

Back on Track 2021-2022

	Why?	What?	How?	Who?	When?	Impact measure?
1	<p>Need to plan for ongoing GCSE/ A level student understanding gaps from Lockdown 2 remote learning lessons</p> <p>Myatt and Carpenter- Don't make students do things they don't need.</p> <p>Monitor: LM/ HOF</p>	<p>Teaching and assessment timetable</p>	<p>Re-schedule summative assessments and early, continuing informal assessment</p> <p>Re-schedule Curriculum Planning</p>	<p>JAB</p> <p>Faculties</p>	<p>Summer 2021</p> <p>Sept 2021</p>	<ul style="list-style-type: none"> Yr 11 Dec mock results hold steady (data history) Year 13 mocks x 2 Year 12 early assessment and 2nd assessment
	Review					
2.	<p>All students need an established consistent routine and structure in lessons to recover their positive/ effective learning behaviour, for psychological security ("return to norm")</p> <p>Monitor: walkabout/ T and L team Blinks</p>	<p>Standard, consistent Lesson structure for all lessons- Minimum expectations</p>	<p>"Every Teacher, every lesson" "Every Student, every lesson" Standard procedure/ shape to T and L in every lesson – adapted/ revised for post Covid environment (Phase 11)</p> <p>QA - SRR</p>	<p>TYS, SHM, T and L, All staff</p>	<p>September'21</p>	<ul style="list-style-type: none"> All lessons look/ feel the same (student voice) Student behaviour data Deep dives, reviews, SRR reports, Blinks reflect standardised/ effective T and L approach by all
	Review					
3.	<p>All students need to be helped to consolidate their remote learning whilst continuing to learn fresh content and skills</p> <p>Monitor: walkabout/ SRR/ T and L team</p>	<p>High Frequency Low Stakes testing (HFLS)</p>	<p>HFLS testing is built into the structure of "Every Teacher, every lesson" model</p>	<p>TYS, SHM, T and L, All staff</p>	<p>September'21</p>	<ul style="list-style-type: none"> Student Voice SRR Observations, Blinks Assessment data
	Review					
4.	<p>Students must revise how to prepare for examination/ summative assessment and that it is an ongoing independent process – post covid this will be pertinent to student wellbeing, ensuring that preparation for assessment is measured and manageable.</p> <p>Monitor: HOFs</p>	<p>"Remembering" (revision as ongoing independent study) Spaced, interleaved learning</p>	<p>Dual coding The Leitner System</p> <ul style="list-style-type: none"> Assemblies Twilight Tutor time In lessons 	<p>SHM, KMR, T and L Reps All staff</p>	<p>September'20</p>	<ul style="list-style-type: none"> Student voice Faculty data spreadsheets (7,8,9) Assessment data drop (11,12,10) Mock data (11/13) Public examination results

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5.	<p>Year 7 behind with Maths learning/ retention</p> <p>Year 11 require additional subject specific support in the core (Borderline 3,4,5 Ma/ Eng groups)</p> <p>Monitor: HOLs/ HOMaths</p>	Tutor time catch up	<p>YR 7 – Ninja Maths once a week in tutor time</p> <p>Yr 11 – maths/ Eng catch up sessions- 2 x tutor groups</p> <p>Yr 11 Thursday revision tutor time.</p> <p>After mocks – Seneca online revision programme</p>	NB, SEA RGS, SRE, EZM	<p>September’21</p> <p>October ‘20</p>	<ul style="list-style-type: none"> • Baseline and mid year number skills testing • Mocks, Core mocks – Dec. March
	Review					
6.	<p>Groups of students will require a boost for key topics in different subjects</p> <p>Monitor: HOFs and LMs/ Data Team</p>	Specific Subject Intervention sessions	<p>Data driven groupings</p> <ul style="list-style-type: none"> • Specific intervention course – 4-6 weeks, 1 night a week, intensive skills workshops for small targeted groups of Yr 11/13 students • Saturday School - subject “holes”, - Yr 11 	HOFs, SLs, TYC/ RGS	Oct/Jan’21	<ul style="list-style-type: none"> • Tracking individual progress data through formative and summative, mock performance
	Review					
7	<p>Disadvantaged progress slow down during lockdown</p> <p>Monitor: EZW, SENDCo, KMR, SEA, HOFs, HOLs, LMs, SAW, TYS</p>	<p>NTP (See disadvantaged action plan for details)</p> <p>Yr 7 Catch Up in the core</p>	<p>Targeted 1-2-1/ small group tutoring in specific subjects (core) for disadvantaged students (6-12 weeks once or twice a week) Yrs 8,9,10</p> <p>Year 7 internal small group sessions – maths</p> <p>Year 7/8 Reading Clubs</p> <p>All Year 7 - additional maths and reading activities once a week during tutor time</p>	<p>TYS, EZW, RSL</p> <p>Maths staff</p> <p>KMR, LMF</p> <p>KMR, NB1, SAW, tutors</p>	<p>September’21</p> <p>September’21</p> <p>October’21</p> <p>Sept 21 – once a week</p>	<ul style="list-style-type: none"> • Tracking individual progress data through formative and summative, mock performance • Start, end point assessment • Reading, comprehension tests – start, mid, finish • Student catch up by end of Year 7 for Maths, reading, comprehension ages in line with other years

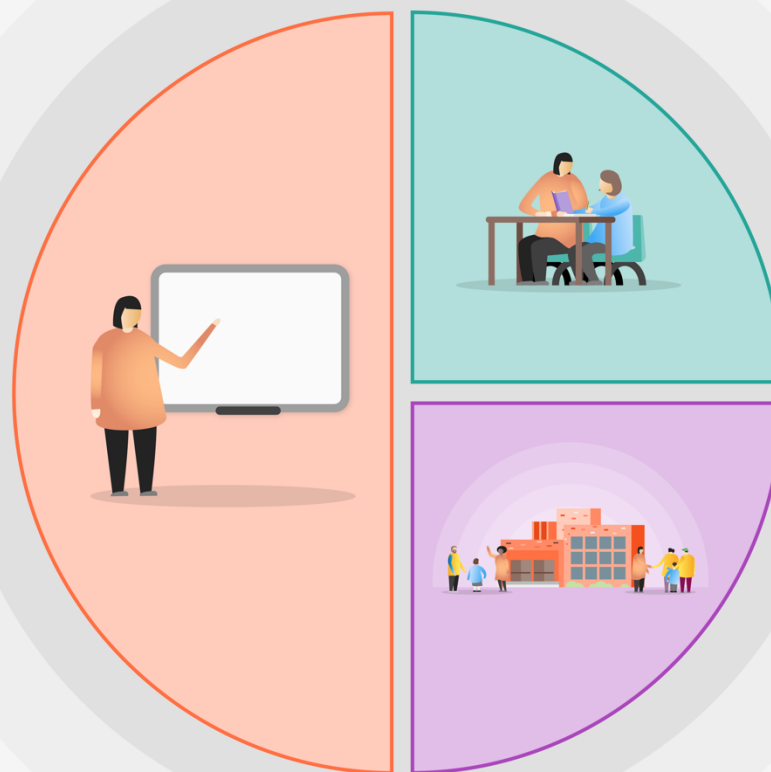
	Why?	What?	How?	Who?	When?	Impact measure?
	Monitor: HoFs, DSH, HoLs		subject uploaded and students directed to it once absent Teams lessons posted on Show My Homework	Class teacher		due to Covid circumstances, if well enough
	Review					
11	Vulnerable students, disadvantaged require access to remote learning Monitor: BS, EZW	Electronic devices to students	<ul style="list-style-type: none"> Survey Monkey completed by students Tablets to be distributed wherever required for PP and vulnerable students 	BS, EZW, RSL, Network	Ongoing	<ul style="list-style-type: none"> All students have access to online learning
	Review					
12	Current Year 12 missed out on Work Experience in the summer of Year 10 Monitor: LZS, HOLs YR 10/12	Work experience a priority for Year 10 and 12 Virtual Work Experience championed by Heads of Learning	<ul style="list-style-type: none"> HOL to target PP students onto WE Tutors to play an active role assisting students to find WE HOL/Tutors to ensure that appropriate students know about/ access VWE 	LZS	July 2022 Ongoing	<ul style="list-style-type: none"> Work Experience programme of some shape available to all students All PP students participate in WE
	Review					
13	Students/ staff need to be able to set, submit, assess, feedback online	Rollover to Microsoft Teams for remote learning	Staff/ students beginning to work in Assessments and Notebook in TEAMS to allow for feedback in remote and face to face learning.	All teaching staff	From July 21	<ul style="list-style-type: none"> Feedback remains in line with CPs Outcomes unaffected by any time period of remote learning

Fullbrook School Back on Track and Covid Catch Up Fund – 2021-22

“Great teaching is the most important lever schools have to improve outcomes”

1 Teaching

- Covid 19 restrictions/ remote learning – Remote Learning Plan allows for hybrid & 100% remote teaching and learning
- Covid 19 – Move to Microsoft Teams to allow for assessment setting, completion & feedback live/ online
- Curriculum Planning – assessment and feedback schedules revised/defined and written into Curriculum Plans to ensure “catch up” in time for key assessment points (internal and public examinations)
- Standard lesson structure revised to be followed by all: “Every Teacher, every lesson” and “Every Student, every lesson”
- Teaching and Learning reps to lead one strand - Tailored Pedagogical CPD – HFLS testing/ interleaved learning; Modelling and scaffolding; Remembering; teaching to the top/ Challenge; Questioning/ misconceptions
- Year 10/12 formal assessment at end of the year to mirror public examination experience – missed assessments during lockdown/ lack examination practice
- Single access central data base for all
- Curriculum Plans: include scheduled homework, feedback, assessments
- Faculty Deep Dives to assess “Catch Up” of subjects, curriculum planning back on track/ redesign



2 Targeted academic support

- Increased incidence/ demand – yr11/13 revision workshops during holidays
- Year 11 targeted tutor time catch up – revision resources
- Year 9,10 literacy catch up Programme (SEND/ PP)
- Saturday school for specific classes/ groups in core subjects – Year 11
- Year 13 specific subject after school booster sessions
- NTP Breakfast club Years 8,9,10
- Expansion of Year 7 Reading recovery project to Years 8 and 9
- Extended Year 7 tutor time - whole year group reading recovery time
- Extended Year 7 Tutor time – whole year group Numeracy practice

3 Wider strategies

- Year 7 Reading Club– expand to include Year 8 targeted students
- At home invigilation for AP students
- Tablets for Disadvantaged students – remote learning access
- Innervate – exam skills and revision workshops for Year 11/13
- Expanded Homework club to assist those most behind
- “Remembering” skill focus in student assemblies – exam prep practice
- Remote Learning plan in place (tiers)
- Retention of SMHW – links to MSTeams to allow for hybrid and total remote teaching and learning
- Invest in expanded extracurricular activities for all
- Outdoor Education (Forest School model)