



Wycliffe C of E Covid Recovery Plan: Curriculum Strategic and Accountability Framework 2020-2021

Objective 1 of C.S & A.F

To mitigate the lost learning of the past by understanding the impact of summer 2019 and putting in place rapid interventions to fix this though gap analysis and quality first teaching.

EEF+ Focus	Actions	Staff Lead / Budget	Monitor (Who and When)	Success Milestones		
				Term1	Term 2	Term 3
<p>Teaching</p> <p>PIXL – effective diagnostic assessment</p> <p>QoT for all</p>	<p>Diagnostic ongoing assessment:</p> <p>Purchase and implementation of PIXL + training and understanding its purpose. DHT/KW: dedicated time to train/support teachers in assessment – check.</p> <p>Wider curriculum: Quality first teaching follows a simplified version of LTP – Maths WRMH and Eng: APL, shorter chunks and building up. Teacher’s planning must be flexible and targeted to need (from pre learning and gap analysis) where interventions can then be timely and immediate – to scaffold AND challenge.</p> <p>Phonics assessment and tracking used to precisely</p>	<p>KW: £2700</p> <p>SLT – overarch of moderation</p> <p>Class teams – supportive and collaborative feedback sessions.</p> <p>KB</p>	<p>KW: pupil performance reviews and target setting after data drops</p> <p>SLT Check building: Steps to be able to achieve ARE learning objective. Do staff look at year group below’s curriculum objectives as well as WT steps and steps they feel appropriate for progression – cycle on QAC.</p> <p>M.Leaders: Check broad and balanced still a priority QAC termly.</p> <p>RR working with RB (BDAT) Ongoing in a cycle.</p> <p>CT Appraisal meeting – targets set in Oct with data and an embedded curriculum at the fore and linking to SDP and this CRP.</p> <p>HT/DB: QofT&L calendar already in place over a half term covering triangulation (inc challenge) – YET bearing in mind staff wellbeing.</p> <p>AHT/RR: Check foundations: Pre learning assessment. End point assessment.</p>	<p>KW familiarise with PIXL. Cascade to Staff in drip feed weekly staff meetings.</p> <p>KW to organise data analysis time out of class to support well –being and allow QA of work undertaken.</p> <p>SLT Mini triangulation and feedback.</p> <p>Data and pupil progress meetings</p>	<p>PIXL being used effectively – whole school. Teacher feedback is positive. Teachers will have a better grasp of PIXL and KW can train mini-experts to support year group teams.</p> <p>Monitoring triangulation should start to see improvements as children build up resilience and ‘catch up’ to YG expectations and wider curriculum embeds.</p> <p>Mastery approach, challenges for all stages not just at the ‘end’.</p> <p>Data and pupil progress meetings</p>	<p>Use of PIXL should see the narrowing of the catch up gap. % - not yet in use so targets not set. Full Curriculum should see engaging learners and enthusiastic teachers.</p> <p>Data and pupil progress meetings</p>



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	identify gaps in phonics knowledge in Years reception and Key Stage 1 - continue with those in later years as this is usual practise.		KW as part of role as assessment lead - Appraisal teams for CT in mid-term reviews.			
Targeted Academic Support High quality 1:1 teacher and TA targeted support	From gap analysis (and SENDCo support) and in-class intervention. Teacher-led targeted group teaching for some – TA input for some – immediate. Specific intervention programmes led by both Teachers and Teaching Assistants	Usual practice – costed – appraisal team leaders and CT. CT leads TA interventions Extra teacher@ 2.5 days a week £4,388 for 10 weeks.	Core subject leaders tracking their subject – by OCT half term Appraisal targets set to marry to SDP/CRP SENDCo – SEN and V/LAC –identified by matrix of need and by OCT half term	Chn feeling more secure. Classroom evidence boards. Diminishing gaps (DATA) Resilience to challenge grows.	Interventions to challenge alongside those to catch up (DATA)	More chn on track for ARE – less use of previous years’ curriculum. (DATA)
Wider Strategies Support for SEMH needs Recovery/SEL curriculum use	Data shared at Parents’ Evening to support parental buy in. Recovery/SEL curriculum: the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain. positive relationships, and make. responsible decisions.	No cost Teachers MS RR/KW	SLT: OCT half term /Feb/Jun MS: PSCH lead to ensure recovery curriculum is in place and implemented for the good of each cohort. Evidence file RR: As part of SIAMS work and Values in school – this does not have an end date – will be cohort specific and should run seamlessly through school. Moderated half termly through big books, pupil voice, drops in and walk rounds. Moderation cycle – SIAMS mock inspection with JT Spring 1. MHWB policy developed using template for Leeds Diocese	Parents buy in - feel academic path is back on track – parent voice and subsequent support/training sessions – evidence by survey/attendance. Chn know what to do, who to turn to, where they can get help.	Data sharing shows parental buy in and support JT will recognise this as SIAMS mock is good with elements of excellent. MHWB policy in place – gov approved.	As above Successful SIAMS inspection.



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	Launch The Great Dream(action for happiness.org)		https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/siams-school-inspections KW: pastoral appraisal			Will seamlessly sit with values and Church ethos. JB to visit as part of GOV role – feedback as evidence
Transition to long term curriculum Ofsted's working definition of 'curriculum' is in place. Handbook P41.	We have not moved away from our new LTP but use it as an engaging tool within our QFT this should not be hindered. However, we are still refining this with support – already budgeted from with support from RB (BDAT) Foundations subjects to remain as the vehicle to broaden interests, engage all and embed core practises and identified learning objectives. SLT to support and give opportunities to early career teachers in developing their practice	No cost RR RB	RR work on this fortnightly RB supports and sends actions and notes of visits.	Full set of sequenced curriculum documents for all year groups in place – all teachers teach a full curriculum	3 Is match all documents in all subjects Staff receive CPD to ensure they know what came before as well as the where they are now. Subject leaders will be able to articulate strengths and next steps for their subject and support early career teachers to develop their practice (this was done in 2019 when the documents were drafted by staff teams).	Skills and knowledge are evident in books with a pre learning task, a revisit that shown long term memory learning across subjects. The curriculum is the substance of what's taught, with a specific plan of what pupils need to know , in total and in each subject.
Any other strategies						



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Objective 2 of C.S & A.F						
Ensuring schools are delivering routine, high quality, and broad and balanced curriculum to prepare students for the curriculum beyond January 2021 and for the summer 2021 exam series						
EEF+ Focus	Actions	Staff Lead / Budget	Monitor (Who and When)	Success Milestones		
				Term1	Term 2	Term 3
<p>Teaching</p> <p>QFT for all and professional development for staff</p>	<p>Specific subject catch up programmes lead by TAs and teachers: Accelerated reading - to be costed over 3 years – 1st being COVID monies – rest sustainability in the long term as we plan our future budgets.</p> <p>1 x Apprentices for more general class work freeing up specially trained TA to support this programme</p> <p>Audit training needs for phonics teaching</p>	<p>LJ: £5055</p> <p>KW/CT £3312</p> <p>KB/CM</p>	<p>KW/CT @ Pupil review meetings KW – whole school data tracking – 3 x a year LJ to lead on AR programme and track isolated data each half term (programme dependent)</p> <p>Small group work directed by teachers to experienced TA – monitor progress sometimes daily.</p> <p>English action plan to focus on early reading and reciprocal reading. SLT Audit training needs for phonics teaching Ensure delivery of phonics teaching is consistent with fidelity to Letters and Sounds scheme. KB Match all school reading books to the children’s phonic instructional level. KB/CM Use a phonics tracker to provide specific parental engagement to address</p>	<p>Own school baselines done (week of 21st and 28th) and working from these A1. A2 add to these the milestones set through use of PIXL and AR (still training) programme. Share with teachers. Support gap analysis and planning.</p> <p>Phonics training needs identified and staff training provided -</p>	<p>Pupil reviews and appraisal cycle is evidencing reading targets and data reaching or exceeding targets = % not yet in place butt can fill later.</p> <p>As above but phonics</p>	<p>National data supports schools reading predictions and internal data supports this.</p> <p>As above</p>



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			/consolidate gaps in KS1 + those higher up who never passed Y1 phonics.			
<p>Targeted Academic Support</p> <p>Planning for SEN and specific chn with barriers to returning to school.</p>	<p>Pastoral staff provide small group and 1:1 support to assist children in transition into school – to remove barriers from the academic side. Mentoring sessions for specific children focused on self-awareness, self-management, problem solving and social skills</p> <p>Recovery Curriculum in place – monitored to help identify these chn</p> <p>Pastoral moves to academic – see OBJ2 – targeted academic support.</p>	<p>KW/JW (SENDCos) Within budget</p> <p>MS – PSCHE lead</p>	<p>Through MS (PSCHE) lead taking on pupil voice surveys and SEN/Pastoral team evaluating the impact of their interventions/discussions. CPOMS logs concerns and show impact /improvements and informs when we can pull back. Class teachers have visible pastoral systems in place to instantly recognise ‘vulnerable children on arrival in school.</p> <p>Regular staff CPD (QAC) on mental health, wellbeing and SEL. (social and emotional learning)</p>	<p>Recovery curriculum and pupil voice identifies chn to target. We monitor their progress – fluid groups.</p>	<p>As pastoral lessons in priority – gap analysis sees focus on academic interventions and rapid recovery – 1:1 and small groups – CT when possible.</p>	<p>Chn take a lead on MW and WB – LEAF practitioners in the playground (SDP link)</p>
<p>Wider Strategies</p> <p>Supporting SEMH needs</p>	<p>Art therapy – 1 x a week 8 children who are ‘not quite hitting the radar’ BUT would benefit.</p> <p>KANGA coaching sessions – free</p>	<p>Free CF – art lead to organise</p> <p>EP – free</p>	<p>Plugging a transition and well-being gap – that is causing a barrier to some areas of learning – engaging through learning in a different way.</p>	<p>Taking place and diaried</p> <p>Accountable through pupil and parent voice</p>	<p>A cycle of children.... needs of the many – evidenced by triangulation</p>	<p>Teachers train – CPD – can deliver in house – CDP logs to evidence</p>
<p>Transition to long term curriculum</p> <p>QFT for all</p> <p>CPD for staff</p>	<p>Support student (and staff) knowledge through the departmental construction of knowledge organisers for each cycle.</p> <p>(See Objective 1)</p>	<p>RR/RB</p>	<p>BDAT documents – QA by Trust</p> <p>QAC ensure teaching in school as does appraisal.</p>	<p>Writing to commence</p>	<p>In place – with staff voice to amend and own - evidenced on website – triangulation</p>	<p>In use - because staff – have had input...chn can add to! Impact through</p>



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					begins to show impact of teaching.	triangulation .
Any other strategies Staff well-being priorities	Monitor staff well-being through informal daily / weekly 'meetings' as necessary Staff well-being questionnaire	DB	SLT to inform DB of any issues – on going DB to create well-being survey and analyse results FC to implement Staff Stress Survey (Spring – as in SDP)	Staff to feel confident to voice concerns – issues are dealt with as appropriate	Results of Stress survey presented to Governors	Next steps from stress survey actioned



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Objective 3 of C.S & A.F						
Ensuring that the curriculum being delivered in school is also able to be delivered as robustly and consistently for any child, class or school facing a national or local lockdown						
EEF+ Focus	Actions	Staff Lead / Budget	Monitor (Who and When)	Success Milestones		
				Term1	Term 2	Term 3
Teaching	<p>SEN team strengthened and QFT and provision matches need from matrix of need.</p> <p>Survey via FORMS ID ICT support chn have a t home. Remote learning in place for individuals COVID related – immediate with staff well-being in mind.</p> <p>Blended/Remote if a whole call went down.</p> <p>Remote learning is continually reviewed</p>	<p>KW/JW - @ 1 day a week for 12 weeks - above budget: £2925</p> <p>AH</p> <p>SLT – in place Sept 2020</p> <p>DB – in place by OCT half term</p> <p>DB and SLT</p>	<p>JW/KW – data drops and QAC cycle of monitoring</p> <p>D _ when results are in SLT – form paper/ICT pla</p> <p>BDAT/KS – as it happens</p> <p>1 – initial lockdown 2 – some year groups returning 3 – September</p>	<p>CPD for all staff on ind paperwork and environments for SEN chn.</p> <p>OCT once FORMS analysis done</p> <p>SEPT: Daily COVID absence – remote learning immediate.</p> <p>Bubble goes down – all staff can produce our expectations of home learning – DB -teams training for all.</p> <p>In line with staff wellbeing,</p>	<p>Staff secure in SEN provision – reflected in monitoring</p> <p>Remote learning becomes embedded and easier to deploy the more we learn</p> <p>In line with staff wellbeing, considerations and outcomes of parent questionnaire</p>	<p>TA’s more secure in SEN provision</p> <p>National tutoring programme (PT investigating).</p> <p>In line with staff wellbeing, considerations and outcomes of parent questionnaire</p>



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			4 – Bubble / school closure	considerations and outcomes of parent questionnaire have been actioned and the home learning offer supports the intended impact of curriculum and supports school continuity	have been actioned and the home learning offer supports the intended impact of curriculum and supports school continuity	have been actioned and the home learning offer supports the intended impact of curriculum and supports school continuity
Targeted Academic Support	1:1 slots are meaningful and marry to EHCP, SMH, and pre learning and gap analysis. SEN support tracks progress. Experienced TAs freed up for interventions. Apprentice cover main duties.	DB Extra CT @ £4388 for 2.5 days for 10 weeks Apprentice £3312		Diminishing gaps (DATA) Resilience to challenge grows.	Interventions to challenge alongside those to catch up (DATA)	More chn on track for ARE – less use of previous years’ curriculum. (DATA)
Wider Strategies	DB to train as TEAMS LEAD for remote and blended learning, https://education.microsoft.com/en-us Filter to staff – training ASAP Survey to parents via forms – identify where technology lacking – note who would need paper.	Part of role	From feedback on home learning	By OCT half term all staff will know how to work teams as a virtual classroom. Spare teacher – as backup if staff ill	Will be integral to all home learning – parental feedback positive.	Workload in the normal will be eased by use of so many interactive spaces to use.
Transition to long term curriculum	Children will be able to access National Curriculum through remote learning through Teams e classroom, home learning packs or national documentation e.g. Oak Academy.	DB to cascade – CT to implement	KS/BDAT Appraisal	Remote initially – individual in place – by SEPT by Nov – whole bubble system used by teachers for	Staff more proficient with this. OUR whole Curriculum	Staff undertaken a range of teams training and



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				core – foundations – less so.	delivered in this way inc feedback.	ease ow workload by doing so.
Any other strategies						