

St Thomas of Canterbury Church of England Junior School

School Development & Recovery Plan

Vision & Objectives 2020 - 2022

School Development Committee & Full Governing Body - November 2020

FINAL SUMMARY COPY



“Realising the potential of every child within a caring, Christian community”

St Thomas of Canterbury Church of England Junior School

COVID-19 Impact Statement

The COVID-19 pandemic continues to impact on all areas of society, including education. On 20 March 2020, schools closed their gates to all pupils apart from vulnerable pupils and children of keyworkers. In June, primary schools opened to selected year groups (Nursery, Reception, Year 1 and Year 6) and secondary schools invited pupils in Years 10 and 12 to have at least some face-to-face contact with their teachers.

On 23 June, the Prime Minister confirmed that primary and secondary schools in England would return with full attendance in September. The Government acknowledged the challenge of achieving a balance between the priority of fully opening schools and controlling the spread of the COVID-19 virus.

At St Thomas of Canterbury Church of England Junior School we continue to ensure high standards of hygiene (for example through regular hand sanitising, deep cleaning and avoiding pupils sharing equipment). We are also asked to promote social distancing as far as possible (for example by splitting classes into smaller groups and keeping these separate from one other, and by separating year groups, reducing movement around the school, arranging desks in forward-facing rows, asking staff to socially distance and minimising the number of staff working with each group). These systems of control and protective measures have undoubtedly had a negative impact on mainstream primary and secondary schools in England.

This School Development and Recovery Plan focuses on the challenges we will face from September 2020 and over the next 2 years. It considers the extent to which children are behind in their curriculum learning in relation to teachers' normal expectations for the end of the school year; the impact of COVID-19 on the 'disadvantage gap'; the need for catch-up support from September; and the logistical issues and resource implications of opening our school fully while taking measures to reduce the risk of infection. It also considers our experiences of offering remote learning from March, and blended learning (remotely and in-school) from June.



NFER Key Findings*

Pupils' learning during COVID-19 and the need for catch up

 Nearly all teachers (98 per cent) report that their pupils are behind where they would normally expect them to be in their curriculum learning at the end of the 2019/20 school year.

 Teachers estimate that their pupils are three months behind, on average. The majority (78 per cent) see no difference between girls and boys in this respect, but 21 per cent say that boys have fallen further behind normal expectations than girls.

 Teachers report covering, on average, only 66 per cent of the usual curriculum during the 2019/20 school year.

 Over half (61 per cent) of teachers report that the learning gap between disadvantaged pupils and their peers has widened since the previous year, with the remainder judging that the 'disadvantaged learning gap' had remained the same (32 per cent) or reduced (seven per cent). Based on teacher estimates, on average, the gap between disadvantaged pupils and their peers had increased by 46 per cent. There is a wide range of uncertainty around this estimate, and it is likely to be an underestimate, as differences between schools may have also contributed to changes in the disadvantaged learning gap.

 Teachers in the most deprived schools are over three times more likely to report that their pupils are four months or more behind in their curriculum related learning in July, compared to teachers in the least deprived schools (53 per cent compared to 15 per cent).

*NFER "The challenges facing schools and pupils in September 2020"

https://mk0nuffieldfounpg9ee.kinstacdn.com/wp-content/uploads/2020/09/schools_responses_to_covid_19_the_challenges_facing_schools_and_pupils_in_september_2020.pdf



1

Christian Distinctiveness: ‘How effective is the school’s distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?’

- To encourage children and adults to develop personally through a strong emphasis on social, moral, spiritual and cultural (SMSC) development within and across the school. School community expectations to be based on Character Education and Gospel values: *Respect, Responsibility, Honesty, Trustworthiness, Caring, Fairness* and *Forgiveness* leading to deeper Christian distinctiveness.
- To enable the school community to clearly articulate its Christian vision and how this is reflected in the school’s provision because it is a Church School. The vision statement to be rooted in a theological and biblical context and all stakeholders to be confident in its impact.
- To undertake as a Church School community a rigorous reflection and self-evaluation (including SIAMS) on our provision to seek ways to improve the way the school enables all pupils to flourish and be the best person God made them to be.
- To promote opportunities for the school community, at all levels, to explore, deepen and affirm their faith through opportunities such as Year 5/Year 6 confirmation and adults encouraged to explore the Certificate in Christian Studies (CCS) as part of school supported continuing professional development.

2

Remote Learning & Education: To establish a robust and sustainable remote learning platform which embraces available technology to allow home and blended teaching and learning to meet the Coronavirus Act 2020 Provisions of Remote Education (England) Temporary Continuity Direction.

- To complete a technology audit/survey of the school community to gather a clearer picture of families/children that do not have access to devices and/or internet connection which would become a barrier to participation in remote learning.
- To engage with local and national initiatives to enhance access to technology, e.g. Getting technology for schools laptop allocation scheme for disadvantaged children, The Key G-Suite for Education ‘Google Classroom’.
- To ensure all staff and children are given training and instruction in the use of Google Classroom to enable a virtual, ‘live’ classroom experience in the event of individuals or class bubbles having to self isolate. This will include the setting of work in line with a structured school day, feedback and marking and daily contact/registration activities.
- To write, publish and share a Remote Learning Policy which conveys the expectations around remote learning for the school, parents and children to negate the impact of any further school closure or pupil absence.

3

Subject Leader Accountability: To ensure all Subject Leaders (core & foundation) understand the scrutiny and focus of the latest Ofsted EIF and continue to develop the skills, knowledge and understanding to engage confidently with a curriculum ‘deep dive’.

- To ensure all Subject Leaders continue to use the agreed whole school ‘non-negotiables’ as a structure to their monitoring and accountability exercises to be able to demonstrate and articulate standards, provision, progress and impact.
- To develop Subject Leaders with a rounded, accurate view of progress in terms of: vocabulary development, events/people/places, concepts and procedures. This may be reinforced and supported by teacher assessment data.
- To ensure all Subject Leaders have a clear understanding of the aims/objectives of their curriculum (intent), how this is delivered through a well sequenced scheme of work (implementation), and what the ‘endpoint’ is for children in each year group but also at the end of KS2 (impact).
- To ensure all Subject Leaders (supported by curriculum assigned Governors) produce a file of evidence that can be used to support a ‘deep dive’ and understand any cultural capital deficits.



4

Improving outcomes in Mathematics : To continue to raise achievement in mathematics across the school through targeted quality first teaching specifically around the skills of problem solving, reasoning and use of modelling (inc bar modelling).

- To improve the age related expectations in mathematics at the end of KS2 to exceed both National and Essex data. Maths SATs achieving the expected standard outcome for 2019 – **School 78%**, National 79%, Essex 79%; achieving a higher standard outcome for 2019 – **School 22%**, National 27%, Essex 26%.
- To improve progress data relative to the children’s end of KS1 starting point: 2019 – **School -1.23** (confidence interval -2.5 to 0.0). We will improve the average scaled score for mathematics: 2019 – **School 104.8**, National 105.0, Essex 105.1.
- All children to have a suitable, yet challenging starting point to mathematical learning. Learning will be acknowledged as alteration in long term memory. To develop opportunities for rapid progression through delivery of C1, C2 and C3 activities. Maths to be planned collaboratively across the year group with a clear sequence of learning.
- To collaborate with other schools within the Brentwood Collaborative Partnership (BCP) where their mathematics data is stronger to review their curriculum planning and delivery. To undertake reciprocal visits to explore pedagogical practice.

5

COVID-19 Catch-Up Premium : To devise an ambitious and effective Catch-Up Premium Plan to ensure funding is targeted at identified groups of learners and that the National Tutoring Programme (NTP) funding impacts positively on disadvantaged children.

- To enhance and extend our 1:1 tutoring capacity through use of catch-up premium funding (£24,800) by appointing an additional tutor/s to facilitate delivery of small group tutoring sessions every afternoon with an initial focus on all children in Year 6 (Maths then English) and further capacity for Year 5 in the Spring/summer term.
- To explore the options available through the National Tutoring Programme (NTP) to provide small group, intense tutoring sessions to identified disadvantaged children (pupil premium), primarily in Year 4 and Year 3. This will involve heavily subsidised (75%) 1:3 tutoring across a block of 15 hours.
- To carefully track the progress and impact of this tutoring enhancement to see tangible evidence of accelerated progress and a closing of the gap on year group age related expectations.
- To identify capacity for extending levels of tutoring beyond the 2020-2021 academic year through use of pupil premium grant funding (refer to Pupil Premium Grant Strategy Statement for further details)

6

Transitional Phonics (Reading) : To plan and provide a robust scheme/approach to support transition from KS1 to KS2 where children do not have a solid foundation in phonics.

- To upskill all our staff (teaching and non-teaching) in their knowledge and understanding of phonics teaching and building upon children’s skill acquisition from Key Stage 1. To seek support from the school Inclusion Partner for this CPD (Joanne Fincher)
- To develop a consistent approach to a phonics progression/scheme which is well resourced and planned for and delivered with pace and precision.
- To enable children to see the relationship between reading and spelling such that the teaching of one reinforces understanding of the other. Decoding (reading) and encoding (spelling) are treated as reversible processes.
- To collaborate with Infant/Primary schools within the BCP with a proven record of strong phonics teaching to observe their teaching approach with a particular emphasis on Year 3.



Success Criteria

- ✓ The SIAMS self-evaluation form (SEF) will be completed with a view to accurately communicating and evidencing 'Vision, Provision and Impact' as an indicator of Christian Distinctiveness.
 - ✓ Our school mission statement will be reviewed and relaunched clearly rooted in a theological/biblical context (supported by our Foundation Governors).
 - ✓ The school community will have a clear understanding of what makes a 'good' church school and is able to make a convincing case for 'excellent' at our next inspection.
- ✓ A 'good' Ofsted judgement will be maintained at next inspection with growing evidence of outstanding features leading to consideration of a Section 5 follow up visit.
- ✓ All children have access to a device (personal or school loaned) which allows them to positively engage with Google Classroom and a virtual classroom experience including core/foundation curriculum delivery, submission of work and regular feedback are achieved whilst remote learning.
- ✓ All parties are aware of the expectations around remote/blended learning which is clearly set out in the Remote Learning Policy. The engagement with remote learning minimizes the negative impact of not being taught in school and maintains curriculum coverage and sequence of learning.
- ✓ Increased challenge and curriculum depth will promote and encourage more learners to access greater depth and % of children achieving a higher standard will improve in R, W & M to be equal to or better than National data.
- ✓ Subject Leader files will be produced, structured and available for scrutiny based around agreed non-negotiables.
 - ✓ Curriculum intent statements will be reviewed by Subject Leaders and shared with the school community.
- ✓ Continuing Professional Development (CPD) will be targeted to upskilling and preparing Subject Leaders for a subject 'deep dive' and non-contact Subject Leader development time will be made available with coaching from the Deputy Headteacher in Subject Leader accountability and monitoring.

Success Criteria (continued)

- ✓ Mathematics outcome data for 2021 will increase on 2019 figures (no data for 2020) both in terms of children achieving the expected standard and achieving a higher standard (2021 target: ARE 80-85%; GD 30-35%).
- ✓ Collaborative support visits will take place through links with other BCP schools to compare and contrast our mathematics pedagogy.
- ✓ Visits will take place between Maths Subject Leaders and identified outcomes will be fed into maths action plans, including resource management.
- ✓ Additional 'catch-up' tutor/s are appointed on fixed term tutoring contracts to deliver targeted small group teaching to identified vulnerable and disadvantaged children.
- ✓ Gap analysis will demonstrate accelerated progress and the closing of the gap between actual and expected age related expectation and/or greater depth
- ✓ Positive engagement with the National Tutoring Programme (NTP) will be achieved with disadvantaged (PPG) children receiving blocks of 15 hours tuition in Maths/English.
- ✓ The impact of targeted skills-based tuition will be transferred to classroom learning and applied consistently within the context of the curriculum.
- ✓ All staff (especially Year 3) will feel confident and have the necessary skills to deliver and teach high quality phonics in KS2 and be able to quickly identify knowledge deficits that prevent a good foundation for reading progression.
- ✓ Phonics good practice will be observed in identified BCP school (both KS1 & KS2) to strengthen our provision of high quality phonics teaching, including resources.
- ✓ The Governing Body will fulfill its statutory role and commitments to high standards and expectations of education as set out in 'A Competency Framework to Governance.'

School Development & Recovery Plan – 2020/2021 (Year 1)



- Governors to review and consider new objectives and recovery plan aims
 - Headteacher to circulate and discuss with SLT and staff
 - Objectives and Success Criteria to be refined and agreed in draft
- Summer 2nd half term 2020/Autumn 1st half term 2020**

- Headteacher and School Development Committee to construct School Development & Recovery Plan (SDP)
 - SLT & teachers to take ownership for specific management and curriculum areas of SDP Recovery
 - Plan to be revised and prepared for presentation to the full Governing Body meeting
- Autumn 2nd half term 2020**

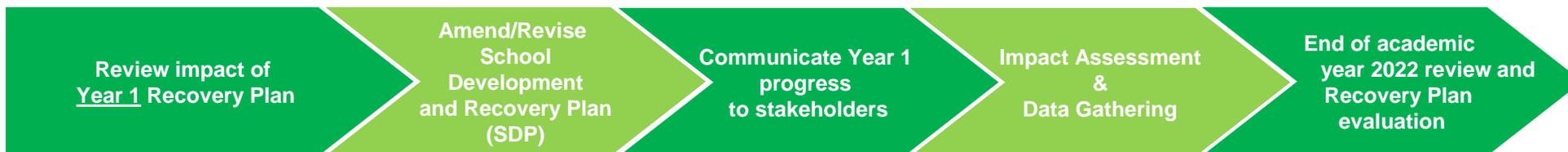
- School Governing Body to approve and agree their commitment and involvement in monitoring SDP & Recovery Plan
 - New vision to be communicated to all stakeholders – Governors, parents, teachers, children inviting feedback
 - Formal approval for start of new academic year 2020/2021 and 2021/2022
- Autumn 2nd half term 2020**

- Plans to be in place for start of new academic year - **September 2020**

- All monitoring and tracking to be in place by 2020 autumn term and continue termly through SDC and FGB agenda
 - All monitoring activity to be added to formal agenda, Senior Leadership Team and management committees etc.
- Half termly data analysis ongoing**



School Development & Recovery Plan – 2021/2022 (Year 2)



- Governors to review and consider impact of Recovery Plan
 - Headteacher and SLT to present quantitative and qualitative data sets
 - Recovery gap 'closure' identified
- Autumn 1st half term 2021**

- Headteacher and School Development Committee to revise School Development and Recovery Plan (SDP) in response to review/impact assessment
 - Governor monitoring cycle to robustly evaluate and challenge progress
- Autumn 1st half term 2021 and ongoing**

- Progress/impact to be communicated to all stakeholders – Governors, parents, teachers, children inviting feedback
 - Strategic direction for Year 2 recovery agreed
- Autumn 2nd half term 2021**

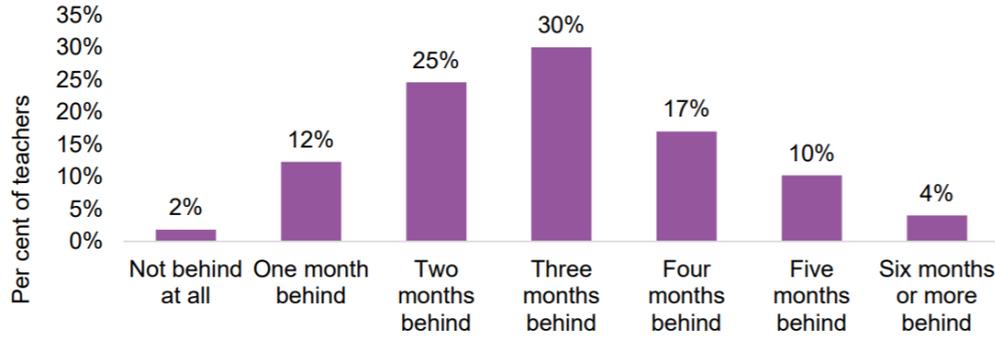
- Mid-year data analysis used to make impact assessment statements
 - Gap analysis with specific focus on vulnerable and disadvantaged groups
 - Progress rich data evident and attainment accelerated in all year groups
- Spring 2nd half term 2022**

- Recovery Plan report submitted to the Full Governing Body in Summer 2
 - Success celebrated and barrier to progress identified
 - New SDP priorities for 2022-2023 formulated
- Summer 2nd half term 2022**



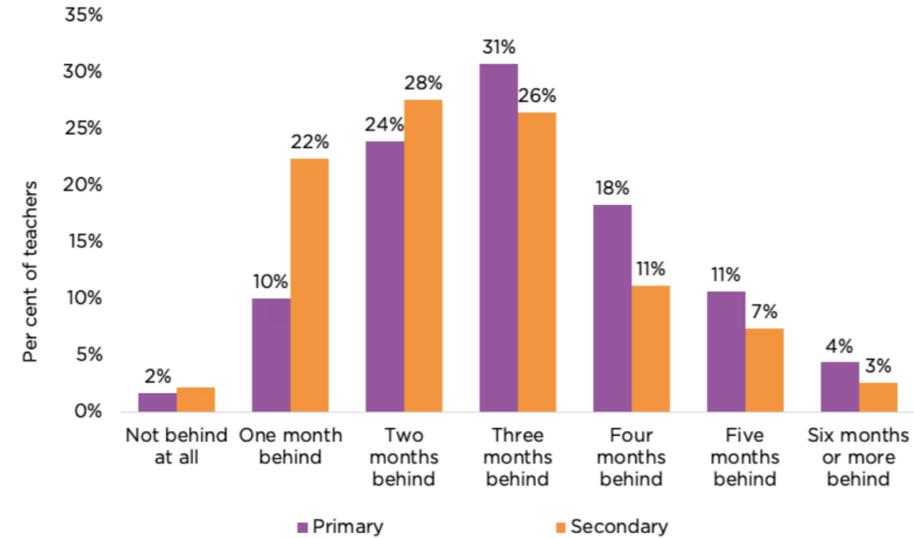
Appendix 1 – NFER Survey – COVID-19 Impact Trends

Figure 1: Pupils' curriculum learning compared to normal expectations in July 2020



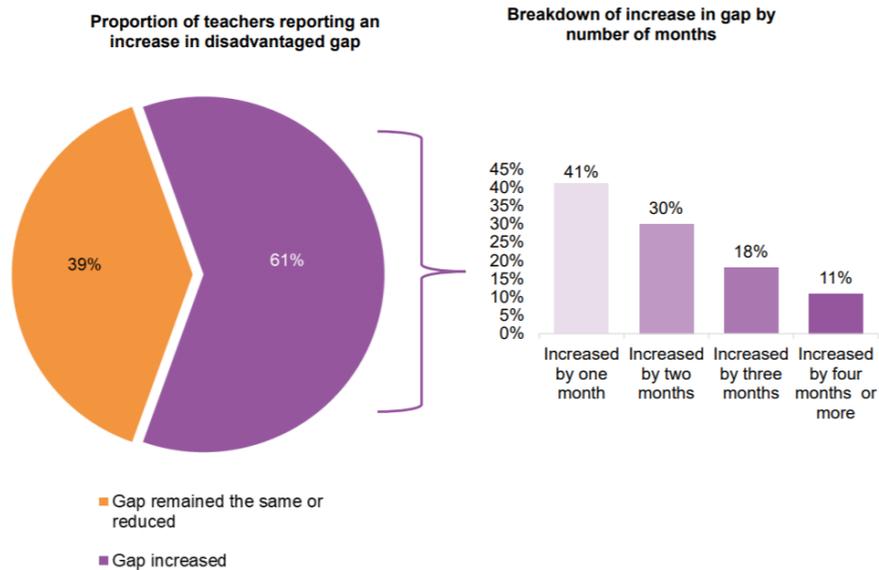
Source: NFER survey of 1782 classroom teachers: 1489 teachers gave at least one response.

Figure 4: Learning loss in primary and secondary schools



Source: NFER survey of 1782 classroom teachers: 1489 teachers gave at least one response.

Figure 3: The increase in the learning gap between disadvantaged pupils and their peers



Source: NFER survey of 1782 classroom teachers: 841 teachers responded.

