

ECUTC- Covid 'catch up' interventions



<p>1. Teaching</p> <ul style="list-style-type: none">✓ High-quality teaching for all✓ Effective diagnostic assessment and feedback✓ Focusing on professional development	<p>2. Targeted academic support</p> <ul style="list-style-type: none">✓ High-quality one to one and small group tuition✓ Academic tutoring/ Intervention Programmes✓ Planning for pupils with Special Educational Needs and Disabilities (SEND)	<p>3. Wider Strategies</p> <ul style="list-style-type: none">✓ Supporting pupils' social, emotional and behavioural needs✓ Communicating with and supporting parents✓ Access to technology
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	AREAS OF FOCUS- CATCH UP PRIORITIES	DESIRED OUTCOME AND HOW IT WILL BE MEASURED	SUCCESS CRITERIA
1.	Ensuring that any gaps in knowledge as a result of UTC closures are eliminated by our catch-up strategies.	Students have no relative gaps in knowledge when considering the national curriculum content due to partial UTC closures.	All students show an improvement on their original diagnostic score to close the gap created by covid UTC closures. The attainment gap between disadvantaged and their peers will also be reduced from the initial diagnostic assessment.
2.	Ensuring that the UTC adopts a thorough process to identify students who require catch up and facilitates appropriate interventions.	<p>The UTC implements a robust identification process through the use of diagnostic testing (inclusive of GL Assessment) in addition to the ongoing assessment procedures. This is to ensure those students in need of catch up are identified early and supported according.</p> <p>Departments use a combination of quantitative and qualitative data to determine which students require immediate and subsequent catch up.</p>	<p>All departments successfully create and administer suitable diagnostic tests which enable the UTC to identify students requiring catch up and in which subject areas/topics.</p> <p>Departmental CPD to ensure that all staff are quality assured in line with exam board standards to ensure a robustness of data to inform appropriate interventions.</p>
3.	Ensuring that students have positive levels of well-being and are confident they can achieve, despite the period of partial UTC closure.	Students feel confident in attending UTC as they want to ensure they achieve. In addition, students have good levels of well-being.	Attendance to UTC exceeds 96% (non-covid related). Appropriate planned interventions will be in place for subject based learning as well as pastoral support.

Interventions					
Focus Area	Specific Action(s)/ Departments	Intended Impact	Evaluation	Staff lead	Cost
Students reading age Bedrock learning after assessing baseline to improve literacy of students identified through GL Assessment/Accelerated Reader STAR tests	English SEND Baseline assessments Weekly Bedrock literacy class in form	Improvement in reading ages, closing gap created through pandemic	KAW	HKR SEJ	To be added w/c 6/12/21 – before goes on website
Student coaching model	Pastoral	Allow students to be both trained as a coach and be coached. This will support with students adjusting to new routines at UTC.	KAW CBT	HKR SEJ	
Small group tuition across all curriculum areas...in Year 10 and 12 to 'catch up'.	English Maths Science Options Engineering Construction/ DEC!	Students focus on work needed for next steps and their progression routes Acceptance that all content can not be taught in time available	KAW	HoD	
SEND Co. to coordinate the intervention program for Year 10s who require basic literacy and numeracy catch up.	SEND 1-1 and small group support with additional support from English and maths departments	The students who benefit from this small group work will make rapid progress in literacy and numeracy.	KAW	SENDCO HoD	
NTP- targeted support for all year groups across English, maths and science.	English Maths Science	Students are baseline assessed. Students chosen for NTP. The students who benefit from the NTP will have their progress tracked at key assessment points such as mock exams, data captures and key piece assessments.	KAW	HoD	

Deliver a full program of revision techniques during form time sessions. This will include a virtual talk from an external speaker who will also work with some students 1:1	Pastoral	Teaching revision techniques is a helpful way of preparing students for their mock exams and summer exams. The external speaker is someone we have used previously	CBT	Pastoral team	
Sparx maths subscription (catch up)	Maths	Close and systematic tracking of student assessment, with tailored activities. Tracked completion and success rates. Focus on a number of questions answered correctly and the time spent completing the tasks/videos. Reports produced to show individual student success at class and UTC level.	CJS, KAW	CJS	
Integration of low stakes quizzes across all curriculum areas to build in metacognition and revise prior learning.	English Maths Science Options Engineering Construction/ DEC!	Knowledge recall sessions at the start of each lesson – consolidating previous learning and filling gaps	KAW CBT	HoD	
Purchase new reading materials chosen by a targeted group of students who have not quizzed/read enough throughout the year so far.	Literacy Lead	The books purchased will include a diverse menu for tutor reading time, inclusive of BAME authors. Students will be exposed to a greater number of words and challenging texts. Teachers to model and lead on reading for 30 minutes a day so that they are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum.	KAW	HKR SEJ	

<p>Use of mock exams in Years 11 and 13, and transition style assessments for Years 10 and 12 in their next 'Key Piece' to focus upon knowledge and skills that should have been grasped between January and March 2021.</p>	<p>English Maths Science Options Engineering Construction/ DEC!</p>	<p>Identify the gaps in student knowledge that have developed during lockdown. Use this information to inform learning and teaching – focusing on what is needed for next steps – and for intervention both in and out of the classroom.</p>	<p>KAW CBT</p>	<p>HoD</p>	
<p>Pace planning in all subject areas to ensure the lesson time remaining is sufficient to cover all syllabus content identified AND revise prior learning.</p>	<p>All subject areas</p>	<p>Use of CPD time for the remainder of half term to revise LTPs and integrate all identified areas of the curriculum in departments. This time should also be used to plan in 'low stakes quizzes' to constantly revise prior learning. Planning a lesson-by-lesson approach will ensure content is delivered appropriately while also being able to assess along the way. (3 hours of departmental planning time- to complete for Years 10 to 13).</p>	<p>CBT</p>	<p>KAW / SJR</p>	
<p>Enrichment time interventions in English, maths and science. Teaching should be at least as effective as students' classroom teaching and be personalised to the groups' individual learning needs.</p>	<p>English Maths Science</p>	<p>Intervention should be used to plug gaps with identified Year 11 students to prepare them for next steps and examinations/assessments/portfolio evidence.</p>	<p>CBT/DAW</p>	<p>HoD</p>	

Purchase revision guides for PP students in all subjects to ensure independent work can be completed at home for Year 10 and 12 students.	KAW	Improved attainment and progress scores throughout the course of the academic year. Revision materials available for all students across UTC regardless of whether they are identified as disadvantaged or not.	KAW IAL	HoD DMG	
Standardisation of all mock exam papers to ensure consistency and accuracy of teacher assessment.	All departments.	This will ensure accurate and consistent marking of Year 11 papers with which to identify the gaps in knowledge to intervene accordingly.	KAW CBT	HoD	
Teacher tracking of student engagement with homework activities and communicate positive and negative feedback to parents where necessary.	All departments	Improved independence of students as well as communication with parents.	KAW CBT	HoD	
Leaders to track and monitor catch up strategies closely looking at low effort-high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner.	LT ML	Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and RAG rating each curriculum subject area will help leaders target specific subject domain to accelerate student progress and close gaps. A cycle of plan- do- review will also support leaders' understanding of effective catch up in the classroom.	KAW CBT	HoD	
Sharing of best practice through webinars, teaching and learning, behavior, pupil premium and bulletins.	LT ML	Webinars will give teachers access to high quality training (Pearson CPD) which will lead to more effective classroom practice being shared and student learning being optimized.	KAW CBT	HoD	

<p>Teacher CPD- focus on Rosenshine, TLAC and WalkThrus strategies leading to all students knowing more and remembering more of the common curriculum being taught.</p>	<p>All teaching staff</p>	<p>Evidence-based strategies are supporting students' learning and potential in knowing more and remembering more. The WalkThrus strategies in particular should allow students to maximise learning and retain key subject knowledge.</p>	<p>KAW CBT</p>	<p>KAW LT HoD</p>	
<p>Careers interviews for students.</p>	<p>SJR</p>	<p>Essential advice and guidance that the UTC must offer to all students so they are thinking about what they will be doing in the next academic year and beyond. Focus on next steps gto improve planning</p>	<p>KAW</p>	<p>SJR LT</p>	