



Covid-19 Catch-Up Policy

Our Vision

Though we are many, we are one body. Together, we learn and grow.

God is at the heart of all we do, shining His light to guide us on our journey. Together, we face change and transformation with courage.

In love, we nurture all to be resilient, hopeful and aspirational; to become the very best version of ourselves, knowing that we are loved.

Each member of our school community is honoured and celebrated for their unique character and qualities: difference is met with dignity and compassion. Though we are many, we are one body.

Our community at Brierley stretches beyond the school, where we share God's message of love through our actions, our thoughts and our words as we continue on life's path.

Aims

The school has been allocated an amount of Covid-19 Catch up funding to the value of £ 16,480.

The school is committed to utilising the Covid Catch-Up premium to support learners who have demonstrated gaps in learning due to the effects of lockdowns, bubble closures and self-isolation periods throughout 2020 and 2021.

The school aims for all children to succeed and is committed to extending the funding using school's annual income to further support pupils in order to close gaps as much as possible.

This document serves to outline the approach which will be adopted in school in response to the COVID-19 pandemic and the impact on children's learning and progress.

This policy has been written with regard to the Education Endowment Foundation document 'The EEF Guide to Supporting School Planning: a tiered Approach to 2021' and its Support Guide for Schools.

Quality Teaching

Outstanding teaching is the most important lever schools have to improve outcomes for their pupils.

Ensuring every teacher is supported and prepared is essential to achieving the best outcomes for pupils.

The school will provide opportunities for professional development, to support curriculum planning and intervention.

Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, will be supported by quality mentors and appropriate CPD offered.

The Curriculum is designed to allow for wellness opportunities, 'Wellness Wednesday' and in order to meet National Curriculum requirements, each Friday is dedicated to one academic subject, taught throughout the day.

Assessment

Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19.

The school will ensure that all children are assessed early on in their return to school.

Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress.

Assessments are aligned with school's Assessment Policy, consisting of formative and summative assessments. Standardised assessments in English and Maths are used to identify pupils who would benefit from catch up support and intervention.

The use of Insight to log all assessment data means teachers and leaders can view progress on a termly basis. More frequently, the use of intervention monitoring and record keeping shows where progress is made day to day.

Quality feedback in the classroom is vital for children to improve and address misconceptions early on.

Targeted Support

Interventions will be planned in light of class teachers' 'gap analysis' of data.
Interventions mainly focus on English and Maths.

Evidence consistently shows the positive impact that targeted academic support can have.

Approaches to interventions, such as one to one and small group tuition, require close attention to effective implementation, ensuring sessions are explicitly linked to the content of daily lessons and that effective feedback structures are in place.

Such interventions are typically maintained over a sustained period and require careful timetabling and associated training so that delivery is consistent for staff and pupils.

To address this, the school has a catch up leader who oversees targeted support and provides continuous professional development for all staff.

Evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but some pupils require high quality structured, targeted interventions to make progress.

These interventions are carefully targeted through identification and assessment of need.

Where interventions are necessary, these are structured and monitored for effectiveness.

Interventions are planned in line with the criteria below:

- Sessions are often brief (15-39mins),
- Sessions occur regularly (e.g. 3-5 times per week)
- Sessions are maintained over a sustained period of time (e.g. 8-20 weeks).
- Staff receive extensive training from experienced trainers or teachers.
- The intervention has structured supporting resources and clear objectives.
- Connections are made between the out-of-class learning in the interventions and classroom teaching.

Teaching Assistants generally deliver these high quality interventions, which complement the work of the teacher.

TAs deliver a mix of structured, evidence based programmes such as Neli and Toe by Toe, and 'catch up sessions' focussing on what has been taught in class the same day.

The school employs an additional teacher who delivers targeted early reading intervention.

Academic Tutoring

When possible, due to tutor availability or funding, the school hopes to engage with the National Tutoring Programme which is heavily subsidised by the government. This allows a number of tutors to provide highly targeted support aimed at groups of 3 children. The groups of children have a focus of either Maths or English and receive 15 hours of support in total. All classes from Year 1 to Year 6 take part in the programme.

Tuition is delivered by qualified teachers and is guided by class teachers. It is linked to the curriculum and is focused on the areas where pupils would most benefit from additional practice or feedback.

Pupils with SEND

Creating a positive and supportive environment promotes high standards and positive relationships that can help ensure pupils access the best possible teaching.

Consistent routines are important for behaviour in school and this proactive approach to behaviour supports all pupils. Routines and consistency can be particularly beneficial to children with SEND.

Teachers are aware of individual learning needs and have wider conversations with parents, colleagues and specialist professionals in addition to the child to establish next steps.

The school's SENDCo works alongside teachers and teaching assistants to monitor and ensure all needs are met. Where children have EHC Plans, the SENDCo ensures school meets its legal obligation to carry out the actions and provide the appropriate support for each child.

An important principle for teachers in managing behaviour is to get to know and understand each pupil, supporting them in the self-regulation of their behaviour. Self-regulated learners can see larger tasks as a series of smaller more manageable steps. Teachers and teaching assistants scaffold self-regulation to support children in organising equipment, their time and remembering routines.

Rewards and sanctions are re-introduced in line with the school Behaviour Policy.

Transition Support

Pupils need support when transitioning from one year to another. However, there are particular challenges for pupils returning to school after the disruptions caused by Covid-19.

The school provides a mix of face to face and online transition events.

EYFS

Early Years staff prepare resources for new starters, visit families and nurseries and deliver online information sessions. It is a priority for us to make children and parents feel comfortable and confident when starting school.

PSED: This is a priority for our younger children. Activities consist of:

- Small group circle times, getting to know each other.
- Small group game playing
- Getting to know each other and our family activities.
- Getting to know different areas of the classroom and outside area and the opportunities for play in each one.

Reading: We aim to develop an early love of reading by:

- Encouraging children to look at books both in the reading area and other areas of the provision.
- Sharing stories with the children regularly.
- Dedicating a time at the end of each day to sharing a daily story.
- Reading well known stories and rhymes encouraging the children to join in with the repetition.

Phonics: Using the Read Write Inc programme

- Listening for sounds in the environment.
- Making sounds both with body and other objects.
- Rhythm and rhyme activities
- Introduction of Phase 2 – initial sounds.

Maths:

- Number songs and games
- Counting games
- Memory games.

Fine Motor Control: Children require lots of opportunities to develop and practise their fine motor control:

- Threading
- Tweezer work
- Winding
- Write Dance
- Activities to develop pincer grip and pencil control
- Pattern tracing in sand/foam etc.

Develop routines quickly ensuring the children understand what happens when and the expectations of being in school. Children will settle faster if they have a clear understanding of boundaries and expectations.

For children moving to Year 7, the school works with the local secondary schools to accommodate any transition activities they arrange.

For children in Reception to Y5, children have a series of transition activities within school, including spending the day with their new class teacher.

Transition events might focus on sharing information about school with children and their families or running activities designed to make pupils feel comfortable in their new class.

Children moving from another school are introduced to their new teachers and classmates.

Additional transition support include using assessments to identify areas where pupils are likely to require additional support or creating opportunities for teachers to share information about pupils' strengths and areas for development with colleagues, including between primary and secondary schools where possible.

Key Stage 1

Settling in and well-being is a much bigger priority than in previous years due to Covid-19. Familiar routines are in place to allow children to feel secure, safe and happy in their environment.

Classrooms are arranged to allow children access to resources designed to support them.

Reading, phonics: Phonics is a priority within Key Stage 1. In addition, children are encouraged to develop a love of reading through the provision of a wide variety of high quality books. Guided reading sessions support understanding of texts.

Writing: Basic skills are the main focus during the Catch up period. Children are taught handwriting, presentation, sentence structure and writing for a purpose.

Maths: Maths catch up is based on gap analysis and the use of White Rose maths support materials.

PSHCE and growth mindset work form part of the initial Catch Up period. Jigsaw programme used.

Key Stage 2

Routines and behaviour strategies are reintroduced. Children benefit from clear rules and structure.

Classrooms are arranged to allow children access to resources designed to support them.

Reading: Class texts are shared and children encouraged to read for pleasure. A wide variety of good quality, age appropriate books are available. Guided reading sessions develop understanding and improve vocabulary. Children encouraged to develop interest in specific authors.

SPaG: Daily SPaG lessons which are then incorporated into daily writing sessions.

Writing: Basic skills are the main focus during the Catch up period. Children are taught handwriting, presentation and writing for an audience. Resilience and stamina are encouraged to produce work of good quality and appropriate amount.

Maths: Maths catch up is based on gap analysis and the use of White Rose maths support materials. Arithmetic is focused on initially in order to revise understanding of the number system.

PSHCE and growth mindset work form part of the initial Catch Up period. Jigsaw programme used.

Wellbeing

The wellbeing of children is extremely important. A vital part of staff's work in school is providing support for pupils' social, emotional and behavioural needs.

Allowing pupils time to talk is vital. This can be done within a lesson or at a different time where counselling is required.

The school benefits from highly skilled, trained staff who are able to provide emotional support. Four members of staff are Children's mental health first aiders.

The school is also trained in the delivery of the Thrive programme.

Each class has a dedicated teaching assistant and lunchtime supervisor. This allows bonds to form between staff, pupils and parents.

On-Line Learning Expectations

At Brierley School we expect our pupils to engage daily with remote education if they are absent due to Covid-19 in order to keep up.

Children have access to their teacher by logging in to Google Classroom each day of their absence.

Work is a mixture of pre-set or live teaching.

If parents prefer, a paper pack of work is available from the second day of absence.

Our expectations of parents/carers are specific to their unique circumstances. However, we expect all parents/carers to encourage and motivate their children to complete remote learning each day to the best of their abilities. We understand the pressures of educating children if they are absent from school and we aim for pupils to be as independent as possible with their remote education: although there may be the need for parents/carers to support their child in accessing instructions by their class teachers.

Where electric devices are required to access remote learning, school will provide them. These will be given back to school upon the child's return.

All users of the school IT or electronic equipment will abide by the relevant Acceptable Use Policy (AUP) at all times, whether working in a supervised activity or working independently.

Roles and Responsibilities

The Head teacher is responsible for ensuring children are well supported, teaching is effective and children make progress.

The Catch Up Leader is responsible for the delivery of effective interventions, support and tutoring.

Feb 2022