

## Whole School Covid Catch-up Strategy 2020-21

Subject	Year Group	Barrier to overcome	Content Removed?	Strategy	Cost	Action
English	11	Extended writing Macbeth  S&Lgrade	Anthology Poetry  Recoded S&L exam	WTM on longer writing questions based on PPEs Use extended writing strategies for Year 11 after Christmas and use one lesson a week to implement opportunities to answer longer writing questions Use of Wednesday/Thursday p7 to address 50 students not in targeted interventions Use teacher assessed grades to provide final grade	£1200	
	10	Extended writing An Inspector Calls text		Make extended writing focus for one lesson a week after Feb half term Use S&L exam time to catch up on text	-	
	13	NEA		CTA to be timetables p3&4 Wednesday to work with students 1:1 and to work remotely on coursework. Deadline extended to Christmas	£700	
Maths	11	Confidence of students at Higher Tier  Time lost to practice	No content removed Formulae may be given TBC	Google Meets Masterclass for Ext and Upper groups using Online Textbook	£212 + staffing for intervention	
				In school Saturday intervention, 3	Staffing	

				groups of Core students  National Tutoring programme targeting mostly PP students  Printing of exam practice papers  Revision guide and workbook	cost   Printing cost  £5 for both	
	13	Time lost to practice  Confidence in Y12 material	No Content removed	Intervention tutor online for students identified  Extra lesson for all students in Y13 to be scheduled.  Use of SnapRevise for all students  Saturday revision in the lead up to exam	£800  £1200  £1000  £300	
Science	11	Required Practicals - Biology/Chemistry/Physics  Lockdown content - Biology/Chemistry/Physics		<b>Alternative provision of practicals:</b> demonstrations/videos/simulations in place of whole-class practical experiments where appropriate, supporting AO2 and AO3 responses.  <b>Skills Map reordering:</b> timelines altered for teaching of more complex topics during HT1/4, avoiding HT2, in line with expected COVID-19 peaks.  <b>Lockdown content via HL:</b> content covered between Mar-Jul 2020		

				<p>("lockdown content") to be reinforced through Home Learning in the form of Seneca quizzes for retrieval and Mastery booklets for the development of extended answer responses.</p> <p><b>Post-PPE interventions:</b> PPE CTG completed by students and separated by Bio/Che/Phy; parental contact made for pupils with a Progress 4 score, a revision pack provided and a resit exam rescheduled for 17/12; areas identified as gaps from PPE will be cycled again through Home Learning and included as content for the intervention programme during P6/P7; time has been allocated at the end of the Y11 timeline for reteaching PPE identified gaps; Y11 Revision Booklets purchased centrally for all pupils, targeted by subjects and tiers.</p>		
	13	Required Practicals - Biology/Chemistry/Physics	N/A	<p><b>Alternative provision of practicals:</b> demonstrations/videos/simulations in place of whole-class practical experiments where appropriate, supporting the practical endorsement component of the course.</p> <p><b>Practical skills:</b> extensive home learning assignments focussed on methodology and evaluation of each required practical.</p>		

		<p>Synoptic essay question in paper 3 - Biology</p> <p>Maths skills - Chemistry</p> <p>Y12 Lockdown content - Biology/Chemistry/Physics</p>		<p><b>Essay skills:</b> essay questions used as discussion points during lessons. Home Learning assignments focus on essay skills - linking content, planning effectively and structuring answers.</p> <p><b>Maths skills:</b> dedicated lesson time to focus on maths and statistical skills. Quantitative chemistry resit provided to targeted students.</p> <p><b>Post-PPE interventions:</b> lesson time dedicated to focussing on particularly complex topics/subtopics. Mastery booklets and Seneca quizzes assigned as home learning for Y12 content retrieval. PPE CTG completed by students - resits for those with 'U' grade taken place WC 31/12/2020.</p>		
Geography	11	<p>Relapse in knowledge recall of detail for topics already covered.</p> <p>Small amount of exam skills catch-up.</p>	The self-fieldwork portion. But fieldwork questions still exist.	<p>Geography mastery on GC targets skills and knowledge content with a weekly structure.</p> <p>A wide range of revision materials - content booklets, exam question booklets, skills booklets, case study booklets.</p> <p>Targeted lessons for G9 &amp; G5</p> <p>Revision guides.</p>	Printing cost of revision material.	

				<p>Focused DIN content for knowledge recall</p> <p>Period 7 intervention.</p>		
	13	<p>Essay writing skills are slightly lagging - but students are catching up.</p> <p>Students are behind on coursework.</p>	No need to complete a field trip. But NEA remains.	<p>Geography mastery on GC targets skills and knowledge content with a weekly structure.</p> <p>A wide range of revision materials - content booklets, exam question booklets, skills booklets, case study booklets.</p> <p>Regular essay practice and feedback</p>		
History	11	Have not developed skills at the expected rate. Even with decrease in content the students still need a skills catch up	Paper 1 removed	<p>Study pack / Revision pack/ practice question booklets - targeted G5/G9</p> <p>Text books/ revision support books for students.</p> <p>Seneca revision</p> <p>Interleaved starter quizzes</p> <p>G5 and G9 intervention sessions</p> <p>We can print them here as they are all made by us but these are big booklets to print in colour for everyone.</p>	C. £4 per student. £400 total	
	13	Students are behind on the course(coursework and British Empire) and have	None	<p>Catch up pack</p> <p>Seneca</p> <p>Interleaved revision</p>		

		not developed all the skills we would expect from them (extended writing)		Build in sessions to improve exam technique. More time spent teaching coursework writing skills (1 lesson x 4 weeks)		
RS	11	Missed content for non-engagers during lock down.	None removed but have only one unit remaining after this unit is complete.	Revision for all topics Regular exam practice. - papers marked with CTG. Seneca for revision Lessons, textbooks and revision books on classroom All lessons on the classroom from the start of course..		
	13	On Target - all engaged in lock down		Revision for all topics Regular essay practice. Seneca for revision Lessons, textbooks and revision books on classroom		
Politics	13	Delay in progressing through the course and some key skills not fully developed	None	Catch up pack Pre-chewed politics subscription would give the students access to recorded lessons and monthly case studies that would support their catch-up	Photocopying c. £3 per student Pre-chewed politics £398 for 1 years access regardless of student numbers so Year 12 could log in too.	
Sociology	11	Missed content from non-engagers		Targeted intervention for 2 students Interleaving previous content in current lessons	Course costs	

				Using seneca regularly to test previous knowledge Use of assessment mats in lessons to act as revision sheets Rubrics used on gc for regular assessment		
	13	On target - ALL engaged brilliantly during lockdown		Using seneca to test retrieval of previously taught topics. Rubrics used on gc for regular assessment Exam questions used in every lesson		
Psychology	13	Too much content left to teach		Seneca - retrieval checking Interleaving in lessons (on ppts) Exam questions used every lesson Rubrics used on gc for regular assessment		
Art	11	Students have not completed practical work at home to the same level we would demand in class.  Students do not have access to practical materials.  Breadth of experimentation (AO2) has been significantly restricted	Unit 2 externally set exam unit removed	Skills Map reordering: timelines altered for teaching of more practical topics during HT1, avoiding HT2  We have redesigned tasks so that basic materials and equipment can be used.	Art packs are available to purchase from suppliers or could be made up in	

					school for far less cost. (Approx £6 per student)	
	13	<p>Students have not completed practical work at home to the same level we would demand in class</p> <p>Students do not have access to practical materials</p> <p>Breadth of experimentation (AO2) has been significantly restricted</p>	Unit 2 externally set exam unit removed	Reordering of SoW to draw the previous unit to a close early and move onto a new unit more easily deliverable at distance if required	Art packs are available to purchase from suppliers or could be made up in school for far less cost. (Approx £6 per student)	
Photography	11	2 coursework projects to ensure is completed due to lost time during lockdown	Unit 2 exam project removed	SOW amended to ensure coursework catch up time is covered during what would have been the exam project which has now been removed	N/A no costs involved	
	13	1 main coursework project	Unit 2 exam project	SOW amended to ensure coursework	N/A no	

		to ensure is completed due to lost time during lockdown	removed	catch up time is covered during what would have been the exam project which has now been removed	costs involved	
Music	11	Set works and essays. Composition.	One composition and ensemble performance.	Continued work on set works. Desperately need to be able to work with students individually on composition using shared screens and audio. I have suggested looking at Impero or AB Tutor.	Nick Ball to look into it.	
Drama	11	Reduced time to rehearse Comp1 and Comp2 practical elements  Comp3 exploration time lost during lockdown 1.  Live theatre evaluation performance cancelled	Comp1 performance times reduced. Comp 2 monologues permitted  No change to exam paper  No change to exam paper	Rehearsal day for Comp1, including dry run / showcase and detailed feedback. Each group then examined twice with first run followed by immediate feedback and second attempt. Comp 2 monologues selected instead of group pieces, students directed to limited set of options with more teacher direction  Comp2 time able to be compressed due to the monologue option.  LTE sticking with the previous performance see, backed up by DVD of the show and teacher created video resources for revision purposes.		
	13	[Comp 1 already completed before lockdown 1]  Comp 2 prep time limited	Exam board will now only be marking the written element.	Students to be given additional feedback to further refine that element		

		<p>by lesson 6 remote learning and students absence.</p> <p>Comp3 prep time reduced by lockdown 1.</p>	<p>Awaiting more specific guidance from Eduqas following announcement of 3/12/20, otherwise no change to paper.</p>	<p>Students allocated additional hour in which they can work in the studio. After school rehearsals to be required since lesson 6 came back.</p> <p>Monthly LTE questions set to expand students' range of examples. Early Comp2 performance deadline. PPE prep lessons worked in with the practical time.</p>		
Sport	11	<p>GCSE - reduced time to achieve practical marks</p> <p>GCSE - Ability to answer 6 mark answer questions</p> <p>GCSE - Content taught during lockdown missed by non engagers and forgotten by students who did engage</p> <p>Sports Studies: Content taught during lockdown missed by non engagers and forgotten by students who did engage</p> <p>EAL students aren't getting support from TA's in lessons due to availability</p>	<p>GCSE - Practical reduced from 3 sports to 2 Sports</p> <p>Officiating has been changed from live to a Q&amp;A session</p>	<p>GCSE Practical Moderation to be filmed under exam conditions to highlights students ability levels</p> <p>GCSE: Potentially purchasing a flipped learning online programme: AnswerPErfect.co.uk that also engages with 6 mark answer questions</p> <p>GCSE: use of lost Year 11 Core PE lessons to run interventions on specific content. 3 Theory lessons as week after christmas as coursework and practical scores will be complete.</p> <p>Officiating Q&amp;A like a spanish oral exam.</p> <p>use of lost Year 11 Core PE lessons</p>	£500 for a package for GCSE PE, Sports Studies and Ctec Sport	

				to run interventions on specific content.  SS: use of lost Year 11 Core PE lessons to run interventions on specific content.		
	13	CTEC Sport  OAA section of unit 18 to gain a practical mark is outstanding		Interventions during their Period 6 when Year 10 core Pe would usually run.		
Catering	11	Performing well on the written exam in Hospitality and catering	N/A	Targeted intervention to help students who are below their target grade Weekly revision tasks on GC One theory lesson per week to address gaps in students knowledge Regular testing using exam questions		
Business	11	Ability to write well structured answers for 9 and 12 mark questions  Tutor2U catch up resources  <a href="https://ondemand.tutor2u.net/students/edexcel-gcse-business-catch-up-2021">https://ondemand.tutor2u.net/students/edexcel-gcse-business-catch-up-2021</a>		Using starters fir knowledge recall Finished course so we will revisit some topics. Use assessments to identify knowledge and skill gaps  To support 3,4 students who are under achieving	25.00	
	13	Understanding some of the difficult content taught over lockdown		Starters used to recap knowledge Students underperforming are required to do extra revision notes		

				and exam questions		
Economics	13	Recapping content taught over lockdown Embedding exam practice Timing may be an issue	No changes	Flipped learning to learn knowledge. Focus in class on exam practice with DINs in place to recap prior learning		
CS	11					
	13					
BTEC IT	11					
	13	Not having enough time to recap the Database unit from last year - exam was initially meant to be last summer. We are finding it very tight to deliver this year's content whilst trying to recap last years.	None	We have been running 2-3 hour long interventions on Tuesday after school We are going to use INSET day in January to have the class in to prepare them for their exam in January Revision guides handed out		
French	11	Lack of exam skills or practice - lack of confidence in some pupils due to the lockdown. Some lack of engagement with certain pupils	Speaking aspect of exam is now a teacher assessed endorsement. More choice in Writing exam so that students who are not confident in some themes can still achieve well	Use time given by lack of speaking preparation to focus on Listening and Reading skills. Compulsory intervention in Autumn term and voluntary intervention in Spring term. Use of AQA exam paper practice booklets	(£5.39 X 45) £242.55 (exam practice)	
Spanish	11	Lack of exam skills or practice - lack of confidence in some pupils due to the lockdown. Some	Speaking aspect of exam is now a teacher assessed endorsement. More choice in Writing	Use time given by lack of speaking preparation to focus on Listening and Reading skills. Compulsory intervention in Autumn	(£5.39 X 55) £296.45 (exam	

		lack of engagement with certain pupils	exam so that students who are not confident in some themes can still achieve well	term and voluntary intervention in Spring term. Use of AQA exam paper practice booklets	practice)	
	13	Only one student. However, this student is shielding so has missed lots of teaching time	N/A	No need for modified plans <u>if</u> comes back into school in New Year		
Media	11	<ul style="list-style-type: none"> <li>Extended writing tasks</li> <li>Media specific Vocab</li> <li>Missed written skills due to lockdown</li> </ul>	N/A	<ul style="list-style-type: none"> <li>Intervention sessions for G4 underperformers</li> <li>Print GCSE Media specific vocab lists</li> <li>Print GCSE writing frames</li> </ul>		
Media	13	<ul style="list-style-type: none"> <li>Missed Extended writing skills due to lockdown</li> </ul>	N/A	<ul style="list-style-type: none"> <li>Print A Level specific Media vocab lists</li> <li>Print A Level writing frame.</li> <li>Essay writing skills lessons</li> </ul>		
Literacy and Numeracy	10/11	<ul style="list-style-type: none"> <li>Literacy and numeracy gaps following the time at home</li> </ul>		<ul style="list-style-type: none"> <li>Address gaps in Literacy and Numeracy</li> </ul>		
Revision Materials for Core Subjects	11	<ul style="list-style-type: none"> <li>Close gaps in knowledge</li> </ul>		<ul style="list-style-type: none"> <li>Provision of revision materials for all</li> </ul>		

## Academic Overview

Desired Outcome	Approach/Action	Evidence base and rationale	Successful implementation	Cost	Staff Lead
Increase GCSE progress and attainment of all pupils to be in line with where they would have been before the COVID lockdown.	Targeted in-class interventions, which raise attainment.	Classroom teachers are best placed to offer appropriate catch up - Quality First Teaching ( QFT )	ACED principles - CPD to be delivered on PP classroom interventions. Impact - QFT observed on learning walks and lesson observations. Raising Standards training on in class intervention		
	To improve use of Tier 3 vocabulary	Bedrock Strategy	Further improved		
	To rejuvenate the enrichment opportunities within the curriculum and build on remote learning provision	Digital Strategy	Disadvantaged students access to enrichment opportunities, visits and tours.		
	English, Maths and Science sessions in place	Additional teaching time to target the needs of particular groups	Data analysis and appropriate intervention		AHT Raising Standards/

	of Core PE.		in subjects - impact improved progress rankings		Subject Leaders
	Subject level interventions during Period 7 (3-4pm)	Additional teaching time to target the needs of particular groups	Data analysis and appropriate intervention in subjects - impact improved progress rankings		AHT Raising Standards/ Subject Leaders
	Use of National Tutoring Programme for small groups of students who are within the Lowest 20 and PP10 groups	Additional teaching time to target the needs of particular groups - focus Year 7 and 8  The school had greater success with its own atff with the older students. Logistics and engagement			
	Small group withdrawal in EBACC to close gaps / support curriculum current teaching	Classroom teachers as part of allocation			
	Focused Catch Up Days - use of Vacation Time.  21st/22nd December w/c 15th February 29th Mar - 1st Apr	Classroom teachers are best placed to offer appropriate catch up - Quality First Teaching ( QFT )			

	Led by RVHS Staff.				
<p>Focused intervention to gain maximum impact. A personalised learning approach to support individual's needs. Develop spelling, punctuation, grammar skills, reading and comprehension.</p>	<p>An intensive literacy programme is delivered by an English Teacher and supported by LSAs. Students will complete the most appropriate material from Lexia - focus on reading skills</p>	<p>Small focused group intervention for English</p>			
<p>Focused intervention to gain maximum impact. A personalised learning approach to support individual's needs. Develop spelling, punctuation, grammar skills, reading and comprehension.</p>	<p>Accelerated reader programme improves students reading ages. It also develops a love of reading and increased comprehension skills. Students working with the school librarian and their English teacher.</p>	<p>Weekly English lessons.</p>			
<p>Focused intervention to gain maximum impact. A personalised learning approach to support</p>	<p>An intensive numeracy programme is delivered by experienced Maths teachers to close the gap in understanding from</p>	<p>Classroom teachers are best placed to offer appropriate catch up - Quality First Teaching ( QFT )</p>			

<p>individual's needs. Develop rapid recall of facts eg number bonds, times tables, arithmetic methods. Develop problem-solving skills using key facts in real life contexts.</p>	<p>Year 6.</p>				
<p>Focused intervention to gain maximum impact. A personalised learning approach to support individual's needs. Develop reading comprehension.</p>	<p>Differentiated approaches to learning to ensure progress and all students' needs are met. Access to an appropriate curriculum for their needs to promote progress.</p>	<p>Classroom teachers are best placed to offer appropriate catch up through their lessons - Quality First Teaching ( QFT )</p>			
<p>Focused intervention to gain maximum impact. A personalised learning approach to support individual's needs.</p>	<p>Any additional resources deemed appropriate. Support learning and progress for students where additional resources are required to meet the needs of the students in relation to literacy and numeracy.</p>				

BTEC IT Students able to complete their Coursework remotely	Purchase a domain address for the students to build their website			£100	OHU

## Success Criteria

1. Minimise the in school gap in progress between PP and NPP
2. Positive Progress 8 figure for PP pupils
3. Removal of literacy barriers for PP pupils at KS3
4. Most able PP pupils achieve in line with their peers
5. Attendance of PP pupils is 96%