



## Borden Grammar School Covid Catch Up and Remote Learning Plan 2020

### Covid Catch Up Funding

Borden school has been allocated four quarters of £12700 funding from the ESFA to address the educational impact of Covid on students and the gaps that have developed as a result. The following areas are those suggested by the Education Endowment Foundation as areas in which it is reasonable to spend the funding.

- [https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/The\\_EEF\\_guide\\_to\\_supporting\\_school\\_planning\\_-\\_A\\_tiered\\_approach\\_to\\_2020-21.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf)
- [https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Covid-19\\_support\\_guide\\_for\\_schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf)

#### 1. Whole School

- a. To support curriculum planning
- b. Effective use of tech
- c. High quality teacher focused CPD
- d. Mentoring or support (particularly new teachers)
- e. Dedicated transition events
- f. Time for teachers to assess work and wellbeing
- g. Metacognition

#### 2. Targeted

- a. One to one – linked between tutor, teacher and school
- b. Literacy and numeracy
- c. Groups of students with specific wellbeing needs ie. behaviour
- d. Length of school day
- e. TAs high quality interventions to support teachers

#### 3. Wider strategies

- a. Parental engagement
- b. Providing additional resources
- c. ICT Facilities available (in and out of school)
- d. Holiday programmes

Whilst it is not expected that schools cover all these areas in terms of dedicating the funding, it would seem sensible to consider a number of strategies in trying to reduce the gaps caused by lockdown and ongoing isolation. It is fair to see that because of a lack of existing resources and infrastructure, many other schools were in a better position to cope with the demands placed upon them by the unexpected need for remote schooling. Similarly, because behaviour at Borden has not been a significant issue, there is little in terms of behavioural support personnel or structures.

The following are initial suggestions for use of the funding that also link to the school plan.

1b/1c. To train staff in the use of Google classroom, sometimes by using external companies or via employing a member of staff to lead on this. To provide the necessary ICT resources to both staff and students (currently only LG have school devices and most of these are not able to record video). To establish the infrastructure so that lessons may be streamed/shared with students. To have available configured devices that students isolating can readily access to learn remotely.

1c/1d. NQT access to KCC recommended CPD to support in subject specific areas.

1f. Increasing our cover capacity may not only be essential to deal with expected increases in staff absence as a result of Covid, but would allow more flexibility for staff to be allowed cover time to do additional marking or support.

1g. This is an area in which students appear currently unaware and is essential in terms of understanding how to learn remotely. We should investigate purchasing a package to use in the curriculum, particularly delivered through the PD lessons. Pixl has a ready-made metacognition programme we may wish to buy into.

2a/2e. Increase 1 to 1 in school support for welfare and learning issues resulting from lockdown and ongoing student isolation with priority given to vulnerable groups. Natalie Zarzycki (Senco) currently has 7 hours of cover on her timetable, is a trained teacher and would be perfect for this role and a cost-effective solution. We will also increase the hours of our existing LSA Karen Collins from 30 to 35 hours to support in this targeted approach. We should also investigate using the National Tutoring Programme for tuition or academic mentors via Teach First.

2c. Employ a new pastoral worker for the remainder of the year to work restoratively with students exited from lessons and to provide ongoing support with these individuals for heads of year, liaising with parents and coordinating a response. If a decision is made to reduce any student's curriculum, this member of staff may also provide necessary supervision.

2d. Run compulsory after school sessions for year 11 every night focusing on students who are demotivated and falling behind (low effort/low attainment in the Horsforth quadrant). Additional work would be provided by subject teachers to make this align with the curriculum. We should also consider paying staff to run similar sessions to the above in different year groups (although it may be that we will need to prioritise certain bubbles focusing on different things. So Y11/13 is on effort and attainment, whilst Y7 may be on literacy and numeracy.

3a/3b. We may need additional support staff capacity to roll out Edulink and Google classroom to parents (chasing, responding and training to use the new resources). We may also wish to use the funding to purchase additional textbooks.

3c. We need to consider the purchasing of a bank of staff and student ICT devices for our lockdown plan to be workable as well as audio/visual devices for existing laptops and classrooms.

3d. We should expand our use of holiday programmes to focus on PP students and those who have fallen behind. We may need to employ specific agencies to support in these areas if the right staff are not willing to teach in the holidays.

Current suggested and costed commitments for this are:

- ICT resources and training £18k (machines) + £2k (training)
- Pastoral worker for after school support, behaviour support, HOY support, cover and freeing 1-1 £18k

## Remote Learning

The DFE advice for remote learning is below.

<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

The overall approach is that the same principles apply for remote education as they do more generally. That is,

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

Firstly, we must identify those students without any access to ICT. The recent Google poll suggested this was around 12 students in the whole school. This can be covered by 3c above. We also need to look at those families with shared devices and see if we can provide for those (particularly disadvantaged students).

The below list is taken from the DFE list of recommendations for positive remote teaching and learning.

**Interactive platforms** – we have now applied and received this and are in the process of implementing.

**Linking platforms to applications** – we are in the process of doing this. We are investigating the integration with microsoft products, but also need to maintain the ‘flow’ of using an integrated Google solution. Therefore, encouraging staff to move away from existing ways of working is also vital. One current issue is the inability of Google Slides to record in the same way that Powerpoint does. The DFE recommend LOOM as a solution which we will investigate. <https://www.loom.com/> in this way it is recommended that lessons are recorded for students to access at any time. Much of this may be possible through Google meet.

**Maintaining aspects of school life online** – we are currently in the process of adjusting to using virtual assemblies. Once we have full Google integration, we will also be able to submit and feedback on work online. We will need to consider our safeguarding / tutorial approach further to make sure all students are in regular contact if there is any lengthy period of isolation/lockdown.

**Continuing the Planned Curriculum** – The above covers this in most areas. However, there would need to be greater thought given to more practical subjects including music and PE.

**Technology Training** – We are in the process of upskilling staff, students and parents, but are starting from a ‘low bar’. The DFE has said that schools can spend their catch-up premium on contingency planning for remote education, for example purchasing additional devices or textbooks (see above).

**Communication** – Regular use of email is something that should be expanded, whilst interactivity which should be at the heart of remote learning, should be expanded through the use of Google classroom.

*AT 04.10.20*

*AT 17.11.20*