

A tiered recovery planning model for the academic year ahead can help schools balance approaches to improving teaching, targeted academic support and wider strategies. It is recommended as a way to help schools focus on a small number of strategies that are likely to make the biggest difference.

## Quality First Teaching

Great teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and it will continue to be vital this academic year.

High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. The planned baseline assessments will support leaders and teachers to identify where children are at the start of the year and assessments throughout the year will help to monitor the children's progress throughout the year and adjust planning as necessary.

Whole school planning to secure high quality teaching is a priority and needs to be backed up by good quality CPD in areas such as:

- Remote Learning- technological skills and principles of effective online learning
- Support for Early Career Teachers e.g. explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies
- Re-establishing Behaviours for learning/ Characteristics of Effective Learning

Areas to consider:

- Is there a logical and well-sequenced plan to support and sustain high quality teaching?
- Are our school staff sufficiently skilled in approaches such as assessment or remote teaching? If not, does our planning contain the right blend of professional development activities to develop these skills?
- Is there legacy training from the previous academic year on teaching and learning that needs to be revisited or adapted?

## Targeted Academic Support

High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. We can also anticipate that pupils with SEND will need specific support in the academic year ahead.

Considering how classroom teachers, teaching assistants and external partners can provide targeted academic support, including how to link structured one to one or small group intervention to classroom teaching, is likely to be a key component of effective planning this year

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 delivery is consistent for staff and pupils.

## Wider Strategies

Wider strategies refer to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. These local needs and challenges will be different for every school community.

Re-establishing the routines of the classroom, and of school, will likely prove beneficial for pupils. Given the loss of routine, along with the potential for adverse experiences during partial school closures, attention on supporting pupils' social, emotional and behavioural needs, primarily as part of good teaching, is likely to prove an effective strategy to support learning.

Attendance may prove problematic this year and have a disproportionate impact on disadvantaged pupils. Some parents and carers may be hesitant to send their children back to school, which will require sensitive, supportive action on the part of the school. Staggered school returns or intermittent absences can prove more disruptive to pupils and prove harder for schools to manage. While there isn't much high quality evidence to support specific strategies, it is clear that planning to support families and the necessity for the ongoing support of, and communication with, parents and carers will prove vital.

## EXAMPLE SCHOOL PLAN

Quality First Teaching	Targeted Academic Support	Wider Strategies
<p><b>Baseline Assessments-</b></p> <ul style="list-style-type: none"><li>● Phonics and Fluency assessment – week 1 and 2</li><li>● NFER test for Y1 – 5</li><li>● SATs 2019 – Year 6</li><li>● EYFS Baseline assessment Aut Term 1</li></ul> <p><b>CPD-</b></p> <ul style="list-style-type: none"><li>● Re-establishing Behaviours for learning, School ethos and Values</li><li>● Remote Learning- technological skills</li><li>● Remote Learning- principles of effective online learning</li><li>● Review subject Red Banner documents to ensure consistency of approach</li><li>● Review curriculum progression planning</li><li>● Phonics Letters and Sounds training for all staff</li><li>● Intervention and programmes in school to support</li></ul> <p><b>Other-</b></p> <ul style="list-style-type: none"><li>● NQT to take part in ECF training Support for Early Career Teachers e.g. explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies</li></ul>	<p>As a result of the analysis of our baseline assessments at the end of September the following interventions are in place across the school:</p> <p>Please see School’s Mind the Gap document for further information, but also:</p>	<p>Please see School’s Mind the Gap document for further information, but also:</p> <ul style="list-style-type: none"><li>● Re-establish behaviour policy in school</li><li>● Time for reflection, social and emotional development to be threaded into the school timetables for the autumn term – Whole school Eudamonia topic promoting the 5 areas of well being</li><li>● Daily exercise activities in all classes</li><li>● Maintain high levels of communication with parents to promote community engagement. Regular reminders of symptoms and attendance figures to be shared with parents. Reinforce simple, encouraging messages around sustainable home learning, routines and study tips. Also, remember to celebrate successes with parents</li><li>● Attendance- plans in place to support families struggling to attend/reengage with school</li><li>● Analysis of home learning access- technology and connectivity availability</li></ul>

See Appendix 1 for Catch Up funding reporting.

## CONTINGENCY PLANNING- SUMMARY TABLE OF ACTIONS AT EACH TIER

<b>Tier 1:</b> Schools will remain open to all pupils with a system of controls in place to minimise risks	
<b>Action</b>	<b>Person</b>
Risk Assessment reviewed and updated RA reviewed weekly and updated as needed. All staff and governors have copy and copy on website	HC
Covid protocols in place across school and shared with parents See risk assessment	HC
Review schemes of work to prioritise key content to be recapped All staff have received Red Banner documents and information regarding whole school topic. Mind the Gaps outlines the school's commitment to an effective return to school	SLT
Ensure that all teachers have set up Google Classrooms (or alternative online platform) for each class Tapestry in place for EYFS All staff have had CPD to support the set of up of Google Classroom where appropriate Children who are self isolating have access and support from teachers as needed All children have access to ongoing daily tasks on GC	Phase Leaders All staff
Check weekly with the staff providing lessons for those shielding or self-isolating Packs are also provided for children unable to access the Google Classroom	SLT – need list from office of any children who are isolating
Ensure that homework for (or other platform) and is in line with school's expectations for homework. Check accessibility for home learning. Homework is currently being reviewed across school to ensure that it is purposeful and manageable	All staff
Ensure plans are in place for staff who may need to self isolate Mind the Gap document outlines school's expectations for those staff isolating but not ill.	SLT
Closure of a bubble- go to Tier 4 actions?	

**Tier 2:** Primary, AP and special schools will remain open to all pupils, but secondary schools will move to a rota model, combining “on-site provision with remote education”. Secondary schools will continue to allow full-time attendance for vulnerable pupils and the children of key workers, with all other pupils subject to a rota.

<b>Action</b>	<b>Person</b>
As Tier 1	As above

**Tier 3:** Primary, AP and special schools will remain open to all pupils, but secondary schools and FE colleges will allow full-time on-site provision only to vulnerable pupils, the children of critical workers and selected year groups which will be identified by the DfE.

Action	Person
As tier 1	As above

**Tier 4:** All mainstream schools and colleges will only allow full-time attendance to vulnerable pupils and the children of key workers, with all other pupils staying home and receiving remote education.

Action	Person
Risk Assessment updated RA in place. This would be reviewed as soon as notice is given that we are moving to tier 4 – refer to previous RA relating to school closures	HC
Reintroduce Safeguarding, SEN and PP checks with parents and children Weekly phone calls – minimum for these families and potentially more contact where needed Records kept of contact with all children to ensure that we have spoken to/had email contact with all families during tier 4 lockdown	All staff CR TNB SLT
Staff wellbeing Ensure contact tree reintroduced Timely and regular communication is in place Weekly, or more if needed, SLT meetings	SLT
Partial reopening for Vulnerable Groups and Key Workers guidance provided Guidance updated and reissued to staff and parents to ensure successful process Rotas reintroduced and issued to staff	HC/SLT
Move the curriculum online for all students – home learning School protocol to put some items on Google Classroom – see Mind the Gap doc. School would reissue guidance that was provided during initial Lockdown in terms of expectations including topic work and RE Home Learning PE page set up	All staff – phase leaders  Curr Team
Ensure the Universal offer is followed and the basic principles for online planning are being followed (see below) As above	HC/All staff
Ensure a clear timetable is set for all students As above	All staff
Ensure Google Meet sessions happen weekly	All staff

Challenging as few parents and children engaged with this. Staff development and set time where children are invited to join each week. Potential to have a daily/weekly morning meeting? Focus to be on PSHCE and well being. Recorded stories	
Ensure lessons for the week are posted in advance on the Monday  In place already	<b>All staff</b>
Ensure that SEN and EAL children have appropriate work set and access to support Bespoke programmes in development already for SEN EAL GC already set up – parents to be informed and supported with use	<b>All staff</b>
Ensure that staff are available for weekly support for their classes  In place already	<b>All staff</b>

### BASIC PRINCIPLES FOR SETTING WORK ONLINE

Whilst there are challenges posed by online and remote learning, the basic principles of that we do every day in our classroom can still be applied. The information below should be followed in conjunction with the agreed Universal Offer for home learning.

1. **Begin each lesson with a recap** – Beginning a lesson with a quick recap is second nature to us. We recognise the need to link what pupils are about to learn to what they already know. We also realise that having the time to recall things from memory makes them more memorable in the future. Starting a remote lesson with a review of previous learning should be simple enough. Ask students to look back through their notes, show them an image linked to the previous lesson and ask them to write down what they can remember about it, or ask them to write a summary from memory. Work that links to the previous lesson and seeks to help them recap and retain key content will help to ensure feedback loops that will aid retention
2. **Present material in small steps** – in the classroom we chunk information for the students and carefully guide them through new content. Make sure that when you are setting work for them to do at home you do similar, with short tasks in between that helps gauge their understanding. This is particularly important when they're working at home, so that we try to avoid students racing ahead but misunderstanding. This is where pre-recorded resources can be an excellent advantage and enable us to explain directly to the students challenging concepts and ideas
3. **Ask a large number of questions and check responses** – in normal classroom practice we ask a large number of questions to ensure that everyone is following our explanation and to make sure that students aren't starting a task still holding on to misconceptions. If we don't get a high success rate before they start practising, then any misconceptions they hold will end up embedded in their work. Checking responses of all students regularly is just as important when teaching remotely. This is best done via quizzes and other AfL and can be done via Google forms and Peardeck. They can complete these quizzes before beginning a longer task to check they are ready. The results of these quizzes can also be used to plan my future lessons and the next steps, exactly as I would in the classroom.
4. **Model and scaffold difficult tasks** – *try and include optional scaffolding that students can access if they need to. Also include annotated or modelled/worked examples to help guide students where appropriate. This also provides a valuable opportunity to begin developing students' meta-cognitive thinking, by modelling the way that you approach questions and tasks and making your thinking explicit to the students. Durrington Research School has some excellent blogs about doing this in range of subjects: <https://researchschool.org.uk/durrington/news/p2/>*

#### Feedback on work remains in line with the Universal Offer:

1. Teachers will check the children's work on a weekly basis and provide some feedback during the week.

2. Communication will only be via official school platforms.

**References/ further reading**

EEF support for school planning a tiered approach [https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/The\\_EEF\\_guide\\_to\\_supporting\\_school\\_planning - A tiered approach to 2020-21.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf)

TES article about using Rosenshine's Principles as a basis for setting work – read more here: <https://www.tes.com/news/coronavirus-5-point-model-deliver-online-learning>

Appendix 1:

## Catch up Plan Autumn term 2020

Catch Up Funding used for?	Year group allocation	Intervention	Approximate costing	Intended outcomes of this intervention:	Evidence <i>(this would need to be filled in after data captures)</i>
Raise standards across the EYFS	EYFS	Nuffield Early Language Intervention applied for	£0	Improved use of language development in FS	
Raise standards in phonetic knowledge and writing at Y1 and Y2	Y1/2	Additional adults in phonics/ early writing development sessions in both year groups 5x weekly – phonics Y1 and Y2 3x weekly – writing Y1 and Y2	<b>£6400 (8 one hour groups/week @ £20/hour for 40 weeks)</b>	Improved progress in reading and writing	End of year data and progress across the year.
Raise standards in reading and maths	Y3	Extra TA support in afternoon Phonics intervention Writing support Reading Fluency Spaced Out – or equivalent	<b>£5000 (2 hours/day pm TA2 support @£12.50/hour for full year)</b>	Improved progress in reading and maths	End of year data and progress across the year.
Raise standards in reading	Whole school	Additional adults in reading sessions	<b>£2500 (1 hour/day TA2 support?)</b>	Improved progress in reading	End of year data and progress across the year.
Raise standards in maths at the end of key stage 2 – use of Sports coach to make the class size smaller – more focused teaching	Years 5 & 6 All year	Y5 small group tuition- Maths	<b>£2700 – cost of Ignite Sports</b>	All children	SATs results
		Y 6 small group tuition- Maths			