GWA – COVID19 Recovery Plan - September 2020

Teachers and families have provided extraordinary support to help children learn at home during the Covid-19 pandemic. However, for some children, the disruption caused by school closures will have had a negative impact on learning and wellbeing.

While every school will have been affected by Covid-19 differently, we have considered the needs of our the GWA community to design a recovery plan for our students. The right way to support learners will differ between providers and must be informed by the professional judgement of teachers and school leaders. As always, our strategies will be kept under review and may be modified in due course.

Challenge	Strategy	Support offered	Key stakeholders	Timescale	Measure of success
Lost learning time leading to interrupted progress and students not meeting age/stage related knowledge, skills and understanding expectations.	'Business as usual' approach to curriculum delivery in term 1 to ensure students are supported in getting back into healthy learning routines	- High quality T+L CPD at beginning of year for staff - Well planned schemes of learning – with 'front loaded' lessons to aid recovery of knowledge/skills where necessary in order to access next stages of learning - Clear timetabling in specialist rooms with specialist teachers for year group 'bubbles' wherever possible	Vice Principal T+L Faculty/Subject Leaders Tutors Teaching Staff	Term 1	Attendance Positive learning walks Positive behaviour for learning
	Strategic recovery in a broad and balanced curriculum with planning informed by low stakes diagnostic formative assessment to inform term 2 curriculum support	- Low stakes testing a key feature of lessons in term 1 to ascertain knowledge retention - Use of GL assessment progress tests (L12/13) to benchmark progress against national cohort - Use of CAT4 testing in Year 7 to support curriculum setting from term 2 - Use of engagement and assessment data to highlight students most in need of support	Vice Principal T+L Faculty/Subject Leaders Teaching Staff	Term 1+2	Data triangulated to provide strong evidence for potential interventions form term 2
	Additional support in core subjects from term 2 for students for whom lost learning time has had the most impact	- Review of setting using data collated in term 1 in years 8/9 to ensure appropriate challenge/support for students	Faculty/Subject Leaders Teaching Staff	Term 2+3	Rapid progress of student outcomes between term 1+3 data drop
	Additional transition support for new students and those with additional needs	- Orientation events for new SEN students - Enhanced school/home contact from pastoral and SEN team	SENDCo Learning Mentors Tutors	Term 6 into Term 1	Attendance Parental feedback
	High quality Continuous Professional Development and learning for all staff	- 2 days of INSET around re-establishing routine, delivering high quality T+L and using enhanced pastoral provision well to support students in post lockdown situation - Specific NQT sessions around supporting students in a post-lockdown situation - Student centred training designed to help support high needs students - Additional curriculum meeting time - COVID specific staff meetings to review ongoing situation locally and response in school	Vice Principal T+L	Term 1-6	Staff feedback

	Access to bespoke learning packages for targeted students	- Guided use of Dr Frost, Bedrock and Kerboodle to boost performance in core subjects for specific students/cohorts	Vice Principal T+L Faculty/Subject Leads	Term 2-4	Rapid progress of student outcomes between term 1+3 data drop
	Use of enrichment sessions from term 2 to deliver missed curriculum content in core and foundation subjects	- Catch-up intervention sessions for core subjects provided for students most in need of support - Catch up sessions for foundation session available to Yea 8/9 students to cove missed content	Vice Principal Enrichment Co-ordinator	Term 2-4	Rapid progress of student outcomes between term 1+3 data drop
	Additional support for the most disadvantaged, including access to national and bespoke tutoring programmes – especially for those sitting examinations in 2021	- Use of government funded tuition, targeting Y13 students most in need of support in the first instance	Vice Principal Faculty/Subject Leads SENDCo	From term 2	Rapid progress of student outcomes between term 1+3 data drop
Concerns over student wellbeing as a result of the upheaval caused by school closure and prolonged period of remote learning	Enhanced 'Successful lives/PSHE' curriculum to address needs and reflect on recent events	- PSHE curriculum reviewed in accordance with PSHE Association and DfE guidance to support wellbeing following extended school closure - Successful Lives curriculum to feature RSE, PSHE and Skillsbuilder input weekly - Additional 'drop down' day planned for term 2 to address student needs after extended school closure	Assistant Principal – Pastoral PSHE Co-ordinator Tutors	Term 1+2	Student feedback Behaviour for learning
	Term 1 wellbeing contact with parents/carers from tutors/Pastoral Intervention Leads	- tutors in Year 7 form early, positive relationships by contacting (either by phone or email) each parent to feedback on their child's start to the year - where tutors are unable to make contact, or the PIL/HOH has a stronger relationship with home this call is made by them	Assistant Principal – Pastoral Heads of House Pastoral Intervention Leads Tutors	Term 1	Feedback from parents
	Drop-in sessions with Pastoral team for any students wishing to discuss wellbeing	- Pastoral team available for appointments - Always a member of the team available (regardless of student house) for emergencies - Pastoral team have reviewed feedback from tutor term 1 calls and supported with follow up where needed	Assistant Principal – Pastoral Heads of House Pastoral Intervention Leads	Terms 1-6	Student wellbeing is good Student survey (March) reflects that students feel well cared for Parental feedback
	Regular updates to parents on the evolving situation in school to foster close home-school working partnership	- Care bulletins - Head of House termly updates ongoing - New Aderin@, Peake @, Sharman@ email addresses for parents	Principal Assistant Principal - Pastoral Vice Principal Tutors	Terms 1-6	Feedback from parents

Concerns over the availability and effectiveness of external provision as a result of COVID restrictions	Enhanced utilisation of external provider support for vulnerable/disadvantaged students	- Pastoral and SEND teams continue to foster productive working relationships with external agencies - Referrals made in a timely manner where there are concerns about any student	Assistant Principal - Pastoral Heads of House Pastoral Leads	Terms 1- 6	Feedback from external providers Feedback from students