

## RECOVERY CURRICULUM – Friesland School 2020: Action Plan

TIER 1: Teaching and Learning					
Barrier	Action	Responsible	Timescale	Resources	KPI
1. Students have potentially lost learning due to poor engagement with remote learning during lockdown 2019-2020 (measured by SMHW)	1.1 Maintain a broad and engaging curriculum, whilst ensuring pupils are taught in their bubbles	SLT, HODs and class teachers	Review October and Christmas	Inset time given June 2020 Dept time 3/9/20 and 4/9/20	Students engage in lessons in order to catch up and make progress in-line with expectations - measured in whole school data collections.
	1.2 Class teachers adapt curriculum to repeat prior learning for initial lessons	HODs and class teachers	W/c 7/9/20 - Flexible according to need	Inset time given June 2020 Dept time 3/9/20 and 4/9/20	Students feel more confident and catch up – measured in whole school data collection
	1.3 Class teachers informally assess pupils, through a range of activities and strategies, to establish any learning gaps	HODs and Classroom teachers	W/c 7/9 to 2/10/20		Teachers have specific detail about learning gaps
	1.4 Specific plans for recovery curriculum from each HOD	HODs and KP	All complete by 11/09/20	Dept time during inset	Plans for each dept on how learning gaps will be addressed/reviewed via LM process across time
	1.5 Effective use of Retrieval Practice as a teaching and learning strategy	KP, RH, HODs and class teachers	Review October and Christmas	Sharing through virtual T&L slot, Dept CPD time and further CPD session included in inset day 25/11/20	Retrieval practice evident explicitly in lessons and highlighted by the QA process
	1.6 Robust Quality Assurance as a driver for ongoing improvements in curriculum development and classroom practice.	SLT/DoS/HODs	Oct '20 onwards for Dept QA  Deep dives from Nov '20		Dept QA to be regular and bespoke to need. Termly impact statements to be completed by HODs as an ongoing doc and shared frequently with SLT link.

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			Termly Impact statements		Dept deep dives begin from Nov and result in an improvement action plan
	1.7 Purchase of Chromebooks to allow subjects being taught out of area to still have IT access	CP	November	Cost of Chromebooks (approx. £8K)	Students will catch up / make progress, as illustrated in whole school data collection
2. RQT and ITT staff who have not had access to the usual programme of training and support during 2019/20	2.1 RQTs to join internal NQT programme to cover missed sessions. Plus ongoing mentoring/support	AG/HODs	Sept onwards	Cover provided to allow NQTs and RQTs to observe other staff	Engagement in Friesland NQT programme and TTCT CPD sessions. Dept QA will highlight progress of NQT and RQT
3. Students' literacy and numeracy skills have potentially regressed, or failed to progress, during extended period of remote education	3.1 AR testing, teacher assessment and use of standardised testing (CATS) to identify specific issues or literacy/numeracy gaps	SLT/JB	HT1	AR (£6K) Cost of CATs	Reading age losses identified through AR (Y7 and 8)  Package of interventions/support to enable catch-up  Exit from intervention programme indicates students have gained ground
	3.2 Programme of specific, small group interventions for Maths and English as well as literacy and numeracy booster sessions	KP/AM/DG/JB/FD	W/c 12/10/20 for English	Part time staff (CJ & JD) to come in for additional hours and be paid overtime	

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4. Potential for further periods of remote education during 2020/21 and further learning losses	4.1 CPD to provide focussed training on the effective use of technology in the remote classroom	AM/JR	Oct 2020	Use of meeting time	Improved staff confidence in delivering live lessons and recording voice on to PPT slides HODs to QA remote learning for their areas
	4.2 Departments produce comprehensive, bespoke 'plan Bs' for remote learning	AM/HODs	All completed by 25/09/20	Use of meeting/Inset time	High quality remote lessons delivered as required
<b>TIER 2: Targeted Academic Support</b>					
5. The most disadvantaged students will potentially have more significant losses in learning in the key skills of literacy and numeracy and in subject areas	5.1 Targeted interventions in core subjects (MA, EN, SCI) for Y11 students (from our own staff/ National Tutoring programme / other Charity support)	KP/AM/DoS and HODs for core subjects	Commencing October	Overtime for JD and CJ	Students identified based on PP and learning need Disadvantaged students engage with the NTP Students screened on entry and exit to the programme Impact of programme measured by screening programme
	5.2 Targeted subject interventions (Academic Mentoring) for non core subjects  Other students who are significantly behind may also have access to this provision	SLT and HODs for relevant subjects	Commencing Nov	Subsidised salary (on costs) per mentor (Teach First)	Academic mentors work in subject area to support disadvantaged students  Progress will be demonstrated during mentor programme
	5.3 Challenge Education CPD programme on 'Thinking differently for disadvantaged	KP and HODs	Commencing Nov and throughout year	Cost: 40p per pupil (but costed to PP budget)	QA will detect staff trialling a range of strategies to

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	learners' to provide staff with additional strategies to assist individual students				engage and support disadvantaged learners  Disadvantaged Students will catch up
6 Varying levels of parental support to COVID safety measures and school initiatives	6.1 Continued regular communication with parents	CP	Ongoing		High level of parental support to school requests
	6.2 Extra Y11 data point shared with students/parents	CP	October 20		Engage parents with catch up process and ensure rapid progress
	6.3 Y7 'settling in' evening expanded to all year groups, with calls/contact with home for all students prior to half term	Tutors	October 12 <sup>th</sup> – 23 <sup>rd</sup>	Meeting time on 13 <sup>th</sup> and 20 <sup>th</sup> October	Continue to build links in the community, enhanced links with home, improved attendance
<b>TIER 3: Wider Strategies</b>					
7. Disadvantaged students (and others) do not have access to devices/internet to access online remote learning	7.1 Pastoral contact home for disadvantaged pupils to identify barriers to engagement due to technology or other forms of support	JLa/BM/HOY	Sept/Oct 2020	Time to make home contact	Barriers to engagement identified and action taken
	7.2 Ensure disadvantaged/most vulnerable/SEND have priority access to laptops available	JLa/BM/HOY	Sept/Oct	Laptops sent home	Increased % of students able to access online learning
	7.3 Provide additional books/educational resources to students as required	HODs	Oct/Nov	Resources required eg books, devices.	Increased % of students have additional resources to support learning

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				Departments bid for what they need.	
8. Exacerbated absence issues due to COVID (staff and pupil)	8.1 Remote learning package created in curriculum areas to support students who have to self-isolate (remote learning action plan)	SLT/HODs	Oct and ongoing		High quality 'Plan B' in place and ready to go if required
	8.1 Self-isolating staff to provide curriculum support to cover staff where possible (remote learning action plan)	HODs Classroom teachers	Oct and ongoing		High quality cover work provided
9. Students (including SEND and vulnerable) may have experienced high levels of anxiety and/or trauma during lockdown and have found the transition back into fulltime schooling difficult	9.1 Employ an additional member of staff to support the well-being of students as they re-integrate into educate and deal with issues they have faced during lockdown	JLa/BM	Nov – job advertised Oct '20	Cost of member of staff	Pupils will receive support, helping them to make progress in lessons as well

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### Proposed use of the £88,000

- £25,000 to be spent by departments, including:
  - o Purchase of chromebooks for out of area computer lessons (Film, Business, PE BTEC, ICT/Comp Sci). **Phase 2 as wireless would not currently cope.**
  - o Purchase of accelerated reader (part funded by this/PP money)
  - o Variety of bids from departments
- £6,000 on two learning mentors via Teach First route, other charity or use of former students
- £5,000 on extra E&M small group teaching (150 hours)
- £35,000 on extra staffing (wellbeing, attendance and enhanced 1:1 support, Maths booster, former student support)
- £5,000 6<sup>th</sup> form wellbeing support
- Approx. £10,000 - £15,000 to be spent through the course of the year, to allow a flexible catch up approach and potentially cope with any future lockdown need.

### Break down of Dept. £25,000:

- Accelerated reader £3000 (other half from the PP budget)
- Chromebooks £8000 (phase 2 spend after wireless upgrade)
- PE resource £1000
- Business £200
- Film £100
- RE £260
- Art: To be decided through the year
- RSE £300
- MFL £700
- Technology £480
- Science £1,100
- English £1000
- Maths £1,100
- Hums £1000

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