

Catch up Plan for COVID 19: This has been updated since September due to the school closures in January 2021

School: St John with St Augustine CE Primary School
Headteacher: M Proctor Date: September 2020
Areas of potential concern: Children potentially missed over a term of school teaching and whilst home learning was organised it was not necessarily accessed by all, leaving a large variation in children's learning experiences, knowledge and understanding. The relevant curriculum cannot be implemented without a secure assessment of prior learning. Children return to school with mental health issues and find access learning challenging. Children return to school at various times due to track and trace. EYFS did not complete Early Learning goals which will impact on the teaching in Year 1. Reading: Some children may have not read at all during lockdown Gap in achievement may be greater due to home learning experiences. Maths Retrieval of mathematics knowledge could be poor if children have not completed home learning activities so content already taught may have been forgotten this deepening the knowledge gap and from where staff can begin teaching. Parents may have taught the children methods of which they are familiar, so the children may be confused. Children may have not have completed home learning so are far behind with maths concepts. Science Children do not have scientific knowledge and understanding to progress learning according to the curriculum plans. Foundation Subjects Implementation of foundation subjects affected by closure with specific learning in each subject missed alongside the opportunity we were going to take in the summer term to trial the new curriculum. New Year 6 class Knowledge / content affected by closure resulting in a reduced amount of time to teach all content in Y6 ready for their SATS.

UPDATED: January 2021

In light of the closure of schools on 5th January 2020, we have had to re-evaluate our catch up action plan. The following are current concerns:

We do not have enough reading material currently in school to allow for a cycle of home reading material to be sent home and returned to school for the quarantine period.

Reading Comprehension could take a significant impact unless we have age related content for home learners, which they are able to be working on with limited input from the class teacher.

There needs to be a structured spelling programme where children can be working on constantly at home.

Writing assessments in December has shown there to be an issue with writing standards in comparison to Reading and Maths judgements.

Some of our families are struggling with the intensity of home learning quantity and difficulty.

Mental health issues are starting to arise as the children spend longer at home on their own.

Action Plan

Specific area of teaching , learning and assessment	Action	By	Resources required	Monitoring	Success criteria	Impact
Building teaching capacity	To ensure that Bubble Classes are taught within a timetable so that the teacher and teaching assistant can work together throughout the day supporting children at home and in school.	HT	Home learning packs Emergency packs Google Classroom Purple Mash TTRockstar Recorded video lessons	DHT HT	Feedback from pupils parents and staff state that pupils are engaging well at home and in school.	
To ensure that children's mental health does not impact learning	PSHE lessons targeting anxiety. Step back into school programme. Support from LM for families, pupils and delivery of home learning packs. Zoom meetings for assemblies, quizzes, class get together, discussions with teachers.	JM LM HT Class teachers	Jigsaw Step into school SEN programme Pastoral support from FSW Zoom	Feedback from staff and LM Feedback from parents at Parent Forum and through correspondence with teachers	Children are able to show resilience throughout their time in school and at home.	
To close the gap of writing to other subject areas	To upskill teachers with their writing knowledge and understanding of key skills. This is based on the principle of having	HT DHT SJ	SJ to book training with LCC English consultants to put a training	Writing Assessments in the summer term	Confidence of teachers will be improved.	

	good teaching for the whole class will be better than short term supply support or 1:1, group work etc...		programme in place for the summer term. Use Catch up funding £3000		Children will love writing. Standards will start to show an improvement in the summer term and be significantly better in December 2021.	
To ensure that spelling progression is sequentially maintained	Order spelling books which are sequenced and progressive for home learners.	SJ	Books Use catch up funding £700	Assessments at Easter	Assessment results will show that children are still maintaining good standards in spelling	
To ensure that reading comprehension skills gaps are closed	Order reading comprehension books which are sequenced and progressive for home learners.	SJ	Books Use catch up funding £800	Assessments at Easter	Assessment results will show that children are still maintaining good standards in reading comprehension	
To ensure that children have access to proper reading books for pleasure.	SJ to audit what reading books each class need to be able to allow for a cycle of sending out and return of reading material. This will be in conjunction with the class teachers.	SJ	Reading books Use catch up funding £8400	Assessments at Easter Ongoing feedback from pupils and parents	Records will show that children are regularly reading at home, that they enjoy it and parents give positive feedback at the parent forum.	