

St Bede's Coronavirus Recovery Plan

2020/21

	<p>increase after half term to support the transition back in to school.</p> <p>Shielding staff and those with anxiety allowed to work from where possible.</p> <p>Staff to take PPA at home should cover allow</p>			
<p>To analyse the well-being of pupils by using KGA designed well-being survey linked specifically to Coronavirus</p>	<p>1 – 2 -1 support for pupils is highlighted as an issue.</p> <p>SMSVC Days earlier than planned to look at well-being.</p> <p>Thrive based start to term to ensure a smooth start for pupils.</p> <p>Year 5 to have their own induction days to calm their anxiety about starting a new school.</p> <p>Pastoral and Safeguarding meetings weekly, to discuss concerns and support.</p> <p>Home visits to support families where attendance is a concern</p> <p>Form Teacher 'Check ins' every couple of weeks (staff using extra time for this.)</p>	<p>Pastoral Team</p>	<p>Pupils are happy and positive about coming to school.</p> <p>Feedback from teachers will be key.</p> <p>Results of a one-to-one session.</p> <p>Analysis of a second well-being survey later in term.</p> <p>Number of behaviour logs/ FTE.</p> <p>Attendance figures above national.</p>	
<p>Key workers and children with anxieties highlighted in yr8 from pupils' survey</p>	<p>JAP Group to focus on these pupils and work with them throughout the first half term</p>	<p>MDI/ RDE</p>	<p>Pupils anxieties and well-being positive in end of half term review</p>	
<p>Blended Curriculum to support learning from home</p>	<p>System being designed on SharePoint that is easy to navigate for pupils/ staff and parents. This will have suitable work that be completed at home to support pupils isolating/ in lockdown should it happen.</p>	<p>All Staff</p>	<p>Blended Curriculum used by pupils when off.</p> <p>Staff Share area is organised and full of useful work that pupils can access at home.</p>	<p>All up and running</p>

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<p>Virtual Curriculum created as leaders identified a need for WOW in our curriculum and to offer a broader range of options for pupils' support with careers.</p>	<p>Launched Virtual Curriculum in September to all pupils offering a wide variety of options for home learning.</p>	<p>MRU ICT Support £1250</p>	<p>A significant percentage of pupils taking at least one option on the Virtual Curriculum.</p>	<p>51% taking at least one option</p>
<p>Standard of learning pupils are accessing from home</p>	<p>LIVE lessons set up with broad and balanced timetable ensuring that all pupils had access to the LIVE lessons.</p>	<p>MRU/ LMO/ LRO/ REA/ AHR</p>	<p>Misconceptions are identified and acted upon. Pupils are still following the St Bede's curriculum.</p>	<p>Live lessons were set up and accessible from early January, so that pupils across school could still access the offer wherever and however they were able. Additionally, work sent in via email, Teams or Class Notebook assignment was marked and fed-back on quickly to address misconceptions etc. Records of pupil attention were kept and follow-up made by pastoral and form teachers.</p>
<p>Gaps in pupil's knowledge across the school. Year 5 and 7 identified as key areas</p>	<p>Employing a member of staff to ensure that we have Quality First Teaching in English and Maths</p>	<p>LPY/ MRU/ SMC £39570</p>	<p>Gaps in knowledge will have closed by the end of the year</p>	
<p>Gaps in year 6 knowledge as they prepare for SATS</p>	<p>Employing two members of staff part time to run COVID safe intervention in the bubbles to ensure that we have Quality First Teaching in English and Maths</p>	<p>NSA/ LMO £22721</p>	<p>Gaps in knowledge will have closed by the end of the year. SATS results show children working at least at NE.</p>	<p>SATs now not running. Continued focus on children in year 6 – revisiting target areas.</p>
<p>Year 5</p>				

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<p>Key phonics misconceptions and weak readers identified by leaders. Specifically, boys.</p>	<p>Lexia groups were created so that key pupils can access this system from home. Boys are given priority.</p>	<p>MWE/ TKE/ EW</p>	<p>All Yr5 pupils requiring Lexia have licenses. Letters have been sent to parents / carers.</p> <p>Pupils can get Lexia from home. Lexia scores are improving.</p>	<p>All pupils have accessed Lexia and completed the baseline test which identifies phonics gaps.</p> <p>From Jan 2021 Year 5 weekly Lexia groups established from January 2020 on Thursdays in the annexe. Before school, Lexia groups were established in the library.</p>
<p>Reading key area for improvement in year 5 as identified by GL assessment.</p>	<p>Curriculum changed in year 5 to have a heavy focus on retrieval as focus. Opportunities for all pupils to look at inference skills where possible.</p>	<p>EBE/ ARI/ MWI/ KGA/ MRU</p> <p>Paid for in advance</p>	<p>Create an assessment in November to monitor and analyse this.</p>	<p>Retrieval improved by 42% Inference also added and 5% improvement seen. Once class an issue due to staff absence – teacher of English to be changed</p> <p>The class now have a new consistent form teacher. Parents and pupils have been informed. SMC has been used as she has strength as a class teacher and English. This will be further monitored.</p>
<p>Statistics have been highlighted through GL as a weaker area of maths. First Schools Highlighted</p>	<p>Providing Cross Curricular opportunities for pupils to analyse graphs, tables, and any form of data. Maths to ensure data</p>	<p>All Staff</p>	<p>Look at data from check in/ check out test in data unit. LW show data being used in yr 5 lessons. Look at data from</p>	<p>Statistics covered a lot in Science curriculum this term. Not all maths</p>

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<p>this has not been covered due to lockdown. It has been highlighted through GL as a weaker area of maths. First Schools Highlighted this has not been covered due to lockdown</p> <p>Gaps in curriculum coverage of maths due to lockdowns limiting year 5's key stage 2 experience</p>	<p>covered during Autumn Term. Providing Cross Curricular opportunities for pupils to analyse graphs, tables, and any form of data. Maths to ensure data covered during the Autumn Term.</p> <p>Scheme for Summer term maths to be condensed to cover key areas, improving pupil's ability to access the year 6 curriculum in preparation for SATs. This will involve a majority focus on fractions, decimals and percentages, with a weekly look at arithmetic.</p>	<p>AWA and BCU, with support from maths team</p>	<p>check in/ check out test in data unit. LW show this has been covered effectively.</p> <p>Year 5 pupils have stronger understanding of number, increasing accessibility of wider topics in year 6. Improved scores around number based questions in maths assessment.</p>	<p>staff have reached the data unit yet but will in the new term. (Postponed to Summer term due to January lockdown)</p> <p>Increased number based skills amongst year 5 pupils, narrowing the gap in this strand.</p>
<p>Year 5 focus group for key pupils.</p>	<p>Employing two members of staff part time to run COVID safe intervention in the bubbles to ensure that we have Quality First Teaching in English and Maths</p>	<p>NSA/LMO</p>		
<p>Year 6</p>				
<p>SPaG data from PiXL test significantly below where it is expected with 45% scoring between 0- 4 marks. Key gaps identified from QLA such as pronouns and basic SPaG such as verbs.</p>	<p>Curriculum changed completely to have ensure SPAG focus in English lessons throughout October. to support weakest pupils with</p>	<p>DME/ RJA/ CWR/ KGA/ MRU/</p> <p>Paid for in advance</p>	<p>PiXL test in November shows increase in SPAG scores and reduce number scoring between 0-4 marks significantly.</p>	<p>Only 4% scoring between 0-4 marks in November assessment</p>
<p>Reading data looks slightly weaker but not significantly. Needs smaller actions rather than curriculum change.</p>	<p>To ensure pupils are completing Accelerated Reading to same high standard and frequency as last year. Quality first wave teaching should be enough to catch up the gaps. Lexia sessions organised for year 6 which do not affect the bubble system in school.</p>	<p>TKE/ DME/ CWR/ RJA/ MRU/ KGA</p>	<p>Compare reading with National after November PiXL test to analyse where we are. Analyse the improvement of pupils on Lexia, specifically the SEN pupils.</p>	<p>Reading data +3% on PiXL after November assessment</p>

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	Phonics focus for those with low reading scores as identified by SENCO/ MRU/ TKE.	£1000		
Slight dips in baseline reading ages and reading speed and accuracy data to be identified and key pupils targeted	Compare baseline reading ages and reading speeds for Yr 6 pupils – compared with last year's data. Establish target pupils whose scores have dipped. Target pupils within lessons and assign them to Lexia groups. Tuesday intervention Lexia groups established - notify parents by letter	MW/AS/TK/SC Paid for in advance	Reading speed and accuracy data to improve. Reading ages to improve. Children accessing Lexia both at school and at home. PiXL assessment scores to show marked improvement in reading.	Reading data +3% on PiXL after November assessment
Maths – 43% of cohort scoring below 10 marks on PiXL arithmetic paper. Basic arithmetic skills have been forgotten and this is also affecting reasoning scores.	Curriculum completely changed to focus on narrowing the Arithmetic gap.	AWA/ DST/ BCU/ MRU Paid for in advance	Compare maths with National after November PiXL test to analyse where we are.	Figure reduced to 6.1% still improvements to be made but big gain
Year 7				
Maths data from GL assessments are significantly lower than expected.	See the completed 2020-2021 CIP	NSA/DST/SEV	Maths checks out tests indicate improving results in topics highlighted as having gaps. GL Data improves by at least 20% by end of year	End of term Maths assessments in January week 2 will show overall coverage and data based on the topics covered throughout Autumn term. Postponed due to January lockdown) Baseline to Autumn Y7 BEP – 42.6% EP – 43.9% EEP – 13.5%

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		Paid for in advance		160/161 pupils are currently on course to meet their EOY7 target based on EOY6.
Disadvantaged pupils highlighted as making less progress in maths from GL assessments	See the above plan. Pupils encourage children to focus on all lessons to support both English and Maths outcomes.	All Staff Paid for in advance	PP Data green in Autumn FAP Sheet	Data red but in line with other pupils. Monitor again in spring and Summer term data collections.
English data from GL assessments is lower than expected.	Curriculum changed to look at weaker areas identified from QLA	MRU/ KGA/ SMC/ DME/ ABR Paid for in advance	The end of unit tests indicate progress being made. At the end of the year GL assessments show pupils making accelerated progress and closing the gaps.	
Year 8				
GL English and Maths scores indicate pupils are currently working at NE. Aim for pupils to be above by the end of the year.	Effective First Wave teaching should address all English issues. Catch up plans for missed year 7 work were already in place. See the completed 2020-2021 CIP for KS3 Maths	All year 8 teachers Paid for in advance	See GL Data in the Summer Term	End of term Maths assessments in April week 2 will show overall coverage and data based on the topics covered throughout Autumn term. (postponed from January due to lockdown) Baseline to Autumn Y8 BEP – N/A EP – 0.7% EEP – 99.3% 158/165 pupils are currently on course to meet their EOY8 target based on EOY7.

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<p>STEM</p> <p>Computing Computing not on timetable due to COVID timings</p> <p>Science</p> <p>Practical Science in KS3 not entirely viable in form rooms (chemistry and movement of heavy equipment present hazards in terms of access to water for eye washes and manual handling for VW and other science staff)</p> <p>Year 5 Science GL Data highlighted the gaps. Only 34% at NE. Biology highlighted by ABA as a concern</p> <p>Gaps in KS3 pupils' knowledge resulting from lockdown/planning for future COVID absence/lockdown</p>	<p>Computing to be included on Virtual Curriculum as media studies. New BBC-style microbits to be purchased for use in Technology by MDI, KBR to train MDI to code them</p> <p>As much practical as possible is being done, where it does not involve chemicals and manual handling of heavy equipment. Paul Dainty will move the equipment for us if necessary. We are using videos of experiments and doing demos. CLEAPSS remains our go-to source of advice for practical work at this time, our practical methodology will alter as CLEAPSS advice is updated.</p> <p>ABA to change curriculum – Biology unit to be taught Autumn 2</p> <p>COVID Science scheme of work sourced and purchased (Kerboodle) and COVID interim long- and medium-term plan devised based on it; shared with PMU, VWO and student teachers.</p>	<p>KBR/MDI</p> <p>AHR/PMU/VWO</p> <p>ABA/ AHR</p> <p>AHR/Lourdes IT/PMU £629</p>	<p>Pupils remain interested and engaged as much as possible in Science lessons at KS3</p> <p>End of topic test show data improved to near 50% in this unit.</p> <p>Learning in Science remains accessible to all pupils in the event of absence or lockdown.</p>	<p>Media studies unit populated on VC. Microbit purchase discussed by KBR and MDI and cost of units researched. To be implemented in New year – postponed to April due to January lockdown. Test results reflect good engagement in lessons –full analysis to follow shortly.</p> <p>Order of units changed. Awaiting all test results for Biology topic - postponed til after Easter due to January lockdown</p> <p>Blended curriculum populated. Kerboodle access has been set up for pupils by PMU and</p>
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<p>Maths Maths – See specific year group details above</p> <p>Technology Technology – coding to be included – See Computing section above</p> <p>General STEM - enrichment clubs not happening</p>	<p>Administrator (Lourdes IT) “elected” to manage pupil Kerboodle accounts. Pupils will be given access asap and can follow the same/similar content as pupils in school if they are absent. Directions for use to be put into Blended Curriculum folder, as well as differentiated worksheets/tasks for lower and higher ability pupils. Discussion arranged to fill high school in on adapted plans and predicted gaps in this Year 8’s knowledge.</p> <p>-</p> <p>-</p> <p>-</p> <p>Look into operating Go4SET remotely for Y8 as no bubble will be crossed - contact EDT to enquire as to nature of Go4SET this year.</p>	<p>-</p> <p>-</p> <p>AHR</p>	<p>Access to Industrial Cadet certificate to be taken up by Y8 Greater depth pupils</p>	<p>was used during lockdown by KS3 pupils.</p> <p>LIVE lessons up and running to ensure Quality First Teaching.</p> <p>Contact made with EDT On line Go4SET project advertised and entered by 6 GD pupils – this has continued during school time.</p>
<p>L & C French not on curriculum for Autumn Term</p>	<p>French to be added to the Virtual Curriculum. Leaders to look again at Spring Term</p>	<p>MRU/ KGA/ LPY</p>	<p>End of year French data not affected</p>	

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<p>Standards in French to reach normal EOY</p>	<p>Double French to be added in Spring Term with HRO coming in as MAC subject specialist to deliver lessons. Live Lessons delivered in French throughout lockdown</p>	<p>HRO/ LMO</p>	<p>End of year French data not affected</p>	
<p>Ensure all children experience French sessions in summer term.</p>	<p>French Fridays to start in summer term for each year group to give all children the opportunity to develop their French skills.</p>	<p>LMO/LPA/HRO/SVO</p>		
<p>Include a 'French Day' in the summer term.</p>	<p>A 'French Day' will provide further opportunities for children to develop their French skills.</p>	<p>LMO/HRO/SVO/LPA</p>		
<p>All SMVSC days to be delivered, including those missed due to lockdown.</p>	<p>The missed SMVSC day has been rearranged to ensure that the children don't miss any of the content.</p>	<p>SEV/LMO</p>		
<p>Ensure all children are reading and quizzing on Accelerated Reader regularly.</p>	<p>All children have regular library slots where TKE and the class teacher work with those with less quizzes, providing additional support and encouragement.</p>	<p>TKE/LMO/class teachers</p>		
<p>Ensure children are making expected progress in their reading ages, using STAR reading.</p>	<p>Once children take their STAR reading test, key pupils will be identified and</p>	<p>LMO/TKE</p>		

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<p>Individual recovery plans created for each subject within the faculty.</p> <p>English – please see individual year groups above for detailed information.</p> <p>English Schemes of Work updated.</p> <p>Work with feeder schools to ensure key areas of focus are targeted for pupils in transition years.</p>	<p>additional support will be given in library sessions.</p> <p>Each subject within the faculty has their action plan to ensure that any curriculum gaps/key areas of focus are covered.</p> <p>Schemes of work updated for the summer term and for next year to ensure that any skills covered during lockdown are revisited when back in school.</p> <p>HoDs to liaise with feeder schools to share information on gaps in learning for those pupils in Years 4 and 8, to ensure a smooth transition and to avoid any curriculum gaps.</p>	<p>LMO/VSU/SEV/ HRO/TKE</p> <p>LMO/VSU</p> <p>LMO/VSU/HRO</p>		
<p>ARTS</p> <p>Practical artwork such as painting, and printing are not viable in most of the rooms.</p>	<p>Art schemes re-written to allow only drawing techniques, cutting, and sticking as other practical work is not viable. Year 5 form groups able to do water colour with specific set up/ cleaning regime.</p>	<p>HFA</p> <p>REA</p>	<p>Adapted curriculum in school allows drawing techniques to be further extended.</p>	<p>Photography has been possible through careful planning, but other specific art techniques will not have been developed this year.</p>

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<p>The playing of musical instruments is not viable in form rooms.</p> <p>Instrumental tuition</p> <p>Extra-curricular clubs such as Singers and Brass Band</p> <p>Individual instrumental and arts skills developed</p>	<p>Music schemes re-written to include only listening and appraising as practical work not viable in terms of equipment or size of form rooms. Year 5 Are given a ukulele each named so can-do practical music work with Fame Severn Arts wider opportunity scheme.</p> <p>Lessons are happening remotely.</p> <p>Clubs and extracurricular calendars are currently on hold.</p> <p>Pupils encouraged and invited to complete Virtual Curriculum units to support the development of individual instrumental skills, Creative Bullet Jounalling, Photography etc.</p>	<p>REA</p> <p>REA</p> <p>REA and HFA</p>	<p>Pupils can play instruments at home and upload work. Virtual curriculum allows pupils working at home to compose and arrange music using technology.</p> <p>Pupils remain engaged and interested through remote lessons, continuing to master skills on their instruments.</p> <p>Pupils individual talents are skills are evident in their Virtual Curriculum submissions. Pupils passed at pass, merit or distinction level.</p>	<p>Data is lower than usual as pupils cannot demonstrate their practical musicianship skills through clubs or practical work. Maintaining the Arts Award Platinum status may be difficult to achieve.</p> <p>Future careers supported, individual skills nurtured and developed.</p>
<p>Humanities</p> <p>History and Geography schemes re-written to suit timetable and staffing</p> <p>Year 8 Geography curriculum time less in Spring term due to timetable constraints</p> <p>Year 8 History curriculum time less in Summer term due to timetable constraints</p>	<p>History and Geography lessons re-written to allow non-specialists to teach with confidence. Field trips on hold.</p> <p>Geography summer term catch-up unit created plus an additional 6 week option available for PHA pupils through the virtual Curriculum</p> <p>History unit created and targeted at PHA pupils. There will be two Virtual Curriculum units that allow pupils to demonstrate and expand their historical knowledge through crafts and literature.</p>	<p>ABR SHA</p> <p>LRO REA</p> <p>ABR</p>	<p>Curriculum content is still rich and engaging.</p> <p>Pupils continue to high school having covered essential Geographical skills</p> <p>Pupils continue to high school having covered essential Historical facts</p>	<p>Geography schemes are being improved – ongoing</p> <p>Pupils are confident in their geography skills</p> <p>Promote a love of learning as pupils gain confidence in historical knowledge.</p>
<p>RE</p>				

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<p>RE schemes re-written to suit timetable and staffing</p> <p>RE development for PHA pupils</p>	<p>RE lessons are rewritten to allow non-specialists to teach with confidence. Field trips on hold. Worked with first schools to identify units that would have been missed during lockdown and have added key objectives and learning from these units to the year 5 and 6 schemes of work.</p> <p>RE Virtual Curriculum scheme created</p>	<p>MPO</p> <p>MPO</p>	<p>Curriculum content is still rich and engaging.</p> <p>Unit created for the Virtual Curriculum on the Abrahamic faiths – Judaism, Christianity and Islam, consisting of 9 lessons and an assessment.</p>	<p>The curriculum covered well despite lack of movement and practical tasks.</p> <p>Pupils will have a better understanding of a wide range of faiths and beliefs, and the common origins of these three faiths.</p>
<p>PE</p> <p>PE schemes are re-written to follow government guidance on which sports can and cannot be played.</p> <p>Fixtures and competitions were cancelled.</p>	<p>Outside activities as much as possible.</p> <p>Regular reviews of curriculum plans.</p> <p>Risk assessments updated to allow for COVID friendly practice.</p> <p>Extra-curricular clubs, fixtures and competitions are on hold.</p>	<p>JST</p> <p>JST</p> <p>JST</p> <p>JST</p>	<p>A broad curriculum will still be offered during the academic year.</p>	<p>Extra-curricular Covid-safe timetable planned for Spring term</p>

COVID Catch Up Fund - £51,520

Amount spent by St Bede's - £64,170