



Covid Catch Up / Recovery – September 2020 – July 2022

Additional priorities 2020/22 following on from Covid 19 disruption:

C19 - 1 to ensure that the pupils are afforded high quality teaching, learning and assessment of reading and writing including the necessary 'catch-up' support and 'recovery' curriculum, to support the pupils to make accelerated progress from their September starting points and this will be reflected in closing the gap to national attainment standards in maths, reading and writing.

C19 - 2 ensure that curriculum leadership is strengthened and has a demonstrable impact on pupils' progress and attainment across the whole curriculum

C19 - 3 to ensure that the mental health and wellbeing of pupils is a key priority throughout the 2020-21 academic year in order to mitigate against the impact of COVID-19 as much as possible

Action Plans to achieve Catch Up / Recovery – in addition to SDP

Area	Objective	Performance Criteria (including benchmarks)	Evidence	Support, Training, Professional Development
Curriculum leadership C19 2 and 1	<p>The development of the curriculum and its leadership was impacted on by the partial closure due to COVID-19 – March 2020 and January 2021</p> <p>To ensure that curriculum leadership is strengthened and has a demonstrable impact on pupils' progress and attainment across the whole curriculum.</p>	<ol style="list-style-type: none"> 1. Identification of necessary training and CPD opportunities required to undertake the role successfully. 2. Leaders ensure the subject curriculum is taught in a logical progression, systematically and explicitly enough for all pupils to deepen the intended knowledge and skills across the full range of subjects and is ambitious for all. 3. Leaders ensure assessment is used skilfully to improve the quality of education in all subject areas. 4. Leaders improvement plans are detailed, focused and have measured impact on the quality of education. 5. Curriculum leaders have a strong subject knowledge and understanding of the curriculum, key skills progression and their role in improving 	<ul style="list-style-type: none"> • Monitoring of planning • Work scrutinies – see master in appendix • Lesson visits • Learning walks – see master in appendix • Pupil voice • Subject improvement plans • HT reports to governors <p>Adviser reports</p> <ul style="list-style-type: none"> • Governor monitoring visits / meetings • Assessment system 	<p>NYCC subject leadership meetings</p> <p>Beacon partnership subject lead meetings</p> <p>Professional networks</p> <p>Working partnerships with colleagues in school</p>

		<p>the quality of education and ensuring it is ambitious for all through monitoring and evaluation.</p> <p>6. Curriculum leaders are proactive in ensuring that the improvements to the quality of education are reflected in pupil outcomes and their progression in knowledge and skills against the National Curriculum.</p> <p>7. Curriculum leaders ensure that the curriculum is effectively adapted to meet the current needs of the pupils (recovery) and catch-up support is used effectively to accelerate progress and close gaps between the most vulnerable pupils and the expected standards of the National Curriculum. There is an ambition for SEND pupils and their progression and attainment reflects this.</p> <p>8. Leaders communicate actions and impact clearly with the HT/SLT/Governing body</p>		
<p>SEN/ Progress</p> <p>C19 1 and 2</p>	<p>To improve the curriculum, interventions and outcomes for children with SEND – lowest 20%</p>	<p>1. To update Individual Provision Maps (IPMs) to ensure targets are smarter, specific and focus on overcoming barriers to learning on a termly basis.</p> <p>2. Involve parents in the above and hold at least termly meetings (or alternatives e.g. phone call)</p> <p>3. QFT lessons to be engaging and differentiated with everyone included – task, resources, outcome or support</p> <p>4. Targeted appropriate interventions with start and end assessments to show progress.</p>	<p>Revised 2020 Individual Provision Maps (2021)</p> <p>Meetings with parents</p> <p>Learning walks</p> <ul style="list-style-type: none"> • children engaged in learning • children able to talk about support, intervention and resources they can use 	<p>Christine Noyes advice and training / audit (2020/2021)</p> <p>Staff meetings</p> <p>Heather Russell phonics training</p> <p>Purchase of Validated Phonics Scheme – Little Wandle (Big Cat Phonics) and school roll out from April 2022</p>

		<p>5. Precision teaching to be implemented and charts completed as evidence</p> <p>6. Six steps progress to be aimed for throughout an academic year (CAPPs assessment used if needed).</p> <p>7. Systematic system for the learning key maths skills/facts which require memory/instant recall (number bonds, key facts, patterns and times tables)</p>	<p>Red intervention books</p> <p>Data – target tracker</p> <p>Phonics screening</p> <p>Y2 SATs</p> <p>Y4 table test</p> <p>Y6 SATs</p> <p>On-going formative assessments</p>	
<p>Personal – Wider curriculum</p> <p>C19 3</p>	<p>To improve expectations in all areas of the curriculum with a focus on the ‘Whole Curriculum’ – included Catch Up due to Covid closure.</p>	<p>This needs to include:</p> <ul style="list-style-type: none"> • high expectations of the presentation, quality and accuracy of pupils’ writing • a curriculum that is appropriately sequenced so that pupils deepen their knowledge and understanding over time • staff have the necessary subject knowledge <p>1. Mill Hill has a clear long term plan and curriculum design bespoke to our school and our pupils – skills and knowledge</p> <p>2. Books show a clear sequence of teaching and high quality expectations.</p> <p>3. Links are made between subjects.</p> <p>4. Children experience a good range of first hand opportunities and activities.</p>	<p>Long term plan</p> <p>Skill development through the curriculum – Skills document annotated and Key Skills highlighted in books</p> <p>Target tracker</p> <p>Books</p> <p>Children able to talk about the wider curriculum</p> <p>Children able to recall facts / pupil discussions</p> <p>Ignition days/activities</p>	