

## COVID Catch-up Plan 2020-21

Rationale	Action
<p>Students needing access to remote education receive high-quality, curriculum -aligned lessons through the Virtual School.</p>	<p>The 'Virtual School' is available to all pupils absent from face-to-face teaching.</p> <p>The 'VS' contains folders for each subject where teachers upload work and instructions to be completed while they are absent.</p> <p>A specialist provides live mentoring and support in Mathematics for absent children through the 'VS'.</p> <p>The work is updated weekly as required by the students. The children follow their normal school timetable each day that they are absent.</p> <p>A 'TMS Curriculum Overview' document is available for each year group and this contains information of the topics the subjects are covering each term in addition to useful resources.</p> <p>Each subject has a dedicated Home Learning Lead who the children can contact if they have questions about the work set. The children's class teachers contact the pupils each week to offer support and answer any questions.</p> <p>A teaching assistant from each of the subjects sends a link for a live lesson with a small group of students to provide support and answer questions.</p>
<p>High quality curriculum booklets are implemented consistently to support teaching of highly effective lessons and to assist children learning remotely.</p>	<p>Departments plan and create curriculum books which follow the sequencing of the curriculum and supplement and enrich classroom learning.</p> <p>Pupils learning remotely have access to electronic and physical copies of all curriculum books to enhance their remote learning.</p>

<p>Year 11 Masterclass sessions</p>	<p>Whole year group masterclasses will run as an optional period 6 session from T2, open to all Y11 students 3 times a term: one in English, one in Maths and one in Science</p> <p>Masterclasses will be held in the hall using exam desks, focusing on addressing whole year group gaps in knowledge and exam preparation. They also benefit students as they get used to the environment in which they will be sitting their GCSE exams – silence, exam desks etc.</p>
<p>Period 6 intervention</p> <p>4 days a week for English, Maths and Science. Commencing in Term 2 2020/21. Term 2 – Term 5.</p>	<p>PP year 11 children and those identified during lockdown as struggling to engage with virtual learning are invited to up to 28 intervention sessions each term.</p> <p>Commencing in Term 2 2020 additional funding is utilized to extend the school day providing a period 6 in Mathematics, Science and two in English.</p> <p>Children are identified by the Directors of Learning from the PP list and the list of those pupils struggling to engage well during lockdown in Term 5 and 6.</p> <p>Staff and children are provided with snacks and refreshments during the sessions that run between 15:30 and 16:15 Tues-Fri.</p>
<p>Period 1 intervention</p>	<p>Period one (tutor time) is often considered the gold standard of intervention time. By using this time effectively all students are able to access intervention which will help to close any gaps in their knowledge. This is particularly important this year due to lockdown.</p> <p>Y11 have 4 sessions of P1 intervention a week and one day in their tutor groups with their form tutors to ensure that their pastoral needs are met. Because of restrictions with rooming's and moving around it was decided this year that all students should attend masterclass style interventions in larger groups that address whole year group misconceptions and gaps in knowledge.</p>
<p>Building reading stamina and inference training</p>	<p>Building Reading Stamina intervention has been successful previously in the school and is ideal for pupils identified as an urgent intervention by Star Testing.</p> <p>BRS is a system that has been developed by Reading Recovery to identify different reading needs and gives strategies relevant to the needs.</p> <p>Inference Training focuses on developing pupils' inference skills. It was developed by Reading Recovery to support pupils whose reading ages are below their chronological age.</p>
<p>ICT access and support</p>	<p>All disadvantaged children without access to a laptop or the internet have been provided with refurbished or new laptops and internet dongles.</p>