

BWMAT Catch up Strategy

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

* *Pupils that were previously greater depth will catch up to this level, those that were at age related expectations will return to this position, and those pupils that were already behind will be no further behind after the lockdown and catch-up period.*

Success Criteria

- Behaviour will be good, indicating that pupils have been well supported to cope with anxiety and the return to school.
- Each school's curriculum plans will show clearly how pupils will catch up to their previous trajectory of learning.
- Each school will have a clear plan for how they will spend the catch up funding, including success criteria that will enable leaders and the Trust to judge whether it has been used effectively.
- Teachers will use formative and summative assessment effectively to adapt teaching and improve learning.
- 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'.

Actions

1. Each school will have a priority in their school 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
2. Headteachers will plan their approach to catch up against four key areas of work: Socialisation, Assessment, Curriculum and Learning, and Communication. The school development plan will identify the most important actions within each of these four key areas. This section of the development plan will indicate clearly how the catch up funding will be used effectively to support pupils to catchup.
3. Schools will plan their response in line with the time frame shown overleaf.

Recovery/ Catch up Timeline	19 - 20	Summer	2020 - 2021							
	Term 6		Term 1	Term 2		Term 3	Term 4		Term 5	Term 6
Curriculum and Teaching	More pupils returning to school and/or transition sessions.	Transition and induction activities at the end of Term 6 or just before the new term starts	Socialisation, dealing with anxiety, reinforcing learning skills. Rapid and frequent teaching of key skills and knowledge gaps.	Teaching of new year's curriculum plus key topics from last year.	Christmas	Teaching of new year's curriculum plus key topics from last year.	Teaching of new year's curriculum plus key topics from last year.	Aim to catch up by Easter	Teaching of new year's curriculum plus key topics from last year.	Teaching of new year's curriculum plus key topics from last year.
Formative assessment	Analysis of curriculum taught this year and gaps for each pupil and class.		Informal assessment. Diagnostic checks before each new topic.	Frequent informal and formative assessment.		Diagnostic checks before each new topic.	Frequent informal and formative assessment.		Diagnostic checks before each new topic.	Frequent informal and formative assessment.
Summative assessment			PIRA and PUMA Diagnostic Tests. Target Setting.	Data Drop in December			Data drop in March		Data drop in June	
Trust Actions	Analysis of Summer Data drop (baseline for catch up)		Analysis of PIRA/PUMA. Catch up funding spend agreed. School visits focussed on curriculum (vulnerable schools). Parental survey.	Assessment Training and support. School visits focussed on curriculum (all schools). Data drop analysis.		Continued formative assessment support.	Data drop analysis			Data drop analysis. Comparison with targets.

4. The key objectives for each aim are shown below.

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 and surveying their views
- 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

This is summarised for parents in the diagram on the following page.

5. The trust will support schools in implementing this strategy by:

- Monitoring school development plans to check and improve the quality of actions where needed.
- Supporting teachers and leaders with strategies and resources for enabling children to deal with anxiety and loss.
- Provide training on formative assessment.
- Organising and analysing a survey of parent and carer views in September.
- Supporting schools with the use of diagnostic tests.
- Analysing diagnostic tests to identify key gaps in pupils' knowledge and skills at school, hub and Trust level.
- Monitoring curriculum plans, the quality of teaching for catchup, the use of assessment, the quality of pupils' work and their ability to retain knowledge and skills in long-term memory
- Sharing best practice within hubs and across the trust.
- Assessing progress in catch up through the analysis of data drop information.

