

# **The Heys School Curriculum for Reconnection & Catch-up 2020-21**

## Year 7 Catch-up Strategy 2020-21

The catch-up strategy utilises funds formerly assigned to catch-up 7 (now in the overall disadvantaged pot) to assist the positive transition from primary school to Year 7, especially for those with educational disadvantage (PP, SEN, EAL, FSM).

### Barriers to Progress

- Numeracy, Literacy and Oracy
- Students with SEND
- Individual needs of the student
- Transition (SEMH)
- Resources
- Staff awareness
- Individual subject barriers
- Nutrition
- Attendance
- Punctuality
- Cultural Capital

## Desired Outcomes of our Strategy

1. Significantly improve the transition experience for our 2020-21 Year 7 cohort
2. Enhance literacy and numeracy measures for key groups
3. Provide a curriculum, and learning experience, which challenges students and prepares them for success
4. Highlight specific needs in SEN, SEMH and attainment and act to address this in a targeted manner
5. Improve communication with, and engagement from, parents as key stakeholders
6. Reduce exclusions and incidents of poor behaviour compared to previous cohorts

<b>Academic Year</b>	2020-21	<b>Total Catch-up Funding</b>	£10,546
<b>Total number of students</b>	95	<b>Free School Meals (FSM)</b>	36
<b>Disadvantaged (PP)</b>	51	<b>English as an Additional Language (EAL)</b>	25

Desired Outcome	Action	Success Criteria – Responsible for/Monitored by			Cost
		PHASE 1 KPI (Sept '20– Dec '20)	PHASE 2 KPI (Jan '21 – March '21)	PHASE 3 KPI (April '22 – August '21)	
1) Detailed, and actionable, knowledge of prior academic ability.	<ul style="list-style-type: none"> <li>- Complete CAT and NGRT packages of testing. Utilise this to inform targets, prior-attainment groups and intervention groups (by need).</li> </ul>	<p>Complete CAT and NGRT testing in weeks 4-7 (BR/PT – FLL)</p> <p>Upload full range of details to Sims and ClassCharts (JS – PT)</p> <p>Briefing to share information and use (PT – FLL)</p>	<p>Analysis of CAT/NGRT as a comparison to internal stage results Jan 2021 (RST – PT)</p> <p>Re-test using the NGRT package in the final two weeks of HT4 (BR/PT – FLL)</p>	<p>Analyse data for gaps and individuals making less than expected progress/attainment based on Term 2 Stage data and comparison to CATs/NGRT (RST – PT)</p>	£2,736
2) Literacy & Numeracy groups planned to facilitate rapid improvements in basic skills	<ul style="list-style-type: none"> <li>- Formalise and plan effective Literacy and Numeracy intervention groups based on those highlighted via testing that are below age related standards</li> <li>- Analyse impact via re-testing</li> </ul>	<p>Derive groups based on Year 7 data and maths assessments - assign students to periods/groups – HT2 (LK2/FLL – RE1)</p>	<p>Continue groups and analyse via internal testing in Maths and English. Reward students where appropriate (KS/LSG – FLL)</p>	<p>Re-test using NGRT and maths baseline to determine rates of progress made. Analyse efficacy of the programme (KS/LSG – FLL)</p>	No additional cost

<p>3) Effectively support those most at risk of ineffective transition to secondary school via a well-structured and supportive Enhanced Transition Group (ETG)</p>	<ul style="list-style-type: none"> <li>- Create an enhanced transition group based on details from primary school liaison</li> <li>- Communicate consistently with parents</li> <li>- Gradually engage students in their Form-based classes</li> </ul>	<p>Build a timetable to ensure TA and teacher placement based on group need (MW – FLL)</p> <p>Use transition details to form group and contact parents (LSK – FLL)</p> <p>Run the group in HT 1, including transition, from the SEN Hub (LSK – FLL)</p> <p>Weekly timetabled meetings to review progress of group and discuss if students are ready to return to any lessons (BK9, DM1, LK2/FLL)</p>	<p>Continue to assess the needs of each individual student and alter provision accordingly – update ACEs tracker for efficacy (LSK – FLL)</p> <p>Fortnightly meetings will continue between FLL, LK2, DM1 and BKC to review progress of the students.</p>	<p>Transition students gradually in to Form Groups preparation for Year 8. Alter provision to need in order to transition successfully (LSK – FLL)</p>	<p>£7,300</p>
<p>4) Reduce pastoral issues and support needed via a clear pastoral team structure and transition process</p>	<ul style="list-style-type: none"> <li>- ETG brought in to offer support for those most likely to experience difficulties in transition</li> <li>- HoY, AHOY and PM to attend/organise transition meetings and information</li> <li>- Ensure a 2-day transition for Year 7.</li> </ul>	<p>Year 7 team to amass information regarding all students via primary school and include on classcharts and tracker (DM1/BK9/BKC – RS1)</p> <p>Two-day transition planned with ETP</p>	<p>Year 7 team have continued to track students via pastoral data and show significant reduction in use of isolation, exclusion and behaviour points (BK9, DM1 – RS1)</p>	<p>Year 7 pastoral data shows small numbers of exclusion, isolation and behaviour points. Those noted are given clear support/interventions (BK9, DM1 – RS1)</p>	<p>No Additional Cost</p>

	Only have year 7 in school.	groups (DM1/LK2 – FLL)  Launch the new parent app and ensure full involvement for all Year 7 students (DM1/BK9 – RS1)			
5) Reduce historic exclusions and behaviour issues and build a thorough picture of overall need and intervention required for every Year 7 student.	<ul style="list-style-type: none"> <li>- Create a Year 7 tracker inclusive of prior information, key school indicators and interventions</li> <li>- Analyse intervention efficacy</li> <li>- View attendance, behaviour points, isolation and exclusion statistics against tracker details</li> </ul>	<p>Create tracker and update with initial information from primary school (DM1/BK9/BKC – RS1)</p> <p>Assign intervention groups by need (LSK/DM1/BKC – FLL)</p>	<p>Update tracker and evaluate use of interventions against behaviour markers (DM1/BK9/BKC – RS1)</p> <p>Analyse efficacy of each intervention group. Alter group by need and school data (DM1/BK9/BKC – RS1)</p> <p>Analyse efficacy of SEN support and specific interventions (LSK/DM1 – FLL)</p>	<p>Update tracker and evaluate use of interventions against behaviour markers (DM1/BK9/BKC – RS1)</p> <p>Analyse efficacy of each intervention group. Recommend groups to be continued or stopped (DM1/BK9/BKC – RS1)</p> <p>Analyse efficacy of SEN interventions and alter (LSK/DM1 – FLL)</p>	No additional cost

<p>6) Improve parental communication and Year 7 leadership.</p>	<ul style="list-style-type: none"> <li>- Employ an Assistant Head of Year 7 (teaching staff and Form Tutor) to share responsibilities.</li> <li>- Increase the leadership presence for Year 7 students</li> <li>- Communicate more frequently and build links with parents as key stakeholders</li> </ul>	<p>Host a parent information evening to invite Year 7 parents in (DM1 – RS1)</p> <p>Hire an AHoY to Year 7 to support and increase communication. Set up a HeysTransition Twitter page. (BK9 – DM1)</p>	<p>Run a Year 7 Parents’ Evening and act to ensure attendance be as high as possible (above the average 60%) in HT4 (DM1/BK9/BKC – FLL)</p>	<p>Ensure 100% of Year 7 parents are on ParentMail and that updates and positive messages are sent. Year 7 written reports and academic data are shared on-time and to a high standard.</p>	<p>£1,204</p>
<p>7) Year 7 to study an updated, quality-assured, rigorous and well-structured learning journey across all subjects.</p>	<ul style="list-style-type: none"> <li>- Stipulate a consistent method of planning, lesson starter and leaning structure</li> <li>- Quality assure all SoL and assessments via the QoE team and external support (RLT).</li> </ul>	<p>New SoL to be written to expected methods, with assessments and checked for quality (RST – QoE/FLL)</p> <p>Teaching staff to implement the new SoL and assessments (All staff – RST)</p> <p>Learning walks to show teaching and learning in Year 7, leading to progress (All staff – QoE/FLL)</p>	<p>Progress in Year 7 (via internal assessments) shows improved rates, and reduced gaps, based on previous years (RST – PT)</p> <p>Learning walks continue to show teaching and learning in Year 7, leading to progress. Staff/subjects not meeting standards are addressed via the schools informal/formal support processes to improve teaching. (All staff – QoE/FLL)</p>	<p>Progress in Year 7 (via internal assessments) shows improved rates, and reduced gaps, based on previous years (RST – PT)</p> <p>Learning walks continue to show teaching and learning in Year 7 is leading to progress. Staff/subjects not meeting standards are addressed via the schools informal/formal support processes to improve teaching. (All staff – QoE/FLL)</p>	<p>No additional cost</p>

## **Curriculum for Reconnection Years 8-11 Strategy 2020-21**

The strategy utilises funds from the one-off government tuition strategy, and existing school initiatives, to employ specific actions aimed to mitigate and overcome any known issues deriving from the time students spent outside of formal education under the Covid lockdown.

### **Desired Outcomes of our Strategy**

- 1) Ensure the KS3 assessment structure allows students to show their potential and highlight areas for intervention within the classroom
- 2) Cover any vitally important gaps in Year 8/9 education based on that which was missed via distance-learning.
- 3) Complete BTEC and Pot 3 subject internal assessment early to ensure course coverage and evidence base
- 4) Closely monitor all BTEC learning and internal assessment to ensure highest possible attainment for new Year 10 and Year 11 cohorts
- 5) Provide online resources for additional learning at home and have all students confident in using Teams and online learning.
- 6) Provide internal intervention and external tuition for those in need.



Desired Outcome	Action	Success Criteria – Responsible for/Monitored by			Cost
		PHASE 1 KPI (Sept '20– Dec '20)	PHASE 2 KPI (Jan '21 – March '21)	PHASE 3 KPI (April '22 – August '21)	
<p>KS3 Assessment</p> <p>Embedding the stages system and ensuring progress checks allow for intervention. KS3 data allows for intervention and progress over time.</p>	<p>KS3 assessment and data points to remain the same (end of T1, T2 and T3). Assessment to be completed and marked using stage criteria. Uploaded to sims and PowerBI (RST/Subject Teachers/PT) Assessments to occur at the appropriate point for each learning journey. Data pull final week of each term.</p>	<p>Assessment data pull at the end of Term 1 shows stages applied correctly and ability to analyse for gaps. Intervention groups created.</p>	<p>Assessment data pull at the end of Term 2 shows positive impact on groups analysed and highlights those subjects/classes/individuals needing further support</p>	<p>Assessment data pull at the end of HT6 to inform planning for support/intervention in 2021-22</p>	No additional cost
<p>Additional KS3 Literacy sessions from MFL time</p>	<p>Alter 1 period of MFL time to be additional literacy and reading time (MFL to still have 3 periods for one language)</p> <p>KS (Literacy coordinator) to plan a programme to support reading and literacy on return to KS3 learning.</p> <p>Staff this with MFL and English teachers for strength of literacy.</p>	<p>All classes in KS3 to take part in these session for the full term.</p> <p>QA to show student engagement and positive</p>			£1,269

<p>Year 7 and 8</p> <p>Topics missed during lockdown, which are deemed essential for overall subject learning, are to be altered and included in the subject curriculum. This will support their overall understanding of the discipline.</p>	<p>RST to decide on missed topics/units to bring forward from previous year in Humanities/Science Plans written to fill gaps/check distance learning topics and to re-order the year group curriculum, where necessary.</p> <ul style="list-style-type: none"> <li>- (MFL only French and now 4 hours (rather than 3).</li> <li>- Early Timetable change in HT6 for new timetable.</li> </ul>	<p>New learning journeys in place and being taught</p>	<p>Caught up by the February half term, so as to have realistic understanding of the subject prior to Options. Line Management of subjects to track topics covered.</p>	<p>Year 9 curriculum completed (based on Term 1 plans) and any alterations for Year 8, as Year 9 in 2021-22, planned. QA completed by QoE team and RE1</p>	<p>No additional cost</p>
<p>Year 9 Maths HPA Group</p>	<p>RT to lead a Maths HPA group in Year 9 as a preparation for target grades 7-9 in KS4 and possible Further Maths (a qualification already targeted for this group).</p>	<p>Timetable the class and RT to create grouping.</p> <p>Sessions to run throughout Term 1</p>	<p>Analyse data pulls 1 and 2 to show impact of grouping on stage progress. Progress to show students at expected stage for their age</p>	<p>Analyse data pull 3 to show impact of grouping on stage progress. Progress to show students at expected stage for their age</p>	<p>No additional cost</p>

<p>BTEC Year 10</p> <p>Increase staff clarity of the marking needs and centralise support to BTEC expert.</p>	<p>Assessment, 'marking' and moderation CPD with all BTEC teachers (RJF, PT and MW) – ongoing, using Monday afternoon week B.</p> <p>Assessment plans QA and structure checked. Clear assessment points and method included. (Subject teachers and RJF) - Friday 2<sup>nd</sup> October</p>	<p>All staff have a clear understanding of the marking policy and expectations – QA calendar KS4 moderation sees RJF work on BTEC subjects and their specific assessment plans.</p>	<p>Classes to have completed most appropriate topics or be planned for term 3.</p>	<p>Students have a clear understanding of unit targets needed, for excellent progress, in year 11.</p>	<p>No additional cost</p>
<p>Year 11 Catch-up &amp; Assessment</p> <p>Completion of NEA/CA work will support any future CAG issues, and will allow focus on Ebacc in terms 2 and 3. Distance learning of deeper tasks to ensure support whilst covering the course content.</p>	<p>HoF/Subject leads to design assessment to check knowledge/engagement in distance learning. Alter curriculum structure and content based on gaps to cover – by October 9<sup>th</sup> (RST with RJF/PT)</p> <p>Intervention sessions and plans created, with student lists, to cover gaps in learners most at need (RST and PT). Options only Term 1 and Ebacc Term 2 Friday 25<sup>th</sup> September.</p> <p>Year 11 mock exams altered from HT1 to HT2 to allow learning time in completion of Year 10 topics (often for paper 1).</p> <p>Year 11 Teams recordings or PowerPoint voiceover created for each subject (6 for the first half term) and uploaded to the website for 'tougher topics' and key concepts.</p>	<p>Assessment created, utilised and results used to inform teaching plans (QA by PT where needed)</p> <p>Intervention sessions set up for Options and at least 60% attended. Parents made aware. NEA and CA timeline shows positive in progress and</p> <p>Move mock 1 after HT1, to show learning from Year 10 content and provide college application predictions.</p> <p>6 lessons completed in week 1 and uploaded. Students to have accessed them via the website.</p>	<p>Intervention session attendance tracked and calls made to ensure higher levels of attendance</p> <p>Clear structure for HT3 in Options work completion and groups for intervention change to Ebacc subjects.</p> <p>Review March mock – students sitting mocks as preparation for the summer exams (based on course completion).</p>	<p>Content completed in most subjects, with revision plan drawn up based on subject need (those with exams).</p>	<p>No additional cost</p>

<p>Year 11 Tuition</p> <p>Tuition to support a small number for M/E marriage, once key groups are known.</p> <p>BASICS figures improve from prediction after November mocks. Tangible impact on the circa. 30 students</p>	<p>Names chosen for 'TutorTrust' tuition based on M&amp;E marriage (RT/LJM/FLL &amp; PT) after Christmas. November mocks, teacher input and historic data.</p> <p>Possibly engage with Elevate Education (PT) about disengaged students in Year 11</p>	<p>Create groups and engage the Tutor Trust for after Christmas. Inform parents (based on November mocks)</p>	<p>Sessions start immediately after Christmas.</p> <p>March exams and internal assessment to check progress. Data, compared to November, will show an improvement for vast majority of those targeted for tuition.</p>	<p>Impact assessed in EoY exams.</p>	<p>£1,092 (60% of cost for 30 students)</p>
<p>BTEC Year 11</p> <p>Assessment and teaching plans must be altered due to CAG for Year 10 units.</p> <p>Students have a clear understanding of the learning path and correct content completed. Greater staff clarity of the grading formulae and online tool.</p>	<p>New assessment plans drawn up and QA (Subject teachers and RJF) to respond to updated guidance from Ofqual/Pearson to CAG units - Friday 2<sup>nd</sup> October. Target setting with students.</p> <p>Assessment, 'marking' and moderation CPD with all BTEC teachers (RJF, PT and MW) – ongoing, using Monday afternoon week B.</p>	<p>Staff are meeting the marking policy and expectations – QA calendar KS4 moderation sees RJF work on BTEC</p>	<p>All BTEC classes on track to complete work for IV and SV deadlines via meetings with RJF/PT and against the assessment plan.</p>	<p>IV and SV deadlines met and the school retains judgement from Pearson.</p>	<p>No additional cost</p>
<p>Use of Personal Development/PE time for Year 11 Intervention (M/E/Sci/Hums).</p>	<p>Use time in non-exam subjects to allow additional time with core subjects, either with subject teachers or guided revision sessions</p>	<p>Create groups and arrange staff and room switches. Inform parents and gain consent</p>	<p>Sessions to begin in w/c 4<sup>th</sup> January. Full classes to attend and positively feedback (via QA/survey)</p>	<p>Sessions to continue in Term 3. Full classes to attend and positively feedback (via QA/survey)</p>	<p>No additional cost</p>

<p><b>Distance Learning Support</b></p> <p>The lockdown and survey analysis has shown the school any gaps in student access to computers and the internet. KS4 students also need to better understand of how to access Teams.</p>	<p>Analyse September Survey and highlight students at most disadvantage for distance learning (computer, internet etc) – PT</p> <p>Fund some tablets/computers and liaise with pastoral teams to support students in most need.</p> <p>KS4 to have a recorded Teams and email tutorial played to them in KS4 lessons (PSHCE) and uploaded to website. Parents messaged to view it and contact the school for additional training</p> <p>Live sessions – parents invited to be shown how to support their child in the use of Teams (QoE and JH)</p>	<p>Majority of those in most need have a form of technology to be able to access online learning</p> <p>Vast majority of both key stages are accessing Teams lessons online</p> <p>Teams meeting</p>	<p>Additional funding streams sought for extra technology so as to increase the number of students accessing online learning.</p>	<p>Vast majority of all students have computer technology and can access and use Teams. Register of online learning completed and pastoral team has reduced those not accessing down to a small number.</p>	<p>No additional cost</p>
<p><b>Distance Learning Tuition</b></p> <p>Local/national lockdown means distance-learning may need to occur again. Students need to be better prepared.</p> <p>All KS3 able to access Teams and Oak, and use email appropriately</p>	<p>Computing lessons to see a short project taught to all KS3 students about using; email correctly, including attachments, accessing and using Teams (JH and RJF) – Completed in HT1 lessons</p> <p><b>FLL and RJF to attend Oak Academy Webinar 7/7 and communicated with parents (via website and video)</b></p>	<p>Vast majority of both key stages are accessing Teams lessons – via classcharts analysis of attendance</p>	<p>Recap, as needed, based on local and national scenario. Impact will see an increased percentage of any given year group accessing in future lockdowns (compared to previous).</p>	<p>Recap, as needed, based on local and national scenario. Impact will see an increased percentage of any given year group accessing in future lockdowns (compared to previous).</p>	<p>No additional costs</p>

<p>T&amp;L CPD Ensure staff are aware of varied methods to support covering content.</p> <p>Staff to feel confident, and plan, to use these techniques to aid in the completion of the course content/CA/NEA/practice of skills</p>	<p><b>INSET CPD, and throughout the year on retrieval practice/low stakes quizzes/spaced practice as a way of assessing what students have learnt during lockdown and being able to re-cover certain aspects of the curriculum</b></p>	<p>Teachers begin to use the methods and feedback examples of best practice.</p>	<p>Recap CPD. Staff and students begin to feel more confident about course completion and recall. Staff voice</p>	<p>Students and staff feel confident about the use of retrieval methods (via survey) and most/all course content is covered</p>	<p>No additional cost</p>
<p>KS4 Lockdown Support</p> <p>Students to have been well-prepared for the following KS4 year group.</p>	<p><b>Prepare new Year 10 for KS4 courses and Options by setting work in HT6 of 2019-20 based on new subjects and groups.</b></p> <p><b>Provide revision resources and booklets for all Year 11 students, during lockdown, in Ebacc subjects.</b></p>	<p>Ensure teaching and preparation in Year 10 takes in to account prior work. Planning will immediately move students in to the learning journey.</p> <p>Students to have been provided lockdown work using these resources and be prepared for use in any further lockdown absence (course guides and resources to write etc.)</p>	<p>Utilise Year 11 revision resources in the lead up to March mock exams and any future lockdowns.</p>	<p>Utilise Year 11 revision resources in the lead up to summer exams and any future lockdowns. Ensure new subject resources are provided/offered based on course coverage. Sessions on revision methods are seen positively (student voice).</p>	<p>£2414.13</p>
<p>Develop a clear 'mental health' form time provision</p>	<p><b>All students to access a programme of sessions about mental health and how to access support</b></p>	<p>Create programme of activities and ensure form tutors are confident to deliver</p>	<p>Track access to mental health support in school and alter provision by need</p>	<p>Track access to mental health support in school and alter provision by need</p>	<p>No additional cost</p>

Total spend = £16,015.13

Budget = £10,546

Deficit (see overall PP and Catch-up) = £5,469.13