

## **HEPTONSTALL J I & N SCHOOL - CATCH-UP RECOVERY CURRICULUM OUTLINE 2020**

At Heptonstall School, our Recovery Curriculum for the academic year 2020-2021 will be led by the needs of our children. This will include:

- Working through well sequenced, purposeful schemes of work and plans. This will include focussing on key missed objectives in all subjects and consolidating basic skills to enable successful learning. Basic skills will include handwriting, spelling, sentence punctuation, times tables recall, key maths skills (eg addition and subtraction) and age appropriate reading skills.
- Additional lessons on core teaching but not at the expense of a broad, balanced and exciting curriculum. Initially this might include shorter lessons to aid and enable concentration.
- An assessment of learning and basic skills to identify any major gaps to enable teachers to adapt teaching accordingly.
- Time spent on mental health and wellbeing to support pupils who have found lockdown difficult or who have trouble in settling back into school life and routines.
- For some children, this will also include additional support and focus on basic core skills and additional time to practise basic skills.

Our Recovery Curriculum IS NOT:

- Cramming for missed learning
- Pressurising children and families into rapid learning
- Teachers spending time highlighting missed objectives or completing additional tracking.

As a result of the government funding through the catch-up premium, Heptonstall School will receive £5,920. This money will be used to provide training for staff to deliver tailored ‘catch-up’ support, to identify pupils in need of additional support and put programmes in place to improve the outcomes for these children.

Our Recovery Curriculum Action Plan provides an outline of the work which will be completed within school to support pupils on their return to school along with the reasoning behind our decisions but this should not be seen as exhaustive as we will respond to the needs of our children when the need arises. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students.

### **RECOVERY CURRICULUM AND CATCH-UP ACTION PLAN (WITH APRIL 2021 UPDATES)**

Desired Outcome	Action	Rationale	How will we ensure it is implemented well?	Cost <small>Approximate % of budget)</small>	Monitoring/Review	Impact
Key objectives identified that pupils will have missed during lockdown	Teachers – in consultation with English and Maths Co-ordinators to identify gaps in English and Maths from long term plans that will not have been covered due to and include within planning	Staff are aware of the areas of the previous year group expectations which won't have been covered	Staff will include these key areas within their planning for Autumn term	2 days time  10%	End of Autumn Term	Staff will have planned effective lessons to support learners cover key skills and knowledge missed. Pupils will be unaware of which are catch-up lessons and which are their usual lessons.

Desired Outcome	Action	Rationale	How will we ensure it is implemented well?	Cost	Monitoring/Review	Impact
Pupils settle back into school quickly, feeling comfortable and safe	Discussion of what timetables should look like for the return to school Shorter sessions to focus on basic skills Shorter sessions to support concentration	Need for consistency across key stages and across school with regard to expectations. Changes in timetables required due to Bubble issues.	Children's feedback about being back in school  Parent's feedback from Headteacher on 'good morning duty'  Feedback from staff about work completed and attitudes to learning	2x staff meeting  5%	Constant monitoring to review timetable for individual classes/key stages if necessary	Children will have clear expectations for their work and behaviour to allow them to settle back into the school routine.
Maintain three key data drops during the year	Data to be completed on Target Tracker as usual so that teachers are aware of where children are. Three main data analysis points during the year as usual	No additional workload for teachers to update and analyse their data more frequently as this takes time away from preparation of lessons/resource Nothing to gain from data collection early in Autumn term as children will have been completing key outcomes work	Head to monitor  Assessment coordinator to analyse data as usual at three different analysis points  Pupil Progress meetings to focus on the effectiveness of catch-up work rather than what is happening.	Assessment coordinator release time – 1day  5%	HT to review data at collection point in Autumn term. Do any changes need to be implemented?	System for assessment is continuous and not onerous on staff Assessment informs future planning in all classes which can be reflected in changes to planning.
Reading is a focus across the school to enable children to access the curriculum	Weekly Guided Reading to be teacher led. Daily independent reading for KS2	Teachers will have a greater understanding of the needs of individuals from daily readers and from GR groups Continue to foster a love for reading	Drop ins on GR sessions GR assessment sheets Feedback from pupils Feedback from staff Comments in reading record books	Literacy co-ordinator release 1 day  5%	Literacy Co-ordinator HT observations	Children are making progress with reading Children continue to develop a genuine love for reading for pleasure as well as reading to learn to read/decode.

<p>Pupils with significant catch up needs are identified</p>	<p>Pupils identified with differences between leaving us in March and re-joining in Autumn term</p>	<p>Standardised results are available for all pupils to enable effective identification of those pupils who need support</p>	<p>Analysis of data by Class teacher to identify key pupils  Pupils with gaps have additional provision in class provided by TA.  NOTE: Initially BUBBLE RESTRICTIONS will have an impact on this</p>	<p>Class teacher Time. 10%   TA time – majority of grant 65%</p>	<p>Through continuous assessment and Target Tracker</p>	<p>Staff are able to put in place appropriate provision for the individual.</p>
--	---	--	---	--	---	---