

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

Teaching		
	Date and Detail	Impact Reviewed Summer 2021
High quality teaching	<p>Provide training for staff to develop high quality Instructional Practice in light of the impact of COVID on learning, including:</p> <ul style="list-style-type: none"> Retrieval Instruction and explanation Practice and adapting activities Checking understanding (including questioning and marking) <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>	All teachers have been trained to develop approaches to teaching to enable effective on line learning. Adaptations to normal classroom practice have been shared across all teaching staff.
Effective diagnostic assessment	<p>From September 2020, teachers identified learning that has been 'lost' or misunderstood.</p> <p>They implement a series of in class formative assessment (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 2020) and will occur following a return from the current lockdown. Teachers plan to re-teach or adapt the curriculum as needed as a result of this assessment.</p> <p>They track gaps in skills and knowledge in their mark books.</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</p>	<p>All subject areas evaluated the likely gaps in learning and re-designed the curriculum to ensure coverage of important skills and knowledge, to enable logical progression in learning.</p> <p>A period of 'assessing learning in lessons', from September 2020, enabled teachers to support students in lessons. In the Spring Term 2021, all subjects provided further key assessment tasks. These were completed during remote learning and also upon return to school following 'lockdown'. With</p>

	<p>topics. This information informs the next steps of learning and helps to identify students in need of further support.</p> <p>Middle and Senior Leaders evaluate reporting data each term to identify underachievement or low attainment and identify further interventions.</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>	<p>adaptations to the curriculum and careful consideration of skills and knowledge gaps, progress across year groups remained relatively constant.</p> <p>A new assessment grade for parents/students was introduced: 'Independent learning' to support students in the development of skills concerning homework, remote learning from home and developing independence in class.</p> <p>Reading tests for Key Stage 3 students enabled appropriate reading intervention to take place with Lexonik.</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.</p> <p>https://www.alderbrookschoo.co.uk/wp-content/uploads/2020/09/REK-letter-home-Tiered-contingency-plan.pdf</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:</p> <p>https://www.alderbrookschoo.co.uk/wp-content/uploads/2021/01/Remote-Learning-Continuity-Plan-January-2021.pdf</p> <p>Students have been asked to acknowledge the on line Learner Agreement, and a teacher agreement supports safe and best practice across school.</p> <p>https://www.alderbrookschoo.co.uk/wp-content/uploads/2020/12/Remote-Learning-Agreement.pdf</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</p>	<p>Autumn Term 2020, 97% of students responded that they were able to access the remote learning provision. Any issues were addressed swiftly, with feedback improving as teachers developed greater competency and innovation in the delivery of on line lessons and assessment.</p> <p>A parent questionnaire, with responses from parents/carers across all year groups, in January 2021 showed that:</p> <p>91% of parents said their children were participating in all their remote lessons, with 7% participating most of the time.</p> <p>95% of parents said their children completed all or most of the work that was expected of them. 76% felt their children were likely to ask for help if needed, and 97% said their children enjoyed the lessons all of some of the time. There was a concern about screen time. Actions from this questionnaire included the introduction of wellbeing/screen break days and reminders</p>

	<p>they need access to a laptop, or because they have an issue with Wi-Fi 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>	<p>to students to use the 'chat' function on Teams where students could ask for a teacher's help privately rather than in front of the class.</p> <p>All students had access to remote learning though the supply of laptops and Wi-Fi, accessed through our IT department, following the availability of laptops through DFE funding. We purchased X laptops and supported students to ensure that all students had access to appropriate IT during the lockdowns.</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>	<p>The sharing of practice and pedagogy continued during the COVID period, through on line staff meetings and webinars. A shared resource exists where staff can ask IT and teaching questions, and staff collaborate to support each other to improve practice and troubleshoot generally. All staff were able to teach live lessons.</p>

Targeted Support

	Date and Detail	Impact Reviewed Summer 2021	Cost
Intervention Coordinators to oversee a coherent tutor programme	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.	Two members of staff steered an extensive and coherent catch up programme throughout 2021-22. This included supporting the programme through lockdown.	£2000
High quality small group tuition for readers	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.	December 2020 – 20 Year 7 students completed a course of sessions for 6 weeks. WRAT test reading age gains are recorded at 21 months on average. May 2021 – 20 Year 7 students completed a course of sessions for 6 weeks. WRAT test reading age gains for this group are recorded at 14 months on average.	£9600
High quality one to one provision for students who struggled during an isolation period or due to repeated isolations.	<p>The intervention coordinators identify, with pastoral managers, students for specific tutoring whilst isolating at home, or upon their return to school.</p> <p>Priority students: (always noting PP/SEND students first):</p> <p>Those identified by pastoral managers or SLT as struggling academically whilst on lockdown.</p> <p>Those isolating for more than the second time.</p> <p>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"> • supporting their independent learning habits including prioritising • support with specific subjects • liaison with class teachers so intervention can be targeted appropriately and cease when the student feels they are back on track. 	360 students from Years 7 – 11 in total were identified by subject leaders as needing support, through either one to one or small group intervention. Tutors have ranged from Alderbrook teachers, National Tutor Programme (Teaching Personnel), tutors we have worked with previously, SSAs and graduate students. Subjects included maths, English, Science, History, Geography, French, and Spanish. At KS4 this focused on subject content and exam style responses, whilst at KS3 this focused on skills and literacy. In a student voice questionnaire during the Summer Term 2021, 93% of students felt their tutoring support had been a positive experience, with 97% of students feeling that their understanding and skills had improved. The sessions were quality assured by the Intervention Coordinators, who liaised closely with the tutors and students. 93% of students who	£6000

<p>High quality tutoring – small groups</p>	<p>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.</p>	<p>received tutoring felt that the quantity and ‘pitch’ of the sessions was right for them. Students reported gains in confidence, knowledge, general topic content, reading, pronunciation, vocabulary. For the 109 Year 11 students identified for tutoring, average point scores improved from 4.65 in the autumn term of Year 11, to 5.03 in their final TAGs, making an average point score improvement of 0.38. For the 55 Year 7 students who were tutored, 76% were reported as being on track or above in the Summer term, compared to 65.8% in the Autumn term, before tutoring commenced. For the 35 Year 8 students who were tutored, 66.8% were on track or above in the Summer term, compared to 64.3% before tutoring commenced.</p> <p>For the 66 Year 9 students who were identified for tutoring, 28.79% were reported to have achieved an average progress grade of 3 or more in the Summer term, compared to 21.21% in the Autumn term.</p> <p>For the 82 Year 10 students who were identified for tutoring, 19.51% were reported to have achieved an average progress grade of 3 or more in the Summer term, compared to 9.76% in the Autumn term.</p>	<p>Science - £10,800 Maths - £9,090 English - £10,265</p>
<p>National Tutor Programme tutors</p>	<p>Tutors from Teaching Personnel support students in EBACC subjects at Key Stage 4.</p>	<p>For the 55 Year 7 students who were tutored, 76% were reported as being on track or above in the Summer term, compared to 65.8% in the Autumn term, before tutoring commenced. For the 35 Year 8 students who were tutored, 66.8% were on track or above in the Summer term, compared to 64.3% before tutoring commenced.</p> <p>For the 66 Year 9 students who were identified for tutoring, 28.79% were reported to have achieved an average progress grade of 3 or more in the Summer term, compared to 21.21% in the Autumn term.</p> <p>For the 82 Year 10 students who were identified for tutoring, 19.51% were reported to have achieved an average progress grade of 3 or more in the Summer term, compared to 9.76% in the Autumn term.</p>	<p>£6,420 Six tutors in total for History, Geography, French and Spanish.</p>
<p>High quality small group provision for students who need support.</p>	<p>Holiday Recovery School in provisional planning stages. The need for such a provision will be reviewed in Spring 2021.</p>	<p>The summer school was led with a focus on transition from Year 6 to Year 7. This was well attended and well-received by pupils and parents. With 169 students attending at some point over the week/ most students attended all days. In a recent questionnaire with new year 7 parents/ carers, 93 percent of parents/carers either strongly agreed or agreed that “The summer school programme was successful in helping my child transition to secondary school.”</p>	<p>Payment for staff running holiday sessions TBC.</p>

Wider Strategies

	Date and Detail	Impact Reviewed	Cost
Adjustments to the PSHCE programme to support emotional recovery	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.	A revised PSHCE programme supported students in their return to school. Wellbeing days and regular contact with pastoral and form tutors, supported students to return to school. A team of wellbeing support staff and external experts helped students settle back into school and learning.	No cost.
Supporting students' social, emotional needs	<p>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.</p> <p>Support includes: Educational Psychologist SEMH SISS team School counsellor</p>	<p>In the parent questionnaire of January 2021, 5% of parents/carers reported their children to be 'stressed or struggling'. Pastoral managers maintained contact with students with particular vulnerabilities or concerns.</p> <p>Our SiSS team and EP team have worked with a number of highly vulnerable students within the SEND department. Several of these students are now reporting they feel calmer and are managing better and we have been able to advise staff of strategies to support these students.</p>	Educational Psychologist support - £3600 and £7500 SISS team - £4752 School counsellor - £7840

		<p>Our EP has supported students to understand their own needs as well as being able to provide a broader understanding of their needs so we can put provision in place.</p> <p>Both these combined provisions have meant that students and staff have access to further support when our UHQT and SEND provision needs guidance and specialised interventions, it has proven invaluable.</p>	
<p>Supporting students' social, emotional needs</p>	<p>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.</p>	<p>During lockdown students with SEND were supported in the ARC with SSAs and teaching staff on hand, with fluctuating numbers dependent on needs that week or anxiety/issues developing over time. Phone calls were made for well-being to SEND students who remained at home.</p> <p>Over 23 students have scheduled lessons in the Study Hub but extensive numbers have access to the Study Hub at times of overwhelm or distress. In excess of 10-15 students access the Hub on any given day.</p> <p>With a key focus being students attending lessons after having their emotions regulated, staff were fundamental in using emotion coaching and regulation strategies to get students back to lessons. Students have valued the</p>	<p>Deployment of in school staff.</p>

		<p>significance of a safe place to go, where they can share their feelings and work whilst keeping a focus on their academic progress and engagement.</p> <p>On return from lockdown the Study Hub became vital in encouraging students to return to school, creating a location they could go to on arrival in school with staff on hand to support with any issues. Close liaison with staff and parents meant several students who may have been school refusers came into school, started doing their work in the Hub and have now returned to lessons full time.</p>	
<p>Students with behavioural issues impacting on their learning</p>	<p>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.</p>	<p>The intervention with an identified external mentor has had less impact during Covid, as behavioural issues have not been as prevalent in school. This important layer of specialised intervention will be drawn upon as needed when school is more consistently fully open.</p>	<p>£2400</p>