

# Strategies to Support Students during the Covid 19 Pandemic

## Alderbrook School 2020-21

### Key features:

The DfE asks that schools meet the following key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by regular assessment of pupils' learning, and addressing the gaps in their knowledge and skills.
4. Develop remote education so that it is integrated into school curriculum planning. Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered approach:

### Teaching:

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Professional development

### Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

### Wider strategies

- Supporting pupils' social, emotional and behavioural needs

- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

**Alderbrook School's funding for the catch up provision is: £103,600.**

Teaching		
	Date and Detail	Impact Reviewed Summer 2021
High quality teaching	<p><b>Provide training for staff to develop high quality Instructional Practice</b> in light of the impact of COVID on learning, including:</p> <ul style="list-style-type: none"> <li>Retrieval</li> <li>Instruction and explanation</li> <li>Practice and adapting activities</li> <li>Checking understanding (including questioning and marking)</li> </ul> <p>Teachers follow a programme of Lesson Studies to focus on the most important aspects of pedagogy to improve teaching in a 'covid' classroom both in school and remotely.</p>	
Effective diagnostic assessment	<p><b>From September 2020, teachers identified learning that has been 'lost' or misunderstood.</b></p> <p><b>They implement a series of in class formative assessment</b> (questioning, marking and checking of work completed in class and at home, quizzes and low stakes class tests). Feedback is provided for students and opportunities for them to improve. A significant focus on assessing students and addressing any gaps in learning post-covid occurred when students returned from lockdown (September 2021) and will occur following a return from the current lockdown. <b>Teachers plan to re-teach or adapt the curriculum as needed as a result of this assessment.</b></p> <p><b>They track gaps in skills and knowledge in their mark books.</b></p>	

	<p>During the Spring Term, all subjects provide key assessment tasks/tests for each topic for all year groups, which enable a clear picture of how well students retain and apply knowledge across the topics. This information informs the next steps of learning and helps to identify students in need of further support.</p> <p><b>Middle and Senior Leaders evaluate reporting data each term to identify underachievement or low attainment and identify further interventions.</b></p> <p>Every year group has a termly reporting cycle which provides regular progress updates for parents and students. This data is also standardised and moderated before being reported. This enables a holistic view of how well a student is progressing across all their subjects.</p> <p>All Year 7 and 8 students sit reading tests so the literacy team can identify weaker readers for specific reading intervention.</p>	
Remote Learning	<p>In September 2020, a tiered approach to remote learning has been described to parents/carers as directed by the DFE. A detailed plan for teachers explains expectations at Tier 1, 2, 3 and 4 of DFE restrictions.  <a href="https://www.alderbrookschoo.co.uk/wp-content/uploads/2020/09/REK-letter-home-Tiered-contingency-plan.pdf">https://www.alderbrookschoo.co.uk/wp-content/uploads/2020/09/REK-letter-home-Tiered-contingency-plan.pdf</a></p> <p>This tiered approach was dropped by the government in January 2021.</p> <p>In January 2021, a further contingency plan explains fully how remote learning will continue for students during the pandemic:  <a href="https://www.alderbrookschoo.co.uk/wp-content/uploads/2021/01/Remote-Learning-Continuity-Plan-January-2021.pdf">https://www.alderbrookschoo.co.uk/wp-content/uploads/2021/01/Remote-Learning-Continuity-Plan-January-2021.pdf</a></p> <p>Students have been asked to acknowledge the on line Learner Agreement, and a teacher agreement supports safe and best practice across school.  <a href="https://www.alderbrookschoo.co.uk/wp-content/uploads/2020/12/Remote-Learning-Agreement.pdf">https://www.alderbrookschoo.co.uk/wp-content/uploads/2020/12/Remote-Learning-Agreement.pdf</a></p> <p>All students isolating from school or during lockdown, receive wellbeing and work accessibility phone calls or Teams conversations.</p>	

	<p>All students have access to technology at home to support their learning. Teachers have laptops, webcams where needed and visualisers. Any students with technological problems, either because they need access to a laptop, or because they have an issue with wifi or any software, are supported through a designated IT support email address.</p> <p>Students in need of paper, pens, exercise books or any other equipment, are able to collect this from school by arrangement.</p>	
Professional Development	<p>Teachers follow a programme of Lesson Studies to focus on the most important aspects of pedagogy to improve teaching. A focus on Rosenshine's principles to enable more students to learn more and remember more, both when working in school or remotely.</p> <p>Teachers have engaged in a wide range of Microsoft Teams training and regularly share best practice through staff meetings, inset days and CPD sessions. A small team of 'expert' teachers provide training and support for other staff in the use of Teams, and other on line resources which are trialled by this team, then shared across staff.</p> <p>Staff share a troubleshooting/ideas Teams folder, where they refer to guides and blogs to support their own practice.</p> <p>Alderbrook has joined the National College to enable teachers to complete training aligned to their role and responsibility.</p>	

## Targeted Support

	Date and Detail	Impact Reviewed Summer 2021	Cost
<b>Intervention Coordinators to oversee a coherent tutor programme</b>	TLR positions offered for 2 members of staff to steer interventions across the school. The coordinators steer interventions by identifying need, timetabling and also tutoring. They evaluate the impact of these smaller interventions.		£2000
<b>High quality small group tuition for readers</b>	Students identified as needing reading support in Year 7 and 8 following reading tests. Lexonik work with groups of 4 students, for 40- students across Years 7 and 8. 1 hour for 6 weeks. One 6 week block complete. A further two blocks are planned to take place after lockdown.		£9600
<b>High quality one to one provision for students who struggled during an isolation period or due to repeated isolations.</b>	<p>The intervention coordinators identify, with pastoral managers, students for specific tutoring whilst isolating at home, or upon their return to school. Priority students: (always noting PP/SEND students first):</p> <p>Those identified by pastoral managers or SLT as struggling academically whilst on lockdown. Those isolating for more than the second time. Those isolating for the second time+ in KS4 who are identified as needing extra help.</p> <p>Focus:</p> <ul style="list-style-type: none"> <li>• supporting their independent learning habits including prioritising</li> <li>• support with specific subjects</li> <li>• liaison with class teachers so intervention can be targeted appropriately and cease when the student feels they are back on track.</li> </ul>		£6000

<b>High quality tutoring – small groups</b>	Professional tutor for each core subject: Maths, English and Science supports identified students to close learning gaps as needed across all Key Stages. Sessions are a combination of in school at lunch/after school times, in class to support learners in their usual lessons and remotely in small group tutorial sessions. Tutors are a combination of qualified teachers and high quality graduates.		Science - £10,800 Maths - £9,090 English - £10,265
<b>National Tutor Programme tutors</b>	Tutors from Teaching Personnel support students in EBACC subjects at Key Stage 4.		£6,420 Six tutors in total for History, Geography, French and Spanish.
<b>High quality small group provision for students who need support.</b>	Holiday Recovery School in provisional planning stages. The need for such a provision will be reviewed in Spring 2021.		Payment for staff running holiday sessions TBC.
<b>Students with SEND</b>	<p>SSAs deployed effectively to enable access to students needing support and tutor students who need smaller group intervention.</p> <p>Further small group tutor intervention provided when students are not in lockdown. During lockdown, students are supported to access their lessons.</p> <p>Some tutoring occurs in school for students who are deemed vulnerable, including EHCP students. This is led by the Student Development team.</p> <p>Constant review of SSA deployment dependent on SSA/ teacher feedback of student need.</p>		Costs over and above SSA time allocation to be calculated when tutor sessions begin.

# Wider Strategies

	Date and Detail	Impact Reviewed	Cost
<b>Adjustments to the PSHCE programme to support emotional recovery</b>	Adaptations to the programme focus on self-efficacy, hope and connections. Student voice informs changes and adaptations to the curriculum throughout the year, including the HRBQ and HAPI questionnaires.		No cost.
<b>Supporting students' social, emotional needs</b>	Students with anxiety impacting on their learning are identified by form tutors, pastoral staff, parents or self-referred. A triage process in school, identifies the best support for these students. Bespoke interventions are provided to support students across a year group using these indicators.  Support includes: Educational Psychologist SEMH SISS team School counsellor		Educational Psychologist support - £3600 and £7500 SISS team - £4752 School counsellor - £7840
<b>Supporting students' social, emotional needs</b>	Use of the Study Hub and Nurture provision for identified students both during remote learning as vulnerable students are welcomed into school, or when school is fully open.		Deployment of in school staff.
<b>Students with behavioural issues impacting on their learning</b>	Identified through negative points accrued in school, behaviour grades on report or a pattern of behaviour. Students can be referred to an internal mentor to help them identify strategies to avoid exploitation or school exclusion.		£2400