Kettlethorpe
HIGH SCHOOL

Education Recovery
2022/2023

Policy approved and signed by:

Contents

Policy aims

Kettlethorpe High School recognises the on-going impacts on learning for pupils resulting from the Covid-19 disruption. Despite the resumption of normal working ways of the education system and the wider society, Kettlethorpe High School recognises that a variety of issues persist for our pupils.

The Kettlethorpe High School Education Recovery Strategy seeks to gain a holistic overview of the national context, but also, more importantly, the specific context for families, pupils and staff here at Kettlethorpe. The strategy seeks to provide an evidence-based framework upon which staff can act to better support pupils.

Education Recovery 22/23

On 31 March 2022, the Department for Education (DfE) announced plans to simplify the programme for the 2022 to 2023 academic year. These plans involve providing £349 million of core tutoring funding directly to schools and giving them the freedom to decide how best to provide tutoring for their pupils.

Education Recovery remains at the heart of what we do as a school to continue to support students with overcoming barriers arising from the Covid-19 disruption. The overall strategy is underpinned by best practice and educational research of what works. The EEF Tiered Approach document provides a 3-step framework for supporting pupils.

Planning for academic year 22/23 follows the resumption of national standardised assessments at KS2 (SATS) and KS4 (GCSEs). As new pupils arrive, and pupils continue to progress through their education at Kettlethorpe High School, Tier 1, 2 and 3 strategies continue to be devised, implemented and evaluated.

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf

Menu of Approaches

Tier 1: Teaching

• High-quality teaching for all

• Effective diagnostic assessment

• Supporting remote learning

• Focusing on professional development

Tier 2: Additional Academic Support

• High-quality one to one and small group tuition

• Teaching assistants and targeted support 2

• Academic tutoring

• Planning for pupils with Special Educational Needs and Disabilities (SEND)

Tier 3: Wider Strategies

• Supporting pupils' social, emotional, and behavioural needs

• Planning carefully for adopting a Social and Emotional Learning Curriculum

• Communicating with and supporting parents

• Supporting parents with pupils of different ages
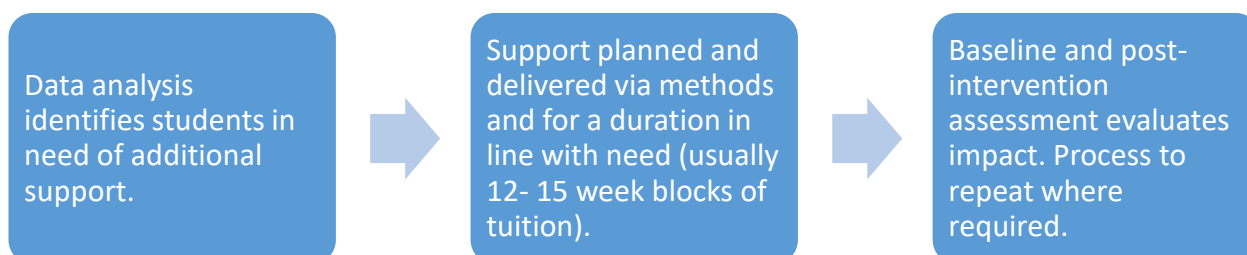
• Successful implementation in challenging times

For academic year 20/21 (*Covid-19 Catch-Up Premium*) see [here](.).

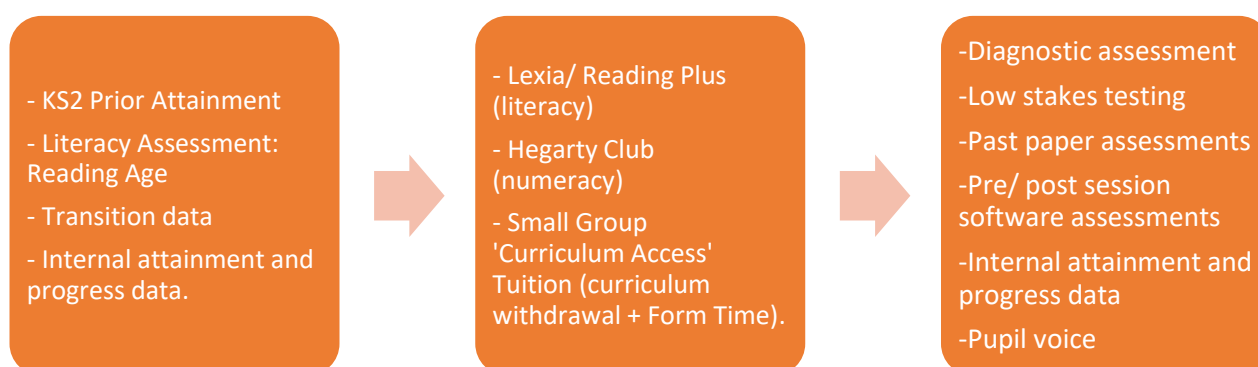For academic year 21/22 (*Education Recovery Grant*) see [here]

KS3

The Kettlethorpe High School 'Education Recovery Strategy' at KS3 draws upon various data sets to identify pupils in need of additional support in literacy and numeracy (as well as more generally in subject-specific curriculum areas). All initiatives are underpinned by a graduated approach: **assess – plan – do – review**. Where possible, initiatives will take place outside of normal curriculum time. However, where curriculum time is used to facilitate additional literacy and numeracy support, there is a clear rationale that this is to enable more confident and successful longer-term access to the wider curriculum at KS3 and beyond. Attendance and engagement to all additional initiatives will be tracked and monitored via Edulink, providing both parents/ carers and teachers with accurate attendance and engagement information for the sessions.

What?

Data analysis identifies students in need of additional support.	→	Support planned and delivered via methods and for a duration in line with need (usually 12- 15 week blocks of tuition).	→	Baseline and post-intervention assessment evaluates impact. Process to repeat where required.

How?

- KS2 Prior Attainment - Literacy Assessment: Reading Age - Transition data - Internal attainment and progress data.	→	- Lexia/ Reading Plus (literacy) - Hegarty Club (numeracy) - Small Group 'Curriculum Access' Tuition (curriculum withdrawal + Form Time).	→	-Diagnostic assessment -Low stakes testing -Past paper assessments -Pre/ post session software assessments -Internal attainment and progress data -Pupil voice

KS4

The Kettlethorpe High School "Education Recovery Strategy" at KS4 draws upon various data sets to identify pupils in need of additional support in Maths and English GCSE (as well as other examination subjects). All initiatives are underpinned by a graduated approach: **assess – plan – do – review**. Where possible, initiatives will take place outside of normal curriculum time. However, where curriculum time is used to facilitate additional Maths and English GCSE support, there is a clear rationale that this is to enable more confident and successful longer-term access to the wider curriculum, and subsequent improved examination performance, at KS4 and beyond. Attendance and engagement to all additional initiatives will be tracked and monitored via Edulink, providing both parents/ carers and teachers with accurate attendance and engagement information for the sessions.
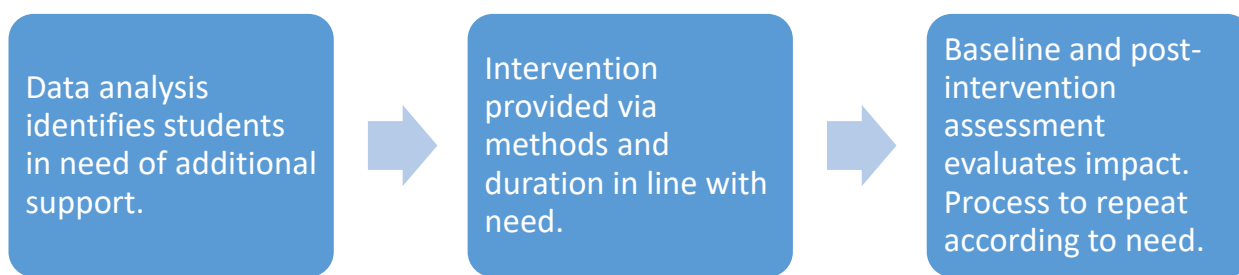
What?

Data analysis identifies students in need of additional support.	Intervention provided via methods and duration in line with need.	Baseline and post-intervention assessment evaluates impact. Process to repeat according to need.

How?

- KS2, KS3 Prior Attainment; current progress KS4 - Literacy Assessment: Reading Age - End of KS3 Data - Y9/Y10/ Y11 PPE Results.	- Lexia/ Reading Plus (literacy) - Hegarty Club (numeracy) - Small Group Tuition (curriculum withdrawal + Form Time). - After school 'Grade Booster' sessions.	-Diagnostic assessment -Low stakes testing -Past paper assessments -Pre/ post session software assessments -Internal attainment and progress data -Pupil voice.