools and resources to deliver a remote offer of learning successfully? This includes internet safety.
- What support is being provided for parents and carers in helping to support their pupils with a remote learning offer?
- What adaptations are made to the remote learning offer for pupils with special educational needs?
- How are leaders ensuring that the remote learning offer is broad and ambitious and meets the expectations of the school's curriculum?
- How are leaders ensuring that pupils' learning is assessed, and changes made to the remote learning offer in response to what they find out?
- How are leaders monitoring the impact of remote learning and review school curriculum plans/maps?
- Are any changes made to the remote learning offer to sustain the quality of what is being taught and learned?

