



ALL SAINTS RC SCHOOL

A Tiered Approach to Recovering Lost Learning

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Overview of the plan for All Saints RC York

The catch up strategy at All Saints is founded on a tiered approach to learning, which is recommended by the EEF (the Education and Endowment Foundation). The tiered approach will focus upon teaching, targeted support and wider strategies including support for emotional wellbeing.

1. TEACHING - High-Quality Teaching for All

We have taken a multifaceted approach to minimising the impact of the pandemic on the learning and progress of our students here at All Saints, which has involved the ongoing consideration of the needs of our staff, our students and the wider community.

Ongoing Professional Development

In order to maintain high teaching standards we have provided ongoing support and CPD for our staff to meet the challenges posed by remote teaching and learning. This has included ongoing training with regards to using technology and new teaching methods and platforms to facilitate teaching and learning. Emphasis has been placed on reinforcing those teaching strategies that are central to effective teaching and learning and which become ever more so in remote learning - namely:

- Clear explanations & scaffolding
- Regular retrieval practice such as quizzing
- Cognitive strategies such as graphic organisers and mind mapping
- Metacognitive strategies
- Feedback

A range of different delivery methods of CPD have been used from live demonstrations, recorded training videos and teaching and learning bulletins - examples of which can be found here:

Ideas

If you are teaching a subject where you are needing to see students work in progress, or working out then **whiteboardfi** may be a solution. It is a website (so no extensions needed) where you set up a room, send the students the link and they just add their name (i.e. no sign-up needed) and can have an interactive whiteboard. You can push your own whiteboard to theirs to demonstrate and connect if you wanted to collaborate on a question/answer.

Padlet is a great resource for getting contributions from students - at it's most basic it can be the equivalent of students pinning post-it notes to a board but you can also create complex interlinking concept maps and more. Note that you only have access to a limited number of padlet boards for free - so you have to delete each time. However, you can save copy which can be uploaded on to the PC and then delete.

Padlet can also be used as an exit ticket - 'what did you learn today?', 'what questions do you still have for me?', 'what would you like me to go over again. Contributions on Padlet can be anonymous or named - up to you to decide. Other uses for Padlet have been written about in this [blog](#).

FEEDBACK

Many of us have used the add comments feature on submitted assignments on Google Classroom to give detailed written feedback to students, which allows timely comments and can highlight specific parts of student work. Using **Mevo** enables you to option to replace the written feedback with verbal feedback. This is a fast and flexible way to give feedback which will free up time away from the screen and reduce the need to type.

Other tips and hints:

Decide Now - free App that can be used for picking students to answer questions

Eduzzle - video resource - use your own videos or a free bank of existing videos to use in lesson as well as for formative assessment.

Carousel Learning is an online tool that helps students embed knowledge into long-term memory.

Spiral.ac is a website that includes a number of different formative assessment apps into one platform.

My Drive > Teaching and Learning > Staff Guides

Name	Owner
Comprehensive Guide to Educating Through Zo...	me
Continuity of learning - Secondary schools.pdf	me
Google Classroom - Staff Guide.pptx	me
Google Classroom - Student Guide.pptx	me
Guide to teaching with zoom v1.pptx	me
How to upload remote exam.docx	me
Tips and Tricks for Teachers Educating on Zoo...	me
Using mobile phone to submit assignment - GUI...	me
Zoom additional features.pptx	me

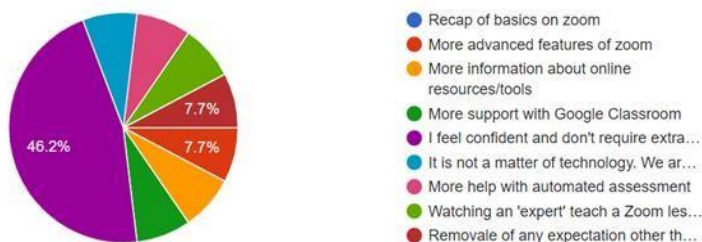
My Drive > Teaching and Learning > Videos

Name	Owner
T+L Audio on ppt and Seneca.mp4	me
T+L Google Classroom FAQ.mp4	me
T+L remote teaching video.mp4	me

Ongoing support of staff has also been provided in terms of technical equipment to ensure a smooth transition from the school environment to teaching from home. Communication with staff through regular surveys and meetings means we have ensured staff needs have been identified and addressed. Here is a sample question from the staff survey sent out in January:

Which of these would help you gain more confidence teaching remotely

13 responses



Supporting Remote Learning

The school timetable and curriculum delivery has successfully transitioned to a remote delivery model where students receive a mixture of synchronous and asynchronous teaching. Each and every lesson begins with a live registration of students ensuring high levels of engagement as well as close monitoring of attendance. Staff use a range of different teaching methods and strategies that are considered suitable for the students and subject. This could mean live delivery, recorded delivery, independent off line tasks or making effective use of resources such as Oak National Academy. This means our students experience a rich and varied diet of teaching content and methods.

Sample of Pupil and Parent Voice:

Student Comments

They have given us a lot more helpful links to things and have explained things really well so we can understand even more.

Having the whole class on Zoom and cams on, feels more like we are in school and we can have discussions

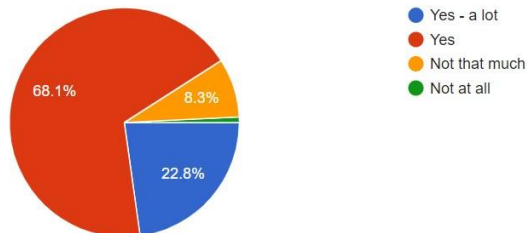
The Zoom and having the work and PowerPoints on Google Classroom that means I can go back and check or if I can't access Zoom I can still do my work

Keeping to a normal timetable with live Zoom lessons

The Zoom lessons are a lifesaver for giving some sort of routine and purpose for the day

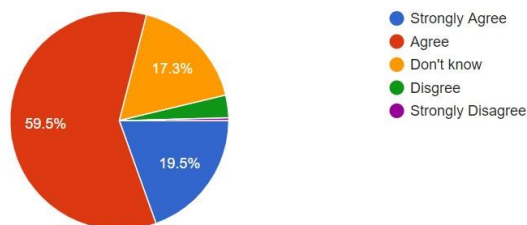
I can access help and support from my teachers when I need it

386 responses



The school is providing a good variety of learning tasks

481 responses



Parent Comments

*Providing live lessons exactly the same as if she was at school. Excellent work All Saints
Live lessons with teacher, not just allocated work. Makes them more motivated as there is actual contact
Zoom lessons have been excellent. They are so much more beneficial to their understanding and feeling
included in the lessons, also ability to ask questions through the chat in real time is priceless.*

*Being taught rather than just having to work through exercises/projects with minimal direction.
Communication and information with changes has been handled very well. I feel well informed.*

My children know what is expected and how to go about their daily tasks.

*I like it that my children are following the same timetabled lessons that they were used to. I also appreciate
how well prepared the teachers were for the switch over to remote working, and how efficient the school
has been in getting new systems up and running.*

*From a parent's perspective, I feel the school's communication has been very good and that I have been
kept informed. Teachers have continued to have high expectations of the students*

Effective Diagnostic Assessment

Regular assessments are used across all subject areas to identify particular areas where learning has been lost or misunderstood. This has taken the form of low stakes assessments such as regular quizzing, discussions and subject recall strategies to inform planning. Data highlighting concerns about student performance was closely monitored throughout the first lockdown as evidenced here:

GCSE Student concerns from lockdown			Filter the spreadsheet for your subject to identify which students were identified as not completing																
Student																	Subjects		
First Name	Surname	Tutor Group	IT Access	Art	Biology	Bus Stud	BTEC Business	Chemistry	CompSci	Dance	DT	Drama	English	Food	French	Geography	German	H+S Care	
Pupil A		11 Kolbe																	
Pupil B		11 Francis																	
Pupil C		11 Kolbe																	
Pupil D		11 Kolbe																	
Pupil E		11 Francis																	
Pupil F		11 Teresa																	
Pupil G		11 Bernadette																	
Pupil H		11 Teresa																	
Pupil I		11 Clitherow																	
Pupil J		11 Clitherow																	
Pupil K		11 Bosco																	

This information was used to inform planning on our return to school at the start of this academic year. All subject leaders were able to use this document as an initial diagnostic tool to identify where students may have learning gaps.

Standardised assessments in English and Maths across all year groups have been used to identify key parts of the curriculum that need to be revisited. The results of these assessments have been used to inform the planning of intervention programmes at each key stage.

As part of the transition to a remote learning environment we have adapted both assessment and feedback methods to ensure our students continue to progress. A wide range of feedback methods are used, including verbal as well as written.

2. TARGETED SUPPORT

Ongoing formative and summative assessments have been carried out in order to identify those students who have fallen behind and would benefit from additional support. Structured interventions have been put in place to address these areas of lost learning.

Key Stage 3

At Key Stage 3 both literacy and numeracy assessments as well as data from a national writing assessment, (no more marking baseline assessment data), identified areas of the curriculum that needed to be revisited in Years 7, 8 and 9. A structured programme of form time intervention was delivered over a period of 7 weeks where students benefited from this additional focus on key areas of the English and Maths curriculum.

<https://drive.google.com/file/d/1qjWuJsJKbDlpg4ptDBj9C8Eqa80-upAT/view?usp=sharing>

At the end of the intervention programme for English we were pleased with the high standard of work produced by our students across the board, recognising some of the better pieces with high value book tokens from a local independent retailer and every student received a bookmark. Scientific calculators will be given to the hardest working mathematicians.

Personal reflections of a Year 7 student on the impact of the English intervention:

https://docs.google.com/document/d/1O7XzgtV5W7txcv83_Rj8JnoAm3acuGZre2kwf_qeSMI/edit

Key Stage 4

Year 11

Our ongoing assessment helped all Subject Leaders to identify aspects of their curriculum that needed to be revisited once we returned to school in September. We developed an intervention programme that once again aimed to utilise early morning form time where students spent 3 mornings each week working on targeted areas of the curriculum involving content delivery by specialist staff as well as opportunities for students to consolidate their learning.

https://drive.google.com/file/d/1L-MYX7MZfMhdTTu2x44_ElfR8Kif4A_o/view?usp=sharing

Small Group Intervention

In addition to the whole group intervention, we also identified certain students that would benefit from small group, focused intervention in Maths, English and Science. These students were given bespoke tutoring for 2 mornings per week by our Subject Leaders.

Online Tutoring - MyTutor

Through the National Tutoring Programme we have also commissioned the services of the online tutoring provider, MyTutor. Formative as well as summative assessments, most recently the Year 11 mock exams have identified students who would benefit from additional support. A total of 54 students have started on a 15 week programme of support in English and Maths which will run to the end of May.

In order to maximise the levels of student engagement on the programme we have prioritised communication with students, parents and staff about the aims of the programme and how it works. This has so far seen an average 90% attendance, high levels of engagement as well as positive feedback from students.

Year 10

We are currently in the process of rolling out a similar programme of support for our Year 10 students. Using the MyTutor platform we will have an additional 54 students enrolled on a 15 week programme of support starting in the second half of the Spring term.

Assessment of Impact

Progress tracking data will be used to assess the impact of these interventions. In the same way that our assessment data is used to identify learning gaps we can then also measure the progress that our students have made as a result of the interventions. We have been able to identify specific parts of the curriculum to focus on making measurable progress possible. Weekly reports from MyTutor will also give qualitative feedback on progress.

SEND Support

Year 7 students identified with literacy needs from KS2 Primary Transition planning sessions held in March 2020 have, with the agreement of parents, had their language lessons replaced with literacy progress sessions focussing on developing and enriching their reading, comprehension and spelling skills. These students work on Spellzone <https://www.spellzone.com/login/login.cfm> and Lexia [Lexia PowerUp Literacy - Login and Student Program](#)

These students have also had a LUCID screener assessment which identifies specific literacy needs:

Lucid Reading Test – Lucid Test Exact

This is a simple and time-efficient Access Arrangement screening for those between 11 and 24. The test is computer-based and takes between 30-40 minutes. It assesses the following:

- Speeded word recognition
- Reading comprehension accuracy
- Reading comprehension speed
- Spelling
- Handwriting speed
- Typing speed

The screener also allows us to assess the student's exam access arrangements, e.g. allowing extra time in a test if processing information is an issue. We offer these in all assessments for these identified students from Year 7.

Students with identified literacy needs in Year 8 have focussed 1:1 literacy Catch-Up progress sessions and small group reading sessions.

To ensure catch up at Year 9 for a targeted cohort, MFL has been replaced by GCSE Maths and English bridging units and the iMedia accredited course which will run through to Year 11. This is a 5 hour programme running over 2 weeks taught by specialist teachers to ensure progress, TA staff are supporting groups in school and are on a two week rota which is working well. Some of these students have high needs and can still have the targeted progress support in person. Any Progress Interventions continue for students in school.

Remote Learning - Breakout Room Support

To support students who have additional needs during remote learning we are offering Breakout Room Teaching Assistant support in collaboration with, in the initial phase, core subject leaders to ensure progress in these core subjects. Groups have been identified which require further support or in which students may need content and context further explained and explored. The TA team have developed skills in using Google Classroom and the whole remote support programme is an organic evolution which we are monitoring and refining constantly with pupil and parent voice providing the feedback.

Progress Monitoring

All EHCP students have been allocated a key worker from the TA team to support in the remote learning and be a direct access to teachers on their timetable. The key worker calls once or twice a week to find out how homeschooling is going, and is available via email to coordinate any Google Classroom issues. Students with MSPs are supported by the KS3 and 4 TA Student Support Coordinators and have weekly pastoral calls.

Students with an ASC diagnosis are supported via weekly catch-up calls from the Autism Champion TA.

Planning for students with Special Educational Needs and Disabilities (SEND)

[Exam Access Arrangements : POLICY INFORMATION Remote Learning Support](#)
[Additional Needs Information - Parent Newsletter](#)
[Additional Needs - Information Sharing](#)

Remote Learning - Additional Needs Provision

- All students with EHCPs have been offered places in school
- 3 of the 21 students are currently attending
- 3 students with MSPs are in school
- All other families have elected the home learning option and we have supported the rights and the choice of the parents in this
- SENCO calls parents of all EHCP students once a week
- Students with literacy interventions still have timetabled access to their online learning platforms and the TA responsible for literacy intervention monitors this remotely and accesses their online learning records and sets new goals or supports where needed with their Spellzone and Lexia
- The KS4 Students on the Prince's Trust Award are taught live lessons by two TAs who support them in school
- Google Classroom classes have been set up for each of the supported forms to continue pastoral support for each year group - these have been well received
- Students with Exam Access Arrangements are supported through information sharing with staff
- EHCP and MSP reviews continue
- Parent support continues as normal via phone calls and emails
- Autism parent training course shared with parents of relevant students

3. WIDER STRATEGIES – Supporting Students Spiritual, Social and Emotional Needs

We are acutely aware of the impact that COVID-19 has had on the social, emotional and behavioural needs of our students. We have revised and adapted the support that we offer to ensure that we meet the needs of all our students. In addition to all students accessing tier 1 support, we also expect the majority of our students to benefit from the tier 3 strategies. Emotional well-being and positive self-worth are key drivers in ensuring a successful recovery.

Spiritual Development:

- *Daily prayer and weekly collective worship continues*
- *Living out our mission - fundraising and outward looking approach still taken - hampers*
- *Continued links with parish communities □ Sixth Form IMPACT Team still active*

Social Development:

- *Use of live lesson to maintain social contact between students and staff*
- *PSHCE continues to be delivered - see below*

Emotional Development:

- *Weekly mindfulness resources emailed out to parents /students and on the website*
- *Weekly mindfulness resources sent to staff*
- *Pastoral support for identified individuals continues*
- *ELSA sessions are ongoing - using Google Classroom as a platform*
- *Wellbeing session with school wellbeing worker continue for identified individuals*
- *Referrals continue to be made to CAMHS support as required*

PSHCE Lesson Delivery **Mental**

Wellbeing

Students are continuing with their PSHCE / Form Time lessons. They have had a lesson during Children's Mental Health Week based on their theme this year of 'Express Yourself,' <https://www.childrensmentalhealthweek.org.uk/> the lesson encourages students to be themselves and there are a range of activities to enable them to express themselves.

Internet Safety

During the week of 'Safer Internet Day' students will learn more about safe behaviours on the internet. Students have also received lessons about the importance of good quality sleep.

Careers Education

Students are continuing to learn about careers, the Year 9 students are starting the ESH Group Careers Programme which includes looking at career pathways and creating CV's and cover letters. Year 8 students are participating in the Step into NHS competition which makes them aware of the vast number of careers roles in the NHS and develops students' creativity. Students in Sixth Form are receiving regular emails giving them up to date information about Universities, Apprenticeships and the latest employment opportunities. Year 11 students are also receiving information to help them with their post 16 options.

Supporting Remote Learning - Parental Support

We know that our parents play a key role in supporting children to learn at home. We have continued to support and work with parents to ensure they are kept up to date with the developments around remote learning and the changing expectations facing their children. At the start of the academic year we sent out a comprehensive parent information pack <https://drive.google.com/file/d/19bbucOzJ6ZA1NwJVh7RhOI11pzl3j2NA/view?usp=sharing> outlining how remote learning would be delivered, how they can best support their children and what the expectations were of the students. This was supplemented by a live Zoom parent information evening, giving parents an opportunity to ask questions. Weekly Newsletters are also sent out to parents, with the latest information and updates regarding remote teaching and learning.

Supporting Parents with Students of Different Ages

A range of support is on offer:

- Food hampers distributed to support families in need
- Food vouchers provided to all FSM student on a weekly basis and funded through school holidays
- Regular phone calls to support parents in encouraging engagement with online learning
- Use of Bromcom codes to allow parents to be informed about levels of engagement while they are working
- Pastoral support continues for identified students both in person and remotely
- Advice given to parents as requested and phone calls to support emotional wellbeing for those parents and students who need it
- ELSA support continues, each student has a Google Classroom of their own which is monitored by a TA
- Wellbeing Worker support continues with identified students to support parents
- Referrals continue to be made to CAMHS / Social Care to ensure parents have the support they need in whatever guise this may be
- IT technical support available over the phone to resolve issues immediately
- Links to parenting courses and websites that may help over lockdown (including mental health support / prevent awareness and online safety advice) issued in Newsletter and available on our website
- Weekly mindfulness resources distributed to families via the Newsletter and on the website
- Monitoring ineedsupport@allsaints.york.sch.uk email address to ensure both students and parents can continue to contact the Safeguarding Team in school

- All Safeguarding work is undertaken as normal (Attendance and Engagement with CPP, CIN, FEHA and EPEP plans)
- Multi-agency working with School Health, Virtual School, Police and Children's Services continues uninterrupted
- Continued delivery of the Career Ready programme for Sixth Form

Ensuring Access to Technology

A range of support has been given:

- To date 57 Chromebooks have been provided to families to support online learning
- Dongles and data cards have been distributed to those households where connectivity was an issue
- IT technical support available over the phone to resolve issues in first few days
- All students in Years 7 - 13 now have the technology to access their learning online
- We are now prioritising KS4 and 5 where students are having to use mobile phones for access and providing Chromebooks to support their progress
- We have offered limited time in school (1 or 2 days) to support some students in getting set up and in a routine of what to do to upload work before returning to working safely from home to minimise transmission
- Home visits have been undertaken to get students logged on successfully

Work on Attendance Strategies

Parents have been asked to continue to report any absences in the usual way using either the absence phone line or specific attendance email address. These are all recorded on Bromcom daily. We have continued to take registers at the start of every lesson to monitor students' attendance and engagement. The Office Staff and Pastoral Team are in daily contact with students where there are any attendance concerns.

The Attendance Officer runs a report every morning to identify students who have missing marks for lessons that morning. These lists are then printed and additional notes/information added (e.g. also missed 2 lessons yesterday, missed period 1 lessons all week). These are then passed to the Pastoral Team to make the necessary follow up phone calls and the registers are kept in specific Key Stage folders for reference. These calls and any follow up actions are recorded on a shared Attendance Contact Google Sheet.

On a Friday afternoon, the Attendance Officer runs a report to show how many sessions (lessons) every student in Year 7 - 11 has attended. These are then coded using a RAG rating relative to the maximum number of sessions. Additional reports are run for the students with a Red rating to give a more detailed breakdown of their lesson attendance to try and identify any patterns with missing specific subjects/days/periods. This information is also recorded on the Attendance Contact Google Sheet.

The Attendance Officer has also created some simple 'how to' guides for Google Classroom and shared these with the Office Staff, which has enabled them to provide extensive support to parents and students, to help them to log on to Google Classroom and find Zoom links. Any identified IT issues have been resolved by the Office Staff resetting passwords or through the loaning of IT equipment including Chromebooks and 4G dongles, which have been delivered to students houses to help get them back online as quickly as possible.

The provision of the IT equipment and additional pastoral and technical support to help students access their online lessons has led to a great improvement in students' attendance, with one particular student's attendance increasing from 25% in the first week in January to 89% in the last week and another student's attendance improving from 24% to 84% over the same period.