



TRINITY CATHOLIC HIGH SCHOOL (Science & Sports College)

Headmaster: Dr P C Doherty OBE, BA (Hons), DPhil (Oxon), FRSA

Website: <http://tchs.uk.net>

October 2020

Year 11 Recovery Programme 2020

Dear Parent/Guardian,

This letter summarises the Recovery Programme support available for students beginning in the autumn term. All students will have the opportunity to revisit key threshold material from lockdown and build on this to ensure rapid progress in anticipation of the mock examinations in Year 11 (16th Nov – 27th Nov 2020) and ultimately the GCSE examinations in the summer of 2021. The Recovery Programme is ongoing not just in the lead up to the mock exams, but across the whole academic year.

Heads of Department and subject staff are building capacity to ensure all students have access to support strategies through high-quality teaching for all, targeted academic support and wider strategies so that students make progress, boost confidence and achieve highly. For all students to be able to access future work, and so make accelerated progress it is essential that previous work is carefully reviewed within departments. As such departments have been reviewing where students are in their learning and where they need to go next that advances their learning either in class or through directed support/intervention and this will form the basis of our recovery plan.

All departments have a good understanding of how individual students fared with remote learning during lockdown, and how well they have progressed from their engagement with work. However, there still needs to be a period of careful, in-school assessment to inform ongoing subject curriculum planning. In summary, departments are addressing the following principles so that students move forward, secure knowledge, and have opportunities to revisit and reconnect with curriculum content:

- Departments are identifying the areas of the curriculum which are essential and complex for students and may require further support through personal checklists and other diagnostic tools – in essence, to map the key essential knowledge required to be successful, to master this knowledge, and be able to move forward.
- Departments are prioritising learning support for topics that may be conceptually difficult, have common misconceptions and key fundamentals that need to be revisited, developing resources and subject-specific strategies to re-establish knowledge and skills if required.
- Explicitly teaching students independent study skills and developing efficiency of their working memory so that students are better able to plan, monitor, understand, and manage their learning.
- Ensuring targeted academic support and wider strategies for essential content and skills that students can access to build confidence. These may include, but not be exclusively restricted to one-to-one and group interventions, in-class interventions, mentoring, access to a library of supporting software and resources, and student wellbeing support.
- Ensure regular assessment across all subjects through testing or quizzing to improve performance. If previously taught material needs to be revised, tests are an excellent tool for retrieving knowledge so that gaps can be identified for further intervention.
- Departments will be delivering 'Walking Talking Mocks' in Year 11 before examinations, to further aid explicit knowledge of exam technique. Walking Talking Mocks in Year 11 are where

class teachers carefully go through with students how to approach real GCSE questions improving student confidence and performance in their mock exams. In the main, these Walking Talking Mocks will be delivered online via Microsoft Teams.

- Subjects have access to online learning platforms, with a number of new online learning programs purchased through 'catch-up' funding monies. These will in the main be very familiar to our students, particularly in the core subjects. Students may use such programs or applications designed for problem-solving or open-ended learning to support their work schedule. Parents can review the learning platforms on the school websites Digital Learning Hub, available on the 'Curriculum' menu. Students should make use of e-learning opportunities such as vle.mathswatch.co.uk, mymaths.co.uk, pinpointlearning.co.uk, doddlelearn.co.uk and tassomai.com all available centrally on the hub. I attach a video link below where you will be introduced to the Digital Learning Hub and its importance in building student capacity to plan, monitor, understand and manage their own learning.

<https://tchs.uk.net/curriculum/learning-hub/index.html>

Face-to-face intervention support w/b 19th October

To further supplement the above, from the 19th October core subjects will be delivering a new programme of intervention support after school. This support will extend across eight weeks until the Christmas holidays and then be further supplemented by our regular programme of intervention in the spring for all subjects. To support students who may have fallen behind, for those who were less engaged with home learning, or for those who would benefit for other reasons, structured face-to-face interventions are necessary.

The immediate focus is on the core departments in English, Mathematics, Science, and Religious Education who have timetabled support, with further departments offering interventions (face-to-face or via Teams) later in the autumn term and ongoing into the spring term. Attached to this letter is a block timetable of classes for all core subjects. All sessions will run from 15.45-16.45pm. Please see Appendix 1. Students will be selected by teachers for the programme and subject teachers will write to you to inform you which classes your son/daughter must attend. For students that are not requested to attend the face-to-face intervention, they will have access to online materials and support so there is provision for all. This will be detailed in individual subject letters and communicated to all students. For students invited, attendance is compulsory and will be monitored – you will appreciate that this is a 'Health and Safety' issue and staff will keep a register of students that are attending these classes. If for any reason your son/daughter cannot attend a class, a parental letter must be provided to the class teacher at least 24 hours in advance of the class or on the next day if the absence is due to illness.

If you do have any queries or concerns, then please do not hesitate to contact Mr. D Baker on the upper site telephone number ext: 127.

Yours sincerely



Dr P C Doherty OBE
Headmaster



Miss A Corry
First Deputy Head



Mr D Baker
KS4 Teaching and Learning Leader



Mrs L Law
Head of Year 11

Appendix 1 - Face-to-face intervention support – (15.45pm – 16.45pm)

	Monday	Tuesday	Wednesday	Thursday	Friday
OCTOBER	19 RE Face to Face Room 47	20 SCIENCE Face to Face Various Rooms	21 ENGLISH Face to Face St Joseph's House	22 Inset Day	23 Inset Day
	26	27	28	29	30
H A L F T E R M					
NOVEMBER	2 RE Face to Face Room 47	3 SCIENCE Face to Face Various Rooms	4 ENGLISH Face to Face St Joseph's House	5 MATHS Face to Face Various Rooms	6
	9 RE Face to Face Room 47	10 SCIENCE Face to Face Various Rooms	11 ENGLISH Face to Face St Joseph's House	12 MATHS Face to Face Various Rooms	13
	16 RE Face to Face Room 47	17 SCIENCE Face to Face Various Rooms	18 ENGLISH Face to Face St Joseph's House	19 MATHS Face to Face Various Rooms	20
	23 RE Face to Face Room 47	24 SCIENCE Face to Face Various Rooms	25 ENGLISH Face to Face St Joseph's House	26 MATHS Face to Face Various Rooms	27
DECEMBER	30 RE Face to Face Room 47	1 SCIENCE Face to Face Various Rooms	2 ENGLISH Face to Face St Joseph's House	3 MATHS Face to Face Various Rooms	4
	7 RE Face to Face Room 47	8 SCIENCE Face to Face Various Rooms	9 ENGLISH Face to Face St Joseph's House	10 MATHS Face to Face Various Rooms	11
	14 RE Face to Face Room 47	15 SCIENCE Face to Face Various Rooms	16	17	18 Last Day of Term