

# CATCH-UP STRATEGY

September 2020

BRADFORD GIRLS GRAMMAR SCHOOL



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**BRADFORD GIRLS'  
GRAMMAR SCHOOL**

*Co-educational up to 11, Girls only 11-16*

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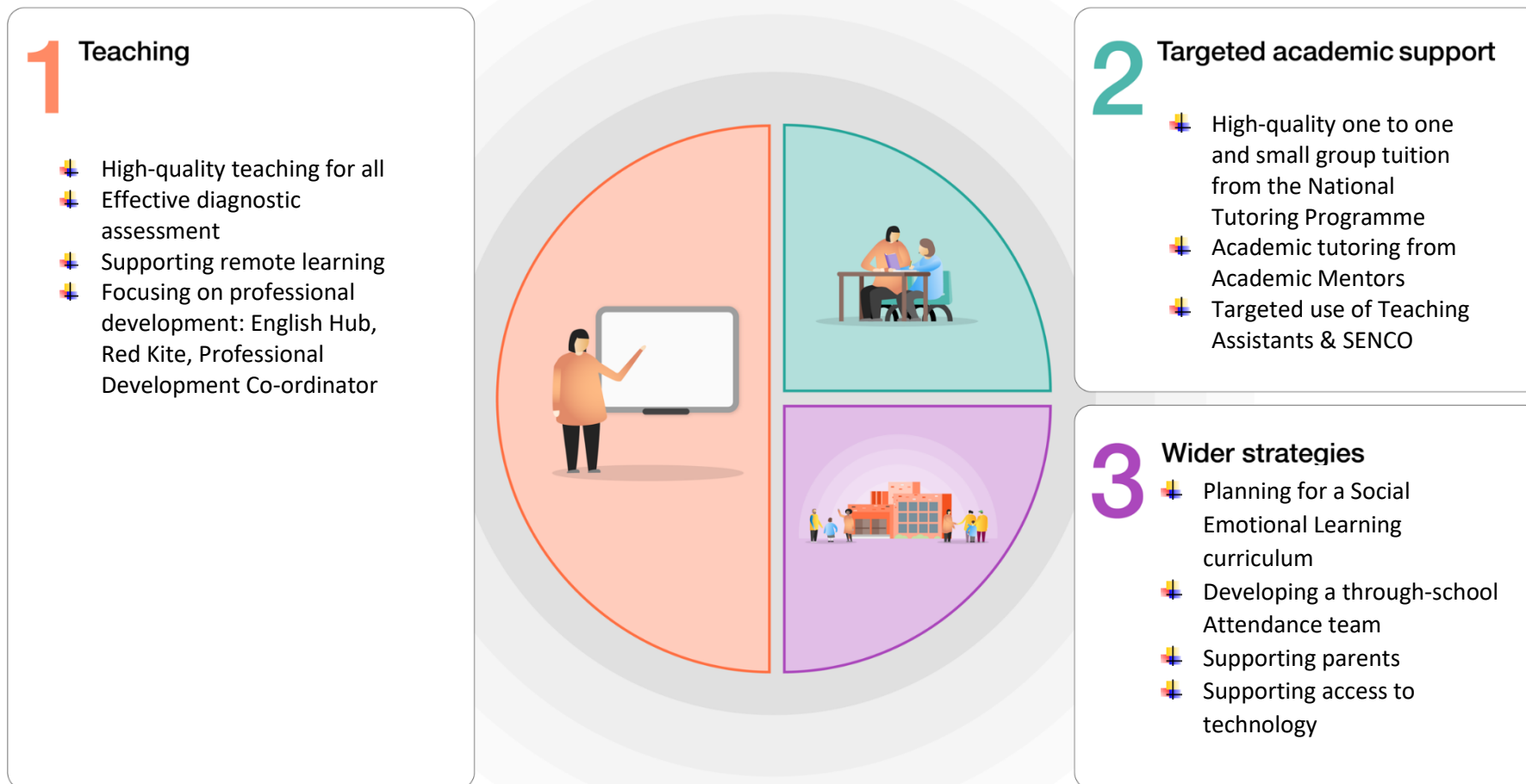
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## Introduction

Covid-19 has led to an unprecedented array of challenges for school. The mental, physical and economic impact will have affected families in different ways, and children will be returning to school having had different experiences. While some may have engaged well with remote learning, others will have had less positive experiences. Some may have experienced trauma or loss or have struggled to access and take full advantage of learning at home. Evidence suggests that children from less well-off backgrounds will have been disproportionately affected, and that existing learning gaps will have widened.

The school is committed to ensuring that students have the best possible chance of success over the coming year, and so is following guidance from the DfE and the Educational Endowment Foundation's evidence-based research to inform our catch-up strategy and use of the £79,000 funding we will receive.

The EEF proposes a three-tiered model, which we have adopted as follows:



## Tier 1: High Quality Teaching for All

Great quality teaching is the most important factor in enabling students to make good progress. Good subject knowledge and a flexible understanding of the content is key, as is having effective diagnostic assessment. **We are very mindful of teachers' workload.** While the content of catch-up teaching and consolidation teaching shouldn't be wildly different, as teachers will just be teaching and modelling in more depth, we are asking departments to **bid for funding for any additional resources** that will make this planning and delivery easier or more effective. We are also focusing on delivering high quality CPD through the use of Red Kite, exam boards and through the appointment of a Professional Development Co-ordinator to enhance support for teachers in the early stages of their career, to assist with the sharing of good practice, and to provide greater support for those who need it.

**While, it should not be necessary to write new schemes of work,** teachers will need to find out where the gaps are in the key concepts and knowledge that they will need to reteach for **all** students. The following guidance for teachers is taken from EEF research:

While looking for gaps in knowledge among all students, it is important to assess who has **significant** gaps. This means:

- Students who have more gaps in their knowledge and skills than others (if all students have significant gaps, you should just adjust your normal planning to account for this)
- Students who are unlikely to catch up with the consolidation lessons you've planned for all students

Please don't present students with written tests or formal assessments. Instead, carry out some **low-stakes** quizzing and **low-threat** knowledge checks during lessons to find out what students can remember and where they have gaps.

Depending on the subject, these could take the form of:

- A quick quiz at the back of exercise books, e.g. 10 minutes to write down everything you can remember about the cold war
- Multiple choice questions in a Google Form
- KWL (What I Know)
- Effective questioning
- Discursive pair work, e.g. read the textbook for 10 minutes, then can you tell your partner the 10 features you read about?
- Checking knowledge through discussion, e.g. can they explain a concept in their own words?

When you have a clear idea of which students have significant gaps, and where their gaps are, you can start to put the measures in place to help them catch up.

## Helping Students Catch-up in Classroom Teaching

Teachers' catch-up approach will vary depending on the needs of the students. It may be that, on occasion, while other students are working on an independent task, the teacher can work closely with small groups, or on a one-to-one basis. Otherwise, there are strategies that can be employed for the whole class that will help support students who need extra support:

- **Teachers should aim to "teach to the top":** all students should complete the same, high-level work, focused on the same key knowledge - the only difference is that the catch-up group aren't going into the same depth as the rest of the class.
- **Scaffolding:** 'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that students can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities. Support could be visual, verbal, or written. The teacher will gradually remove the support (the scaffold) as the pupil becomes able to complete the task independently
- **Focus on key knowledge and concepts:** consider the use of knowledge organisers for catch-up teaching and quizzing, so that students are taught the most important things they need to know. Click here for examples of knowledge organisers: <https://schoolleaders.thekeysupport.com/curriculum-and-learning/knowledge-organisers/>
- **Graphic organisers:** Graphic organisers represent a cognitive strategy that has been extensively researched with students with SEND. Graphic organisers are used to organise knowledge, concepts, and ideas. Examples include Venn diagrams—for example, the Venn diagram illustrating the overlap between the two concepts 'SEN' and 'disability' in English law—T-charts of pros and cons, mind-maps, cognitive maps, semantic maps, and chronologies or event chains. They can be effective tools for supporting learning.
- **Make sure students experience success early on:** whatever you put in place, students need to feel that what they're doing is making a difference - this will motivate them to continue
- **Target your teaching at filling students' specific gaps:** adapt catch-up in light of what you learn about where students' gaps are, and keep low-stakes quizzing going during the process
- **Give students the opportunity to practise what they're learning and show that they understand:** remember that just telling them something doesn't mean they've learnt it

## Tier 2: Targeted Academic Support

The school has applied for Academic Mentors and tutors from the National Tutoring Programme. We meet the eligibility criteria, but this provision will not be available until after October half term at the earliest. We are also extending the contractual hours of Teaching Assistants where possible to enable intervention during before and/or after school, and using the SENCO to deliver interventions during the day.

## Tier 3: Wider Strategies

There may be increased non-academic barriers to success, as we reopen with different routines. Examples would include attendance, behaviour and social and emotional support. The school is looking at reorganising existing roles and responsibilities to enhance the support available for students and their families, and to plan curriculum opportunities for social and emotional learning.

## Catch-up Action Plan

Departments may bid for funding to support all areas indicated in red.

Phase / Subject	Focus	Intervention	Details	Timing
<b>Teaching: Budget £24,000 (Secondary), £16,000 (Primary) = Total £40,000</b>				
Primary	English	Support for reading	Purchase of additional books	September 20
Primary	English	Burley Woodhead English Hub	High quality CPD for Phonics, Literacy and Early Reading.	September 20
Primary	English	Eklan	Speech and Language intervention to develop oracy	December 20
Secondary	Homework	Resources to improve homework and its impact	Departments can bid for funds to purchase resources to improve homework	Closing date: Fri 2 <sup>nd</sup> October
Primary and Secondary	In-class teaching	Resources to allow greater scaffolding within lessons	Departments can bid for funds to purchase resources to support children in catching up in class	Closing date: Fri 2 <sup>nd</sup> October
Secondary	Knowledge organisers	Production or provision of knowledge organisers / graphic organisers	Departments can bid for funds to <ul style="list-style-type: none"> <li>• purchase knowledge / graphic organisers</li> <li>• pay colleagues' additional time to produce knowledge organisers</li> <li>• print knowledge organisers</li> </ul>	Closing date: Fri 2 <sup>nd</sup> October
Primary and Secondary	Low-stakes testing	Resources to enable formative assessment through low-stakes testing	Departments can bid for funds to purchase resources to facilitate formative assessment to be used to identify gaps in learning and assess knowledge & understanding to assist planning. Examples: assessment may include the use of verbal questions, short answer quizzes and multiple-choice questions etc	Closing date: Fri 2 <sup>nd</sup> October
Secondary	Remote Learning	Resources to improve quality of lessons set to follow remotely	Departments can bid for funds to: Purchase resources, including IT packages, to improve the quality of remote learning.	Closing date: Fri 2 <sup>nd</sup> October
Primary & Secondary	Teachers' CPD	Red Kite, exam board, and other training	Additional funds for teachers' to access high quality CPD, such as online, through Red Kite Alliance or through exam boards.	September 20 & ongoing  £5,000
Primary & Secondary	Teachers' professional development	High quality support for early career teachers	New position created: Professional Development Co-ordinator, to strengthen support for early career development provide coaching for individual staff members.	Closing date: 28 <sup>th</sup> September  £6,167 (TLR 2c plus paid time

				allocation of 3 periods)
<b>Targeted Academic Support: Budget £30,000</b>				
Primary & Secondary	TBC	National Tutoring Programme	High quality tuition, primarily for disadvantaged age 5-16	Autumn 2 – Spring 2
Primary & Secondary	TBC	Academic mentors	Providing high quality 1-1 and group tuition for students.	Autumn 2 - Spring 2 £16,000 Pension Costs & Employers NI on two salaries of £19,000 for mentors
Primary & secondary	Teaching Assistants & SENCO	Providing small group tutoring	Training Teaching Assistants and SENCO to deliver a small group or 1-1 intervention, including before and after school sessions where possible.	TBC
Primary & secondary	Interventions	Online intervention programmes pupils can access in and out of school	Leaders identify effective online intervention programmes and bid for funds to purchase effective online interventions to support children to close gaps.	Closing date: Fri 2 <sup>nd</sup> October
<b>Wider Strategies: Budget £13,000</b>				
Primary & Secondary	Supporting social, emotional & behavioural needs	Behaviour Support Worker	Recruitment of a Behaviour Support Worker to support primary emotional & emotional needs.	September 20 Upskill current staff member £5,000
Primary	Supporting social, emotional & behavioural needs	Nurture Provision	Development of nurture provision and interventions to support social, emotional and mental health needs (but this could come under the point below)	Jan 21
Primary & secondary	Supporting ' social, emotional	Senior Leader Safeguarding	Extending the terms of employment of the Designated Safeguarding Lead to provide year-round support for and plan a Social Emotional Learning SEL curriculum. Making this position part of SLT to ensure these issues are given the highest priority.	September 20 50% of the cost £5,750

	& behavioural needs			
Primary & Secondary	Attendance	Creation of a whole school attendance team	Develop a through-school approach to supporting attendance, to provide early intervention and support for families to reduce absence.	September 20
Primary & Secondary	Support Parents	Regular communication & support for learning	Provide weekly letters to update parents, share information, and support learning. Seek the views of parents, take these into consideration when planning, and provide feedback.	Ongoing
Secondary	Supporting access to technology	Additional devices and online tuition	Investing in additional technology and support and guidance on how to use it.	Oct 20



## Action Plan for Departments

<b>Identify gaps in knowledge and understanding for all students</b>	Teachers	<ul style="list-style-type: none"> <li>• What learning has been lost or misunderstood?</li> <li>• What new knowledge and experiences have been gained?</li> <li>• Should we re-teach that material to the whole group, or move on?</li> </ul> <p>Use low-stakes testing to differentiate between learning that has been forgotten due to extended absence from the classroom and material that hasn't been learnt properly</p> <p>Plan teaching to revisit or consolidate teaching.</p>	Departments can bid for funding to resources to help develop low-stakes assessment.
<b>Develop high quality teaching that improves outcomes for students</b>	Teachers implement in classroom  Departments share strategies and teaching & learning approaches during meeting time	Components of high quality teaching: <ul style="list-style-type: none"> <li>• Explicit instruction:             <ul style="list-style-type: none"> <li>○ Teacher demonstration, followed by</li> <li>○ Guided practice, followed by</li> <li>○ Independent practice</li> </ul> </li> <li>• Scaffolding             <ul style="list-style-type: none"> <li>○ Effective assessment to gain precise understanding of a students' capabilities</li> <li>○ Provide visual, verbal, or written support that is gradually removed as the student becomes more able to complete the work independently</li> </ul> </li> <li>• Cognitive &amp; metacognitive strategies             <ul style="list-style-type: none"> <li>○ Graphic organisers to help students organise knowledge, concepts and ideas</li> </ul> </li> </ul>	Departments can bid for resources to help plan and deliver high quality teaching.  Departments can bid for funding for knowledge / graphic organisers.
<b>Support remote learning</b>	Teachers & departments	<ul style="list-style-type: none"> <li>• Implement strategies to support students' remote learning by ensuring elements of effective teaching are present: Explicit instruction, scaffolding, feedback.</li> <li>• Consider ways to motive students through increasing peer interaction, such as peer marking &amp; feedback, sharing examples of good work.</li> <li>• Use time in lessons at the start of term to train students in how to access support when they get stuck.</li> <li>• Consider the range of approaches and resources / technology available to increase variety. E.g. self-quizzing.</li> </ul>	Departments can bid for funds to: Purchase resources, including IT packages, to improve the quality of remote learning.

<b>Develop the quality and impact of homework</b>	Teachers & departments	Develop the use of homework to help students consolidate learning, improve their use of remote learning, increase independence.  Develop ways to support parents to help their children learn.	Departments can bid for funding to purchase resources to be used to improve homework.
<b>Provide targeted interventions</b>	Leaders	Identify any online intervention programmes that can provide enhanced support for students	Leaders bid for funding for online intervention programmes
<b>Identify students who have significant and specific gaps in learning</b>	Teachers & departments	Departments should identify the key concepts and skills that students should have learnt during the lockdown period. For each of the above, they should identify students who have significant gaps in their learning. Consideration of how the department can use additional resources and high quality teaching to cover these topics. A list of priority students should be produced any remaining topic, to be used if a tutor is available. Students should be ranked in terms of how much additional support they require to catch up. SIMS marksheets will be made available to record this ranking.	SIMS marksheets should be completed to rank students according to how much additional support they require to catch up.  Note: it is unlikely that tutors / mentors will be available for all subjects, so priority will be given to those students most behind and/or disadvantaged students.