

KING EDWARD VI HANDSWORTH SCHOOL FOR GIRLS

REVISED APPROACH TO CATCH UP

NOTE: Jan 2021 – this is a copy of a working document which may change at short notice

Context:

- The school had a fully costed and planned approach to catch up, utilizing a combination of My Tutor and staff delivery.
- There was also an element of whole school provision support learning development, mental health and wellbeing and examination/learning techniques and mindsets.
- The staff delivery was originally planned to focus on time between January and May to support examination classes in preparation for examinations as well as the purchasing of specific resources, access to websites etc.
- Clearly since the cancellation of examinations, the school needs to review the approach to ensure that it is still fit for purpose and meets the needs of the students, and the challenges of remote learning.

Principles Underpinning Catch up:

The school had built the catch up programme upon the following principles:

- Students in all year groups have experienced learning loss in the 2019-2020 academic year and continue to do so in the 2020-2021 academic year.
- It is therefore now key to address the gaps brought forward from 2019-2020 and those which will emerge during this academic year. We wish to avoid a 'gap upon gap' scenario.
- Students in all year groups still require support with mental health and wellbeing as well as approaches to learning and mindset.
- Students in year 11&13 are still completing their GCSE/A level course and should have the best access to the content to a) help to prepare for future courses of study and b) to support whatever form of CAGs are applied in the summer.
- Students who were identified for 1-2-1 support through My Tutor are still in need of the provision identified for the reasons above.

Key questions to address:

- Are catch up sessions that run still identifying the correct students and targeting the content appropriately?
- How do we square the tension between providing this to some and not all, given the challenges which could be faced by the use of CAGS?
- How do we address the wellbeing of staff and students, acknowledging the increased screen time currently for both as well as the changing dynamics and demands of remote learning?

What is the approach?	How can we deliver this?	What changes might be needed from our previous approach?	Who will lead this?
Whole school wellbeing and mental health support for students	To be explored through a number of external companies offering remote and in person support	Mode of delivery may change to “drop down” days Timing may change	SLT
Learning approach and learning mindset	To be explored through a number of external companies offering remote and in person support Eg Elevate, VESPA	Mode of delivery may change Timing may change	SLT
NTP My Tutor Programme	1-2-1 and 1 to 3 support focusing for year 10 and 11 on Eng/Maths Some 1-2-1 support for younger students Some 1-2-1 A level subject specific support	Commenced w/c 14th Dec to run remotely for 15 weeks (or 10 for 1-2-1)	Y11 intervention lead

Proposal for the development of subject based support

Can subjects still deliver small group support?

- Yes; Subjects can begin their programme as soon as they feel able to do so. There is no obligation on departments to run catch up sessions.
- These sessions can take place after school using google meet and google classrooms. The same time frames as previously agreed apply.
- Sessions should be recorded - please see below.
- A DSL will be available remotely for this time and subjects will be informed who to contact if there is a safeguarding concern which arises.
- If a department no longer feels able to offer sessions or wishes to take an entirely different approach to that which was previously agreed, they should contact ASW directly
- Subjects should inform Daisy of any minor changes to the delivery time/frequency from that which was previously agreed - the central spreadsheet can be shared with SLs for reference with Daisy to make changes.

- No sessions can take place face to face in February half term. Departments who wish to run a virtual session must inform ASW by w/c 1st Feb - same time frames as previously will still apply. Easter holiday provision will be reviewed nearer the time when the national health picture is clearer.
- Payment remains the same for sessions delivered virtually - £25 per hour with one additional hour paid for planning for two sessions delivered. Claims should be submitted electronically to ASW monthly.
- Staff should share with Daisy the names of students who are being invited for the sessions; these may have changed from previous lists. Staff must have a clear criteria for selection and should be prepared to share this criteria if required.

How are we changing the provision to meet the principles above?

- If sessions are being delivered remotely, this will enable more students to access these and therefore addresses the tension of only offering catch up to some.
- The proposal is still however that targeted students are invited to the sessions in google meet as previously.
- After the session has taken place, other students will be able to access the recording of the session and the session resources via a google classroom. Permission for recordings will be gathered at the beginning of a session for use internally.
- For the purposes of collating revision materials, departments can choose a) to nominate a member of the department to build and populate the google classroom for the year group. There would be a payment for the time taken to do this. Or b) Departments could choose to liaise with an Daisy Hibberd who will populate and create the classrooms on behalf of departments.
- The benefit of this adapted approach is that all students are able to access the recordings and resources being offered after the sessions and there is a creation of revision and support resource to support future students in their learning.

Actions:

SLT	Plan and calendar whole school wellbeing support - amend central planning document
SLT	Plan and calendar whole school learning/mindset support - amend central planning document
HT	Amend letter for after school sessions and share with SL who require it
offcie	Liaise with departments re changing requirements and update Catch Up Spreadsheet Ongoing liaison with My Tutor

	Support departments with the logistics of sending letters for after school provision Support departments, if requested, with the creation of a google catch up classroom
Y11 intervention lead	Ongoing monitoring of My tutor and plan for impact analysis
Subject Leaders	<ol style="list-style-type: none"> 1) Decide if any changes required to original after school/holiday plan for sessions 2) Communicate minor changes to DH (e.g different day, different time) 3) Discuss major changes in approach to ASW - please contact Sam to arrange a time to do this 4) Continue with purchase of any pre-agreed resources for students/access to online external resources. 5) Plan for after school sessions where appropriate and liaise with DH to send letters (emails) to parents to 'consent' - agree dates and times of delivery so school can sort DSL support. 6) Decide how to organise and populate classrooms for other students to access - either via a paid department colleague or to ask for support from DH.

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