



Three Saints Federation Catch Up Plan 2020-21

Aims

- Pupils will be supported with loss and anxiety, regain their learning skills, improve their physical and mental wellbeing, and be able to take a full part in school life as confident and independent learners.
- Formative assessment will be used regularly throughout the year to identify strengths and gaps in pupil's learning and understanding.
- Teaching will start from where the pupils are in their learning and build on this.
- The curriculum will be carefully planned so that the key knowledge and skills from last year are included with new learning from this year.
- Children will catch up and resume their previous learning trajectory by Easter for most children and by the end of the year for all.
- Children and parents will contribute to an informed view of each child's learning to support them to catch up.
- The catch-up funding will be used effectively to enable pupils to resume their previous learning trajectory

Success Criteria

- Behaviour will be good, indicating that pupils have been well supported to cope with anxiety and the return to school.
- Our curriculum plans will show clearly how pupils will catch up to their previous trajectory of learning.
- We will have a clear plan for how they will spend the catch-up funding
- Teachers will use formative and summative assessment effectively to adapt teaching and improve learning.

Actions

Our Federation will have a priority in the development plan which addresses this area as shown below.

Curriculum and Catch up – Adapt the taught and personal development curriculum to address the effect of the lock down on pupils' learning and development, so that they can thrive, develop, and catch up in their learning

Our approach to catch up against four key areas of work: Socialisation, Assessment, Curriculum and Learning, and Communication.

The key objectives for each area of work are:

Socialisation

Teachers will support children to be ready to resume learning by:

- Enhancing social interaction, building relationships with adults and children
- Improving children's independent learning skills
- Supporting children to deal with loss and anxiety.
- Respecting effort and celebrating engagement in home learning
- Explaining and practising new routines

- Building stamina, resilience, and concentration

Assessment

Teachers will find out what children have learnt by:

- Using informal tasks at first to check what children can do.
- Moving to more formal checks once pupils have settled into school.
- Identifying and recording pupil's strengths and gaps in learning
- Checking gaps before each new topic
- Checking learning regularly and giving quick verbal or written feedback
- Teachers will set catchup targets for each child.

Curriculum and learning

Teachers will plan what to teach by:

- Building the learning from what the pupils know and can do.
- Ensuring that essential knowledge from last year is revisited if needed.
- Focussing new learning on knowledge and skills that is most important.
- Ensuring that children have the essential skills and understanding for future learning.
- Providing challenge and support
- Keeping the depth in some topics by condensing others or adjusting activities due to the government guidance
- Including all subjects and providing activities that bring joy, wonder and excitement.

Communication and support

Teachers will communicate with parents and support learning by:

- Hearing parent voices
- Sharing the best practice from the lockdown to adjust how they work with parents.
- Supporting parents to continue to learn with their children.
- Identifying individual needs and acting quickly to address these.
- Providing targeted intervention or support based on these individual needs.
- Reviewing and renewing EHCP plans

AUTUMN TERM 2020

KEY INTENTION: Curriculum and Catch up – Adapt the taught and personal development curriculum to address the effect of the lock down on pupils’ learning and development, so that they can thrive, develop, and catch up in their learning.						
Expected Impact: The pupils will catch up. Our aspiration for our pupils is that by Christmas at least half of the pupils will have ‘caught up’, by Easter three quarters will have ‘caught up’, and by the summer all children will have ‘caught up’						
Lead	Implementation (Activities to facilitate outcomes)	When	Monitoring (observations, work scrutiny, PM, PPMs)	Monitoring Lead	Cost	Impact Evaluation
Communication and Support						
TS	Sharing pupils’ learning with parents	11.12	Staff meeting	CM	NA	Positive comments from parents
TS	Support parents to continue learning with their children	11.12	PM Meetings	IR	NA	More effective at SB – SMSP face to face
TS	More frequent written reports for parents	09.11	Pupil Reports	IR	NA	Face to face outdoor meetings needed
TS	Identifying individual pupil’s needs and providing targeted support	09.11	PPM; Curriculum & Wellbeing Pupil Record	IR	NA	Targeted support during lockdown and continue after reopening
IR	Share Curriculum Recovery Plan with parents	22.10	Website Newsletters	TG	NA	Shared
TS	Inspire lessons provided online	11.12	Calendar PM	IR	NA	Delayed until Summer
JB	Reviewing EHCP’s and updating if needed	11.12	EHCP	IR	NA	All completed – more this term
TS	Using well-being feedback to identify areas for social support	18.09	Curriculum & Wellbeing Pupil Record	IR	NA	Effective use of Talk Boost
Socialisation						
TS	Explaining and practising new routines through Code of Conduct	18.09	Classroom observation; discussion with pupils	IR	NA	Children understand revisited for new term
TS	Pupils undertaking initial assessment of their work. Imbed self-assessment as part of the learning process.	11.12	Book scrutiny; discussion with pupils	IR	NA	Initial stages – revisit Spring Term 2021

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Lead	Implementation (Activities to facilitate outcomes)	When	Monitoring (observations, work scrutiny, PM, PPMs)	Monitoring Lead	Cost	Impact Evaluation
CM	Developing independent learning skills	11.12	Classroom observation	IR	NA	Improved considerably – need to imbed
AH	Supporting children who show signs of anxiety.	22.10	Classroom observation	CM	NA	Talk Boost being used

Assessment

TS	Using teacher assessment alongside home learning feedback to identify gaps in learning	18.09	Curriculum & Wellbeing Pupil Record	IR	NA	Pira & Puma supported identification of learning gaps and strengths and supported teacher assessment
TS	More formal checks to identify pupil strengths and gaps in learning	09.10	Pira and Puma tests; Reception: Baseline Year 1: Phonic and reading test	IR	£840	
TS	Catch up targets for each child	22.10	Pupil Reports	CM	NA	In place - Revisit at next Parent Meeting
TS	Set high expectations of pupil achievement using on-going assessment in lessons	11.12	Lesson observation; PPM	IR	NA	Higher expectations more evident
TS	Flexibility in planning to reflect outcomes of on-going pupil assessment, related to short term daily planning	11.12	Lesson observation Short term planning	IR	NA	Flexibility in short term planning now evident
TS	Effective feedback linked to learning objectives – this needs to be imbedded	11.12	Book scrutiny	IR	NA	Teachers need to keep evidence of feedback

Curriculum and Learning

IR	Implement Recovery Curriculum Plan Phase 1 & 2	11.12	Recovery Curriculum Plan	TG	NA	In place – evaluate after lockdown
TS	Raising expectations regarding focus and pace in lessons – imbed and increase pace and focus	11.12	Lesson observation; book scrutiny	IR	NA	We need to continue this – pace particularly and the imbed the language of the Secrets of Success
TS	Pupils understand how to be effective learners – refocus on Secrets to Success. Help children to clearly understand their centrality in process	11.12	Learning walk; discussion with pupils	CM	NA	

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Lead	Implementation (Activities to facilitate outcomes)	When	Monitoring (observations, work scrutiny, PM, PPMs)	Monitoring Lead	Cost	Impact Evaluation
TS	Clear and concise pupil outcomes shared with pupils – develop pupil self-assessment	11.12	Learning walk	IR	NA	Ensure the steps are achievable and embed the language
MM	Imbed the newly agreed Vision in the life of our schools – Together We Flourish	11.12	Book scrutiny; discussion with pupils	IR	NA	Some aspects are hard to achieve during the current circumstances
TS	Catch Up Interventions for identified pupils	11.12	Intervention Plans	IR	£5000	Run since half term – continue after lockdown

Rating of Key Intention				
Green		Amber		Red
Next Steps				

RED	Not achieved
AMBER	Achieved but INCONSISTENT across the schools
GREEN	Fully achieved across the whole schools

SPRING TERM 2021

KEY INTENTION: Curriculum and Catch up – Adapt the taught and personal development curriculum to address the effect of the lock down on pupils' learning and development, so that they can thrive, develop, and catch up in their learning.					
Expected Impact: The pupils will catch up. Our aspiration for our pupils is that by Easter three quarters will have 'caught up', and by the summer all children will have 'caught up'					
Lead	Implementation (Activities to facilitate outcomes)	When	Monitoring (observations, work scrutiny, PM, PPMs)	Monitoring Lead	Impact Evaluation
Communication and Support					
TS	Support pupils learning with parents	01.04	Staff meeting PPM	CM	Now have a wider range of communication with parents.
TS	Longer parents' meetings and face to face if possible*	01.04	Feedback from teaching staff	IR	Booked for summer term.
Socialisation					
TS	Identifying individual pupils' needs and providing targeted support	01.04	PPM Intervention Records	IR	Very positive, more interventions; TA's have developed more skills.
TS	Inspire lessons for parents*	01.04	PM Staff meetings	IR	Online has helped parents see how children are taught.
TS	Well-being concerns addressed through Talk Boost.	01.04	Intervention Record	JB	Only just started because of lockdown.
TS	Pupils undertaking initial assessment of their work. Imbed self-assessment as part of the learning process.	01.04	Book scrutiny Discussion with pupils	IR	Need to rebuild after lockdown.
CM	Develop independent learning skills.	01.04	Classroom observation	IR	Need to rebuild after lockdown.
Assessment					
TS	Formal assessment to identify pupil strengths and gaps. Teacher assessment alongside home learning feedback to assess progress. Catch Up targets for each child.	01.04	Pira & Puma Tests. Reception baseline. Year 2 & Year 6 SAT's Scholarpack data	IR	Teachers much more confident making assessments, greater clarity on expectations – catch up targets set around formal assessments.

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Lead	Implementation (Activities to facilitate outcomes)	When	Monitoring (observations, work scrutiny, PM, PPMs)	Monitoring Lead	Impact Evaluation
TS	Set high expectations of pupil achievement using ongoing assessment in lessons. Flexibility in planning to reflect outcomes of ongoing pupil assessment; related to short term planning.	01.04	Lesson observation PPM Notes linked to planning	IR	Pace needs to increase. Expectations need to be set even higher.
TS	Effective feedback, linked to learning objectives – this needs to be imbedded and evidenced	01.04	Book scrutiny Teacher’s notes	IR	Limited by lockdown and remote learning.
Curriculum and Learning					
TS	Imbed and increase pace and focus	01.04	Lesson observation	IR	Need to rebuild after lockdown.
TS	Imbed the language of Secrets of Success – children to understand that they are at the centre of the learning process	01.04	Lesson observation Discussion with children	IR	Needs to become integral part of learning culture.
TS	Clear and concise achievable outcomes shared with pupils – develop pupil self-assessment	01.04	Learning walk	IR	Had started but now needs to be built upon.
MM	Imbed the agreed Vision in the life of our school – ‘Together We Flourish’*	01.04	Discussion with pupils	IR	In process, but not complete.
TS	Catch up interventions for identified pupils*	01.04	Intervention records	IR	Training complete. Process needs to imbed.

*These actions may be delayed until after lockdown – see implementation below.

RED	Not achieved
AMBER	Achieved but INCONSISTENT across the schools
GREEN	Fully achieved across the schools

Rating of Key Intention				
Green		Amber		Red
Next Steps				

SUMMER TERM 2021

KEY INTENTION: Curriculum and Catch up – Adapt the taught and personal development curriculum to address the effect of the lock down on pupils' learning and development, so that they can thrive, develop, and catch up in their learning.					
Expected Impact: The pupils will catch up. Our aspiration for our pupils is that by the summer at least 50% of children will have 'caught up'					
Lead	Implementation (Activities to facilitate outcomes)	When	Monitoring (observations, work scrutiny, PM, PPMs)	Monitoring Lead	Impact Evaluation
Communication and Support					
TS	Longer parents' meetings and face to face if possible*	23.07	PPM	CM	
Socialisation					
TS	Identifying individual pupils' needs and providing targeted support	23.07	PPM Intervention records	IR	
TS	Wellbeing concerns addressed through Talk Boost	23.07	Intervention records	JB	
TS	Pupils undertaking initial assessment of their work. Imbed self-assessment process as part of learning process.	23.07	Discussion with pupils. Classroom observation.	IR	
TS	Develop independent learning skills.	23.07	Classroom observation.	CM	
Assessment					
TS	Set high expectations of pupil achievement using ongoing assessment in lessons. Flexibility in planning to reflect outcomes of ongoing pupil assessment; related to short term planning.	23.07	Lesson observation. PPM Notes linked to planning.	IR	
TS	Effective feedback, linked to learning objectives – this needs to be imbedded and evidenced.	23.07	Book look Teacher's notes	IR	
Curriculum and Learning					
TS	Imbed and increase pace and focus.	23.07	Lesson observation.	IR	
TS	Imbed the language and approach of the Secrets of Success – children understand that they are the centre of the learning process.	23.07	Lesson observation. Discussion with pupils.	IR	
TS	Clear and concise achievable outcomes shared with pupils to develop pupil self-assessment.	23.07	Discussion with pupils.	IR	

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Next Steps				

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