



King James I Academy Covid 'Catch-Up' Plan 2020-2021 (December 2020 v3)

This plan highlights the key elements of the 'Catch-Up' Plan implemented by King James I Academy in response to the impact of the 2020 pandemic and the subsequent closure of schools to all but vulnerable students and those who were the children of Key Workers.

Priority	Key Focus	Objective/s	Action Required	Leader / Responsible	Timescale	Resources	Success Criteria	Monitoring & Evaluation (Governor Input)	Progress Update
1050			'Catch Up' Plan						
	Student Support	To ensure that students have access to appropriate support to meet their emotional health and well-being needs.	Appointment and training of an additional Student Support Worker to support student referrals and healthy living agenda. Promotion of the self-referral cards system to help students to access appropriate support. Increased capacity for Counselling referrals, including mental health awareness training for support staff. Secure Magic Breakfast support for AM and PM provision to support the most vulnerable students. Development of the Forest School initiative to provide therapeutic support to students.	NG DL DL NG / KN DL / DB	Appointed from September 2020	£16,000	SSW capacity has been increased by 0.5 All students know how to access support Additional counselling support is available and support staff have undertaken training. Magic Breakfast provides nutritional support for students throughout the day. A referral route is established and 10+ students access support every week.	Safeguarding Governor carries out termly reviews of support with the SLT Lead.	Andrew Jinks appointed as new SSW (0.5) and as a Sports Development Coordinator.
	Assessment	To establish a baseline understanding of students' individual learning needs and to monitor the impact of the 'catch-up' strategy using data analysis.	CAT4 tests completed for Year 7 students. Baseline assessments in core subjects completed for Year 7 students during the first three weeks. Foundation competence tests completed for Year 7 during the first half term. Year 8 / 9 – Audit of online learning and progress (during lockdown).	RB RB RB RB	Early September Early September First half term First half term	£2,000 Staff time and resources paid for by core budget.	All testing and assessments help to identify specific student competence and knowledge / skill gaps sufficient to support informed teaching.	Monitored by SLT and through the Governor Curriculum Committee.	CAT scores used to 're-set' Year 7 students according to ability & for target setting. Core baselines used in conjunction with CATS for setting Assessed classwork used to provide rough baseline assessment Audit completed and SoW adapted

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			<p>Year 11 – Completion of PLC's to assess knowledge and skill acquisition.</p> <p>Year 10 – Progress testing</p> <p>Year 13 – Completion of PLC's to assess knowledge and skill acquisition.</p> <p>Year 12 – Progress testing</p> <p>Ongoing data analysis to inform and revise the 'catch-up' strategy.</p>	<p>MS</p> <p>MS</p> <p>GN</p> <p>GN</p> <p>EB / KSC</p>	<p>By 18th September</p> <p>By Xmas 2020</p> <p>By 18th September</p> <p>By Xmas 2020</p> <p>Ongoing</p>	<p>PIXL PLCs, GCSEPod £3,000</p>	<p>Departmental SOW identify Assessment Objectives to be covered</p> <p>Curriculum Impact Assessment shows clear progression to exams</p> <p>Check and challenge results from GCSEPod identify clear gaps from KS3</p>	<p>Yr 11 – MSD to liaise with DOLs to inform catch up</p> <p>Yr 10 – MSD to work with DoLs to ensure use of GCSEpod</p>	<p>updates to Horsforth show significant improvement in attitude and effort v progress made</p> <p>GCSE pod – over 90% of year group logged on and accessing (others are absentees)</p> <p>Over 1300 streams of pods used so far</p> <p>Most Year 13 PLCs are in place and up to date. (Oct 20)</p> <p>Year 12 assessment is taking place w/c 2.11.20</p>
	Online Teaching & Learning	To build staff and student capacity quickly to enable online learning to continue in the event of partial absence of lockdown measures.	<p>Appoint a Middle Leader to be responsible for the development of Chromebook access / use and to develop online learning capacity.</p> <p>Identify the 'must haves' in relation to staff skills and student knowledge to support the Chromebook initiative. Chrome book drivers within each department support training and staff needs.</p> <p>To deliver staff training to support staff capability and to help Tutors to support students.</p> <p>To establish an online student planner.</p> <p>To ensure that all staff are able to make effective use of Google Classroom, Google Meet, You Tube and Loom to support learning.</p>	<p>NG</p> <p>RN</p> <p>RN</p> <p>RN</p> <p>RN</p>	<p>August 2020</p> <p>1st September 2020</p> <p>Identified within the CPD Calendar</p> <p>Spring Term 2021</p> <p>October HT</p>	<p>£2,000 + £2,000 RM tutor licence</p>	<p>Effective leader support appointed on a one-year contract.</p> <p>Baseline expectations are established. All training recorded to support reflection of skills</p> <p>Training enables all staff to meet baseline needs to support online learning and resource development. Online planner and student calendar replaces the printed version. Staff are fluent in their use of a range of tools to support in-class and online learning.</p>	<p>Monitored by SLT and through the Governor Curriculum Committee.</p>	<p>Becky Newton appointed to fulfil the identified role.</p> <p>Key issues identified in the Day 1 PPT.</p> <p>Staff training throughout Autumn term to develop usage of Chromebooks in lessons. Evidence of increased use by staff. Initial investigations into use of Google Calendar</p> <p>Training re RM Tutor as well as staff use of Meet etc in lesson planning and student work</p>
	Access to Computers	To ensure that all students have access to a personal Chromebook Computer.	<p>Purchase and distribute Chromebook Computers to new Year 7 students following the established model but accelerating distribution.</p> <p>Audit existing access to computers.</p> <p>Establish a revised policy which requires all students to bring their computers to school every day.</p> <p>Ensure that we have 100% access to computers, including holding a buffer</p>	<p>NG / HoY</p> <p>PG / DS</p> <p>NG / RN</p> <p>NG / PG</p>	<p>Within the first three weeks of the Autumn Term</p> <p>September 2020</p> <p>September 2020</p> <p>September 2020</p>	<p>200 computers purchased from PC World (NB +42 national, +? Y11 returned and +30 stock)</p>	<p>All Year 7 students have a computer and a suitable case.</p> <p>Student level data indicates access to computers / printers / broadband.</p> <p>95% and improving rate for bringing in computers.</p> <p>100% access to computers in school by October 2020.</p>	<p>SLT oversight and also monitored through the Finance Committee by Governors.</p>	<p>All Year 7 have chromebook access</p> <p>100% (7-11) of students have access to chromebooks</p> <p>Survey undertaken at the end of the autumn term to assess the usage of chromebooks in lessons and student numbers bringing them in.</p> <p>Achieved</p>

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			stock (30-40) as part of a contingency plan. Ensure that all classrooms have access to charging sockets (8+). Ensure that all Sixth Form students can access a Chromebook.	PG / DS PG / GN	August 2020 September 2020		Purchase and installation of 2 x extension cables. All Sixth Form students have a nominated computer.		Achieved Purchased and distributed All 6 th form students have access to a Chromebook or laptop during school hours. 30 additional Chromebooks have been purchased by school to provide to students at a subsidised rate and are currently in the process of being distributed to those who have requested one.
	National Tutoring Programme	To engage with the National Tutoring Programme in order to access supplementary support for targeted students.	Register interest. Identify the nature and potential impact of tutoring support for targeted students from 'tuition partners'. Appoint partners as required and as desirable (NB 25% contribution to costs from school and 75% contribution from the Government). Track and monitor progress and provide appropriate complementary intervention. Appointment of 6 th Form Learning Mentor to support catch up	NG NG / MS / GN NG MS / GN NG	July 2020 TBC Start September 2020 October 2020	25% cost to be met from 'catch-up' budget. £2,000 £9,390	Tutoring programme provides appropriate and timely intervention. Assessments – February Mocks show students on track Appointment of appropriate staff	Monitored by SLT and through the Governor Curriculum Committee. MSD to track through SISRA data drops	Year 11 focus on work with Pet Xi to start in Spring term. KS3 to work on similar scheme with Durham University using PLC's to arrange session content. In house trial for Year 9 has been successful and will roll out to Year 8 in Spring term Manuela Sewell appointed to support Tutoring (this should equate to about £36,000 worth of Tutoring assuming a 25% (£9,000) contribution from the school. Initial Sisra data drop is positive for many depts Year 13 assessment has been used to inform ongoing intervention strategies (catch up sessions, additional study periods, supervised after school intervention, intervention plans, subject specific intervention plans)
	Academic Mentoring	To appoint 2 Academic Mentors to assist students with	To advertise and interview for the early appointment of a 'catch-up' Mentor.	NG	August 2020	£3,000 – 1 Half term salary	Suitable candidate employed with relevant Academy experience.	Monitored by SLT and through the Governor Curriculum Committee.	Laura Newton appointed and will start on 7 th September.

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		coursework and to provide KS3 individual and small group support.	Register interest with Teach First and nominate Mentors, as appropriate. Train new Mentor/s to support students in specialist subject areas (coursework) and to provide targeted 'catch-up' for KS3 students. To put in place an appropriate timetable to maximise student support.	NG JA NG / RB	August 2020 September 2020 onwards		Interest registered and appropriate candidate is appointed. Training meets general and specific needs and ensures that the candidates are effective and are quickly able to provide support. Timetable identifies support that is effective and high impact.		Request for an additional Mentor has not been followed-up by Teach First. Questionable administration of the programme.
	Teacher Capacity	Identify and implement a strategy that helps teaching staff to maintain a focus on their teaching and 'catch-up' role.	Advertise and appoint a Parent Liaison Officer to schedule 'catch-up' Sessions and to reduce the administrative burden on teaching staff. Appointment of an additional Cover Supervisor / 'catch-up' Mentor to provide cover support and also to provide intervention when not required for this purpose. Additional capacity will enable teachers to focus upon 'catch-up'. Appointment of additional IT capacity to support the development of a bespoke learning platform that links the existing SoW / Learning Journey with existing and new resources.	NG / EV NG / CB NG / DS?	By September 2020 To be considered for October 2020 To be appointed ASAP to support T&L goals	£24,000 FT Cover Supervisor Bought-in hours of support.	Appropriately experienced person meets the requirements of the JD and PS. Cover Supervisor / Mentor appointed and is able to alleviate pressure on teaching staff. IT specialist is able to specify and build an online learning platform that uses lockdown resources, the modified scheme of work and additional resources to create an online learning tool.	Monitored through the Headteacher Accountability Meetings with Governors.	Manuela Sewell and Kelley-Anne Aldsworth have been appointed to the roles and are supporting self-isolating students as well as the catch-up programme for KS4 and KS5. Did not progress with this appointment. Did not progress with this appointment
	Pre-School Session	To support the completion of homework, support revision and catch up.	Liaise with HOY 11 to identify students able to commit to daily session and timetable students whilst COVID timetable runs, to accommodate students arriving early to school with younger siblings/ to help parents dropping students off early, and enable students to work early rather than at the end of the school day	MS	September 2020	Available classroom	Students attending show Classcharts HW completed/gcsepod regularly accessed and identified students making good progress	MSD to check attendance and gcsepod engagement/classchart updates	On hold currently, until rooms can be found, however specific after school sessions running to support a range of students, including MAT (Maths) and Catch Up Friday for less engaged
	Catch Up P7	To provide additional teaching time for all students and departments (runs on rota 1 lesson every 2 weeks)	Liaise with SW to organise timetable to accommodate all subjects over the 2 week rota	MS	September 2020	NA	DoIs and subject staff can run revision/ catch up and additional sessions to make up for lost teaching face to face time	MSD to use tracking on SISRA and Horsforth Quadrant to check progress of students	Students have equal access to all areas of curriculum to help progress towards exams Timetable has been running since September and includes additional time for core subjects
	Mentor	Small group taken from subject lesson to work intensively on resources supplied by teacher with clear instruction	Liaise with appointees for mentor roles Utilise data, Horsforth Quadrant, work submission from Summer 2020 to establish the needs of students to	MS	Autumn 2 2020	Gcsepod SOW Horsforth Quadrant	Students make good progress and catch up on key areas missed in lockdown, leading to	GcsePod check n challenge – small stake tests to show progress in acquisition and retention of knowledge	Core intervention sessions run weekly on a rolling timetable in line with PSHCE curriculum

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		and support from GCSE Pod where necessary. Staff book slots in a half term, in consultation with KS Coordinator	be worked with intensively 1 to 1/ small groups Liaise with Staff to ensure accessible, focused work for students to complete with mentors				positive reports and mock success in Feb 2021		
	LSA Withdrawal / Online Tutoring	To provide additional support to EHCP and SEND Support students, within and beyond their normal timetable.	Identify a new operating protocol for LSAs (Post-Covid) to assist students through their withdrawal from class (1:1 or small group) and to investigate the use of technology to support in-class support.	DL / JR	September 2020	Existing SEND resources	LSAs are able to support students effectively and ensure that they keep pace with, or exceed, other students in lessons.	DL to monitor impact and to receive student voice feedback on the impact of the strategy.	A protocol has been established and timetables have been used to identify the deployment of LSAs to support intervention.
	Curriculum Focus	Adaptation of the curriculum to meet the needs of less able students in Year 11.	Identify a small group of students who would benefit from greater curriculum focus and support (AP group?). Identify modifications to timetables lessons to facilitate a greater focus on core subjects and a narrower range of other subjects.	DL / MS MS	September 2020 and onwards	Existing core budget	Students identified. Revised timetables issued and tracking data suggests positive progress across the narrower range of accredited subjects.	Monitored by SLT and through the Governor Curriculum Committee.	Students have been identified and new timetables have been written. Several students working with individual timetables and support. Additional tutor support has been implemented for these students
	After-School Classes	To deliver voluntary after-school revision and support – subject specific – running for 30 mins 4.00pm till 4.30pm	Liaise with DoLs to timetable sessions and days after school To communicate to parents the logistics and encourage attendance at revision and extension groups	MS	September 2020 and throughout the year	In dept	Timetable running and is on website, parents informed, letters sent	Using FDO staff we will now liaise	Starting more directed sessions Autumn 2
	Directed after school support – 4pm – 4.30pm	In consultation with parents and for students able to attend as not on school transport – students directed to after school subject intervention/ catch up/ HW completion and support	Assessment results identify students at risk of underachieving	MS	Autumn 2		Good attendance at sessions Autumn 2 assessments show marked improvement for students attending	Registers taken at sessions Feedback from staff delivering sessions	Students identified and starting Autumn 2 on return after holidays. Sessions running in Maths, RE, MFL (Any others)???
	Build Up Group	To focus on a small group of students each half term to organise and support getting back on track. Students identified by KS/ HOY to work with P Mc in PHSE time, on reports that identify each work weekly, manageable work targets, liaison with parents to ensure success. Reviewed at end of ½ term, and moved on.MS	Identify group of 10-15 students to form new tutor group with PMC	MS	September 2020 – on going	none	Students exit tutor group when back on track	PHSE register created	Student group updated. Now holding 7 students not achieving due to lack of effort, however due to covid restrictions minimal time is spent with tutor
	PHSE	Revision and review time for students – using chrome books to work independently, to be taught revision methods that students apply immediately – and each	All year 11 cohort completing intervention on the rolling programme	MS	September on going	none	Students in intervention groups improve in Horsforth and assessment analysis	Feedback from staff delivering sessions Input from DoLs to identify students needed in sessions	Has been running successfully in place since September Updated for Autumn 2

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		week therefore has 1 period for revision and consolidation							
	Lunch time Catch up/ Homework	For students refusing to complete HW – lunch time catch up – students collected and taken to room to work during lunchtime until work finished	Catch up for students falling behind	MS	Initially trialed in September	none	NA	NA	On hold as insufficient time within the 30 mins to complete meaningful work – still in abeyance
	Catch Up Friday	Afterschool session – On hold until normal timetable resumed in Autumn term 1	Use of classroom environment to support students in completing missed work	MS		Work provided by teaching staff for targeted students	Incentive for students to complete work and avoid the session	Record of attendees kept by MSD and parental contact initiated for persistent offenders	In place and being coordinated by MSD.
	“Golden Hour” Staff Tutoring	Develop a tutoring scheme supported by school teachers to extend understanding and knowledge for the most able students in Year 11.	Identify a target group of Year 11 students. Identify subjects which could provide additional targeted support to elevate achievement. Develop a “Golden Hour” (5pm to 6pm) timetable for MAT students in which additional online support can be offered by teaching staff.	NG / MS / GN	September / October 2020 after other strategies are in place and if appropriate.	Flat rate of £10 per hour for staff willing to provide tutoring support.	MAT students provide positive feedback and sessions are effectively used to clarify and extend understanding. Tutorial sessions are used to provide more able students with a ‘hotline’ resource to support the clarification of understanding and to seek answers.	Monitored by SLT and through the Governor Curriculum Committee.	MAT group identified and mentored by JOW – to further develop this Autumn 2. Other than JOW mentoring no further action
	Bought-Back Periods	To buy-back non-contact lessons from targeted teachers to support student intervention.	Identify potential ‘buy-back’ periods in which meaningful support can be provided.	NG / MS / GN	September / October 2020 after other strategies are in place and if appropriate.	We will aim to buy-back or trade periods with teachers.	Students provide positive feedback and sessions have a demonstrable impact upon student understanding and skills as evidenced within formative assessments.		NA this half term
	Catch Up intervention	To timetable ‘p6’ (3pm to 4pm) subject led intervention sessions	Identify departments / teachers where whole class or small group intervention is required to catch up on lost time. Identify availability of teaching staff during ‘p6’ and timetable accordingly	GN / JM	September 2020	Departmental Recovery Plans Completed September Progress Check for year 13	Assessment 2 will demonstrate progression Progress Check 2 will demonstrate an improvement in progression Student feedback will indicate the sessions are having a positive impact on their learning and understanding		Each department has allocated catch up sessions on a weekly basis where required. The October Progress Check showed little improvement due to it being early stages of intervention planning. The November check may be more positive where it previously has not been. However the recent best prediction based on student effort and progress indicates that the majority of students are on the whole on track now that intervention is in place. (Nov 20) Further progress check required following mock exams
	Timetabled study period (6 th Form)	To timetable additional study periods to individual students timetables to allow for extra catch up time during the day.	Use the Progress Check to identify which students require extra timetabled study sessions. Sessions to be supervised in the Main Hall	GN / JM	September 2020	Completed Progress Checks Use of Main Hall with desks etc	Progress Check 2 will demonstrate an improvement in progression JM will feedback that students are working well in their supervised study		All students who were identified as needing additional study periods now have them on their timetable. This is monitored by JM, based in the common room when supervision is required. (Nov 20)

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						JM time for supervision	Student feedback will indicate that they have developed independent study skills		
	Intervention Plans	To develop an Intervention Plan for each student who is significantly behind and struggles to work independently to catch up.	Use the Progress Check to identify the students who require this intervention GN to meet with students initially, form tutors to take responsibility for developing and monitoring the plan along with the subject teachers. It is highly likely the students with an Intervention Plan will also be part of Catch Up and have additional study periods on their timetable	GN	Ongoing from September 2020	Completed Progress Check Time and allocated area to meet with students	Reviews of the intervention plan will show improvement		A small number of students are in receipt of an ongoing and weekly updated intervention Plan. Student and teacher feedback indicates that this is an effective monitoring strategy. (Nov 20)
	Adjustment of Programmes of Study	To review and potentially adapt student programmes of study where there has been a significant lack of study during lockdown.	Extended programmes of study into year 14 for identified students, to allow for successful completion of their programme of study and progression onto their next step. Where a student feels that staying until year 14 is not an option, their programme of study may need to be adapted by reducing the number of qualifications or the volume of qualifications taken. Note – both actions are to be carried with only the necessary few students where it is felt that they will be significantly disadvantaged by completing their current full programme of study at the end of year 13.	GN	7 th September 2020	Complete Progress Check Discussion with subject teachers	Monitoring of student attendance and work submission will demonstrate a significant improvement to that of year 12. Assessments and progress checks will demonstrate progress and students will be on track to meet targets.		Two students have agreed to extend to year 14, based on lack of work during lockdown plus low attendance and commitment prior to lockdown Numbers of students extending to year 14 and amending their programmes of study have now increased – currently at a total of 8 students who will return for year 14 to ensure they reach their potential and move onto their appropriate next steps. (Nov 20)