

Contextual Analysis

The impact of COVID 19 on schools has been huge and we are still working out the actual cost both emotionally and academically. Most pupils have lost around 6 months of school and this has led to gaps in their knowledge and skills which are not as developed as they should be. It is therefore critical that we revisit our curriculum and find out:

1. **What key knowledge and skills have the pupils missed from previous school year.**
2. **What has been the impact of this on the children in school and how do we know?**
3. **How will we be catching these pupils up and do we know which specific skills they have not developed yet?**

This work needs to happen at pace building on both the evidence based practice of which types of blended learning have had most impact.

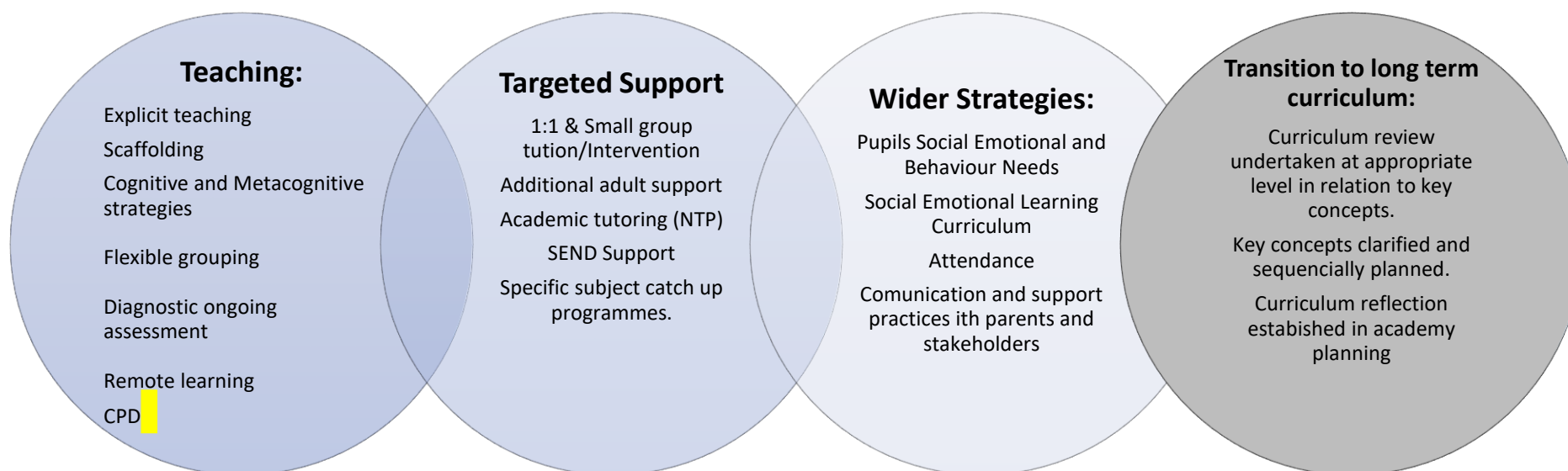
BDAT Curriculum Strategy 2020-21

Our curriculum strategy this year has three strands:

1. **To mitigate the lost learning of the past.** This involves understanding the impact of summer 2020 and putting in place rapid interventions to fix this through gap analysis. The bulk of this work will be done by the October half term although as you would expect in any given academic year, work on memory recall and plugging areas of gaps will continue as part of normal teaching practice.
2. **Ensuring schools are delivering routine, high quality, and broad and balanced curriculums for all students by summer 2021.** This will mean ensuring all schools are delivering a challenging, quality and fit for purpose national curriculum inline with usual expectations and as previously set out prior to COVID-19 and under the expectation of the OFSTED Early Inspection Framework 2019.
3. **Ensuring that the curriculum being delivered in school is also able to be delivered as robustly and consistently for any child, class or school facing a national or local lockdown.** In early 2020 COVID took us by surprise. A second wave is likely and we can not allow our children to be disadvantaged if and when we need to consider further school closures. BDAT has always recognised our children only have one chance at a good education and it is vital we now quickly learn from the experiences and evidence based practice seen in summer 2020 so we are well-prepared for the future.

Objective 1 of C.S & A.F	Objective 2 of C.S & A.F	Objective 3 of C.S & A.F
To mitigate the lost learning of the past by understanding the impact of summer 2020 and putting in place rapid interventions to fix this through gap analysis and quality first teaching.	Ensuring schools are delivering routine, high quality, and broad and balanced curriculums for all students by summer 2021.	Ensuring that the curriculum being delivered in school is also able to be delivered as robustly and consistently for any child, class or school facing a national or local lockdown

EF+ Tiered Approach to supporting school planning for 2020-2021



Objective 1 of C.S & A.F

To mitigate the lost learning of the past by understanding the impact of summer 2020 and putting in place rapid interventions to fix this through gap analysis and quality first teaching.

EEF+ Focus	Actions	Staff Lead / Budget	Monitor (Who and When) - See monitoring schedule	Success Milestones		
				Term1	Term 2	Term 3
Teaching <i>-High-quality teaching for all</i> <i>- Effective diagnostic assessment</i> <i>- Supporting remote learning</i> <i>- Focusing on professional development</i>	<ul style="list-style-type: none"> Week 1 – transition unit ‘The Window’ and what we can see from where we live. A local geography and history project alongside PHSE with an opportunity to focus on Mental health and the impact of COVID as appropriate. PIXL assessments completed throughout Autumn 1 to precisely identify gaps in learning. Planning is then matched to address these gaps. (Week 2 until half-term.) Final assessment to ensure that the gaps have been closed. Focus on times tables and key facts through retrieval practice. In Science/History/ Geography – identify key concepts or knowledge from the prior year that has been missed due to closure and plan science focus day to cover. Effective use of retrieval practice to revisit key concepts. Cold writes in English will identify where the children are in their writing and identify next steps to inform planning. Hot writes are assessed and gaps filled and progress tracked. Phonics tracker assessment completed and phonics catch up groups established 	TLR holders- OA money pays for TLR PIXL costs - £3600 per year CT/RT/DL X tables rockstars/spelling shed (Spelling shed) £180.00 Maths Circle (Times Tables Rock Stars) £113.88	Weekly SLT Science leader has mapped out topics that will need to be ‘caught up’. History and Geography leader mapped out how themes	Week 1 curriculum delivered. LA to collate best work and display. Year group leaders review and note improvements for next year in action plan meetings PIXL assessments completed QLA analysed. Core SL review evidence that timetables, arithmetic, phonics, assessment is informing planning etc.	Planning continues to be adapted as per ongoing assessment – formative and summative. Phonics trackers/Book bands updated at the end of AUT2. Further catch up on 1:1 or small group basis using additional adults. Children will have nearly caught up in the majority of cases	Pupils are on track to meet their EOY targets. Pupils gaps will have been filled and supported. Knowledge organisers are clear and precise and learning is well sequenced Clear plans show how pupils have caught up with their learning.

	<ul style="list-style-type: none"> Benchmarking in week one to ensure that children's reading books carefully match their phonic phase or reading levels. Regularly 1:1 reading and timely benchmarking to try and accelerate reading levels. Children in EYFS and KS1 are given chance to develop their communication skills through support from Jane Dallas and EYFS lead Focus on vocabulary and inference skills through whole class comprehension and smaller group support as required. Staff CPD on Vocabulary and memory and retrieval through our work as research school Deployment of IT to ensure pupils can access class dojo, google classroom, rockstars, spelling shed as needed, when in school and at home Slightly altered day as staggered starts from 8.30 Further OA funding to be used to develop the teaching of reading and enhance curriculum books. Retrieval practice to help children rehearse key knowledge, concepts and procedures that may have been forgotten or not taught due to school closure. 			<p>Phonics trackers complete and test complete Bench marks completed – year group leaders to check.</p> <p>CPD delivered and learning walks evidence that they are being used in class.</p> <p>OA action plan developed and signed off by the DFE.</p> <p>HR to conduct review of retrieval and subject leaders to review..</p>		
Targeted Academic Support	<ul style="list-style-type: none"> Lexia intervention-Additional Lexia licences to be bought Lexonic- address specific gaps for vulnerable pupils 	FFT Reciprocal Reading –OA money £2600 Reading fluency	Learning walks and Deep Dives – see monitoring schedule	Lexia support is in place and bring used.	Planning and delivery of phonics is	Lexia groups reviewed – majority of chi will have

<p>-High-quality one to one and small group tuition</p> <p>- Teaching Assistants and targeted support</p> <p>- Academic tutoring</p> <p>- Planning for pupils with Special Educational Needs and Disabilities (SEND)</p>	<ul style="list-style-type: none"> Phonics groups in Y1 and 2 to enable children to complete RWI Focus on catch up for Y1 & y3 Small group and 1:1 support to help children who are not making good progress SALT support – in reception and year 1 20:20/Precision teaching commences for targeted pupils. Following autumn assessments 1:1 tutoring provided by HLTAs and teachers before and after school – targeting pupils who are behind targets or below expected. Each learner has a passport to identify their needs and targets. RT Inclusion checks these and learning walks will identify if the provision matches. Regular reviews of groups and support to ensure pupils who need support access it at the right level and those who have made progress and no longer need the support are not held back. Teacher led x 3 weekly targeted pre-teach sessions across KS1 and KS2 based on gaps in learning in key areas identified in Diagnostic Assessments 	<p>Lexia licenses</p> <p>Phonics resources £1500</p> <p>Staff overtime SALT intervention</p> <p>1 Support staff- FT for 2 terms in Reception (approx. £8,500)</p> <p>Teach First x 2 mentors- fully funded.</p> <p>Y1/2 catch up Y3 catch up</p>		<p>Lexonic not used.</p> <p>High quality phonics is observed</p> <p>Intervention groups identified and delivery begins – Aut2</p> <p>Passports completed and QA by RT/CT</p> <p>Autumn 2 assessment check on progress and adjust groups.</p>	<p>evidencing pupil progress</p> <p>Most children will now be on track</p>	<p>made progress.</p> <p>Groups are readjusted to children who now need additional support or who continue to have issues with attendance.</p>
<p>Wider Strategies</p> <p>- Supporting pupils' social, emotional and</p>	<p>Telephone Parent Meetings offered in replacement of usual Parent Consultations</p> <ul style="list-style-type: none"> Use of RE and PSHE to assess if children need support socially and emotionally. Clear routines 	<p>EP time- cost dependent.</p> <p>CB/DP/LA</p>		<p>PSHE and CW delivered.</p> <p>Pupils assessed by teachers and any concerns</p>	<p>Ongoing – further support via phonecalls and virtual</p>	

<p><i>behavioural needs</i></p> <ul style="list-style-type: none"> - <i>Planning carefully for adopting a SEL curriculum – Communicating with and supporting parents</i> - <i>Supporting parents with pupils of different ages</i> - <i>Successful implementation in challenging times</i> 	<p>and expectations to ensure behaviour expectations are embedded.</p> <ul style="list-style-type: none"> • Behaviour mentor works with pupils as required. • Additional EP time as required • Regular texts and videos from the HT to help parents. • Homevisits to support parents who are anxious about sending their children back to school and to give work packs out • Parent/SEND coffee morning – virtual if possible • Regular contact with parents at the beginning and end of day through staggered starts – staff and SLT • Home visits to all reception parents as they missed induction. • Pupil voice to gather views on how the new routines are working from pupil perspective- parent and pupil survey • Homevisits as required and first day calls. Regular communications with parents and video messages to reassure parents that the school is safe and risks are reduced as far as possible. • SLT to collate comments from parents. • Rewards used judiciously to support learning and highlight pupils who are making an effort. 	<p>RO/SL/LB</p> <p>RT/BA</p> <p>SL All</p> <p>BA/AS</p> <p>CT/RT</p>		<p>are flagged to RT/SLT</p> <p>External support sought as necessary. Concerns made and recorded on CPOMS.</p> <p>Parent attendance at virtual coffee mornings is good.</p> <p>First day calling encourages pupils to attend.</p> <p>Monitoring is in place if required.</p>	<p>parents evening.</p> <p>Pupil voice captures any further issues.</p>	
<p>Transition to long term curriculum</p>	<ul style="list-style-type: none"> • On completion of the Autumn package the normal curriculum will be resumed in maths. • The other subjects will commence after our 2 transition units. 	<p>LA/CT/RT + subject leaders</p>	<p>Learning walks and book looks evidence that the curriculum is being covered.</p> <p>SLT complete book scrutiny and evidence links to the planning.</p>	<p>Autumn package complete and children commence</p>	<p>Spring assessment evidences pupils are</p>	<p>On-going assessment monitors that gaps are being addressed.</p>

	<ul style="list-style-type: none"> Gaps from previous year need to be addressed and planned for. 			<p>with the content appropriate to their year group. Autumn 2 catch up for all pupils. Subject leaders look at gaps.</p>	<p>making progress.</p> <p>Subject leaders analyse any other gaps in learning</p> <p>Subject leaders look at gaps for Spring</p>	<p>Assessments at the end of year show gaps have been developed.</p>
Any other strategies	<ul style="list-style-type: none"> Further embed memory and retrieval strategies across the curriculum. Children understanding how they learn, teachers thinking 'out loud' as they solve a problem, whole class feedback to ensure that the key misconception and gaps in learning are addressed. Teachers plan for all lessons to have opportunities for recall and adopt key strategies from CPD from HR (Research Champion) 	<p>HR and research champion</p> <p>None</p>		<p>CPD delivered by HR on memory and retrieval PMGT target include specific T&L strategies.</p>	<p>Further CPD delivered to support questioning and address other areas to support pupils progress.</p>	<p>Mini quizzes, subject leader reviews show pupils have remembered more.</p>

Objective 2 of C.S & A.F

Ensuring schools are delivering routine, high quality and broad and balanced curriculums for all students by summer 2021.

*On-going school improvement priority – linked to the School Development Plan

EEF+ Focus	Actions	Staff Lead / Budget	Monitor (Who and When)	Success Milestones		
				Term1	Term 2	Term 3
				Cross ref to ADP milestones for more detail and numerical milestones.		
Teaching	<ul style="list-style-type: none"> Invest in quality resources in non core subjects to support a high quality curriculum CPD in Art, DT and History, Computing 	£2k LA	Quality assurance monitoring	Non core resources purchased CPD booked and analysed	Non core subjects show clear sequences	Non core subjects show progression over the year
Targeted Academic Support	<ul style="list-style-type: none"> SEND and N2E – medium term plans will identify the key knowledge and activities to support the N2E and SEND children so that their provision is equally as good. Use of resources to support access – Ipads and Chrome Books as needed 	None		LA to analyse MTP and look at support for pupils	Work that was missed in previous year has been planned for	Reading spines support curriculum areas and are broad and balanced
Wider Strategies	<ul style="list-style-type: none"> EP and SEBD support for key pupils and more time if required Review attendance strategies 	1k		RT and KP to review provision- QA report	Knowledge organisers are clear and reflect the research work.	Knowledge organisers are now used by

Transition to long term curriculum	<p>Transition book to support pupils back to school- whole school book</p> <p>Review gaps whilst teaching through a whole school book.</p>			<p>Support for teacher well-being is a key driver for CPD within the tiered approach. CPD is planned and linked to SDP</p>	<p>Outcomes of QA strategies demonstrate consistency and impact of whole-school approaches to safeguarding, T&L etc.</p>	<p>staff and pupils</p> <p>Pupils have made accelerated progress and caught up.</p>
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Objective 3 of C.S & A.F

Ensuring that the curriculum being delivered in school is also able to be delivered as robustly and consistently for any child, class or school facing a national or local lockdown

EEF+ Focus	Actions	Staff Lead / Budget	Monitor (Who and When)	Success Milestones		
				Term1	Term 2	Term 3
Teaching	<ul style="list-style-type: none"> Whole approach to the teaching of maths has been delivered and SDI is working effectively Whole school approach to teaching of vocabulary/talk for writing and is embedded- EEF approved. Opportunities to consolidate learning in key areas are maximised in English and Maths and key learning is applied across the wider curriculum Ongoing diagnostics are working and being used to support learning e.g Pixl CPD and Phase Meetings Support whole school agreed approaches to teaching and are focused on non core pedagogy Remote learning to mirror the long term curriculum. Children will be able to access National Curriculum through planned provision drawing on e.g. Pixl, WRM, Oak academy , RWI, Reading scheme materials etc. as appropriate. 	1 Support staff- FT for 2 terms in Reception (approx. £8,500)	SLT through monitoring-see QA monitoring	0.4 teacher employed to support Y3	Teacher having impact in Y3 on phonics	Review impact of teacher 0.4
Targeted Academic Support		Teach First x 2 mentors- fully funded.		Monitoring shows that gaps have been identified and are being addressed	More pupils have made accelerated progress to meet ARE	ARE % shows vast majority of pupils have caught up.
Transition to long term curriculum		Y1/2 catch up Y3 catch up		CPD planned out for the year to focus on	Catch Up programmes including FFT x 2 approaches have been discussed.	CPD delivered and reviewed. Work shows effective sequences in lessons
Wider Strategies		CPD- £1000 CB/FP/HG DL		Sci/Hist/Geog/Computing/Art/DT		

Any other strategies	<ul style="list-style-type: none"> Attendance / Family Support continue to be high profile Regular, short parent questionnaires to gain parent voice Regular, short staff questionnaires to gain staff voice 	CT/RT/RS Subject leaders RT/ED/CT				
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Spending:

<u>Item</u>	<u>Amount</u>
One Support in Reception	£8500
Curriculum resources	£5000
Lexia Intervention	£4300
CPD	£1250
Reading and Phonics resources	£2900
Total	£21,900