

Ormiston Sandwell Community Academy

Curriculum Response and Recovery Plan

Date September 2020

Responding to the impact of Covid-19 and providing highly effective recovery initiatives to meet the needs of all students.

Plan subject to change due to unstable local/national picture.

Catch up Funding

Background to 2020-21 Funding

An extra £650m funding to help pupils catch up on teaching missed during the coronavirus.

The funding is part of a £1bn “massive catch-up operation” for schools. Of the £1bn, £350m will subsidise a nationwide tutoring programme to help pupils most at need.

Our model is based on best practice and evidence of what works and takes account of the work academies are already doing through the EEF ‘tiered approach’.

TEACHING AND LEARNING COMES FIRST – but we need to recognise that students need support, some more than others.

There is understandably huge concern about the learning that many students will have missed whilst unable to attend OSCA due to the COVID-19 outbreak – both due to learning time they have missed, and due to a possible extended ‘summer learning loss’ effect where learning prior to the lock down may have been forgotten. There is also, rightly, concern about the impact of students from a socio-emotional perspective. A rising awareness of the digital divide between students has also impacted on the effectiveness of remote learning, especially for disadvantaged students.

It is important that we avoid making sweeping assumptions around students and how far they may have engaged with remote learning based on, for example, measures of disadvantage. It is vital that we use our knowledge, understanding and relationships to support our students in a variety of ways. Each student will have had a different experience of lock down – therefore we need to consider our response carefully, ensuring whatever strategies we employ have the greatest impact on closing gaps created by the lockdown.

All curriculum areas have prepared a bridging curriculum for each year group, based on identifying the key knowledge required for progression, as well as re-establishing good learning practices and skills in all students. Key knowledge has been identified through close study of KS2/KS3 National Curriculum documentation and specification materials. Core/history/geography will also be using OAT materials provided as part of this bridging curriculum. The bridging curriculum will also include a range of assessments (in a variety of formats) so staff can identify key misconceptions or gaps. Further SOL across the year and catch up strategies to be employed can then address those identified gaps across all year groups effectively. This first approach is dependent on quality first teaching, accurate use of assessment and question level analysis to identify gaps of knowledge and understanding. This will also enable any catch-up provision across the rest of the academic year to be accurately targeted – at the right areas and at the most appropriate groups of students.

OSCA will also use the first half term to focus on supporting the mental well-being of our students, and to re-establish routines and expectations. Good relationships and clear expectations are vital for any catch-up strategies to be effective in closing gaps. Our Learning For Success PSHE curriculum has been adapted to help re-establish a clear ethos and culture at OSCA in September with all students.

All staff will also receive training on helping other staff and students with issues of anxiety, stress and bereavement. Safeguarding and CPOMS training will also be completed with all staff. The SEN and mentoring team will use the first half term to work with identified vulnerable students.

Desired outcomes

Based on the analysis, the academy plan to use the catch-up funding to achieve the following outcomes:

Outcome 1	Ensure all Year 11 students have an appropriate Post-16 Progression route that meets their futures needs as young adults
Success criteria	<ul style="list-style-type: none"> • Ensure that students who have been adversely effected by academy closure, specifically disadvantaged students are able to access high quality additional teaching in English, mathematics and science • All students have access to a minimum of 2 careers interviews • All students secure an appropriate Post-16 progression route • No NEET • Basics at least in line with National figures • Progress at least in line with National figures
Outcome 2	All year 7 students have access to highly effective bridging and recovery schemes of learning across all subjects
Success criteria	<ul style="list-style-type: none"> • All Schemes of Learning respond effectively to the curriculum deficit from year 6 providing a high level of continuity and coherency due to the joint planning with primary partners • Year 7 students' learning progresses rapidly because of the intense focus on building for progression • Year 7 students display high levels of confidence, enthusiasm and motivation • Year 7 students display high levels of leadership skills, teamwork and personal skills and attributes because of the deep commitment to personal development • Interventions are coherently planned to underpin the skills and knowledge required to access the full curriculum and support identified students in making rapid gains in the areas of reading and numeracy
Outcome 3	Plan and implement short, medium and long term catch up curriculum plans for all year groups that mitigate against lost teaching time. Consider changes to the curriculum for longer term benefits for students
Success criteria	<ul style="list-style-type: none"> • All year 11 students are provided with intervention opportunities throughout the academic year (when safe to do so – DFE guidelines) that ensure lost teaching time in English, mathematics and science is regained • Year 10 students have scheduled intervention opportunities throughout the year in core and ebacc subjects, to address common misconceptions and develop confidence and good learning habits

	<ul style="list-style-type: none"> Consider expanding to 3 yr KS3 in order to provide a better foundation for students post pandemic. Support curriculum development planning time and CPD for staff on curriculum design
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Outcome 4	All students makes rapid progress in their literacy so that they have caught up deficit by December
Success criteria	<ul style="list-style-type: none"> Students read fluently, confidently and accurately Students reading levels are at an age appropriate level by summer 2021 Reading interventions are highly impactful for identified students and they make rapid progress – AR in yr 7 and 8 Students oracy within lessons is excellent Students use of key terminology within speaking and writing tasks is excellent

Outcome 5	Bespoke CPD programme ensures quality first teaching across the academy
Success criteria	<ul style="list-style-type: none"> Focus on IT and effective blended learning strategies Successful recall and retention in every lesson – OSCA teacher toolkit CPD on developing reading and oracy within every lesson Extra support available for RQTs, NQTs, Academic tutors and new staff through induction program and use of OAT CPD materials

Outcome 6	Attendance rates, specifically amongst groups of disadvantaged students are above national figures for 2019-20
Success criteria	<ul style="list-style-type: none"> Attendance for the whole school is at least in line with national figures by January 2021 PA figures are below national figures Attendance for disadvantaged students is as high as their peers

Outcome 7	Students' demonstrate positive mental health and wellbeing and exceptional personal and social development
Success criteria	<ul style="list-style-type: none"> The academy environment is one of enjoyment, engagement and confidence. OSCA values are well known and visible Curriculum is coherently planned to support the rapid development of students' personal skills and attributes Students and staff help and support one another Interventions and support programmes are highly effective at building students resilience, self-esteem and self-belief (PASS survey) Develop this aspect long term via the development of a character curriculum.

Spend Plan 2020-21

At a glance

	Programme	Cost	Person Responsible
Outcome 1	Tuition in English, mathematics	£40,000	DD/FC
	Additional careers support	£1000	CC
Outcome 2	Accelerated Reader Programme	£5000	AHN
Outcome 3	Out of Hours Learning – payments for Saturday workshop staff and resources	£5000	DD
	IT resources for students with IT provision for OOHL or blended learning	£7000	
Outcome 4	Accelerated Reader Programme – see above		
	Tutor in English – see above		
Outcome 5	One day cover for NQTs/RQTs/New to observe good practice – internal/external (10 staff in total)	£2000	AHN/KA
Outcome 6	Rewards and recognition – supporting high attendance	£2000	KA
Outcome 7	Further development of PSHE and values programme – additional resources and support	£1000	RM
Total		£63 000	

TOTAL CATCH UP FUNDING = 83, 000
YR 7 CATCH UP FUNDING = 20,000
TOTAL SPEND IN THIS PLAN = 63 000