

Y7/8/9 Covid Recovery Strategic Action Plan

Objective (I)		2020/21 Term RAG		
		1	2	3
To establish the impact on learning of the multiple lockdowns and periods of enforced isolation experience by the year group in 2020/21.				
A	Identify initial students (Feb '21 and June '21) showing poor progress and/or disaffection to inform first waves of intervention	Yellow	Green	
B	Complete a detailed analysis of the year group to identify students falling behind and to intervene at subject specific level.	Yellow	Yellow	
C	Identify learning gaps to inform intervention for summer term and beyond	Yellow	Green	

Actions		2020/21 Term RAG		
		1	2	3
A1	Ensure appropriate targets are in place for each student for each subject they study.	Yellow	Green	
A2	Establish what the most recent data picture shows for each year group and identify students showing cause for concern based on progress and attitudes to learning.	Yellow	Green	
A3	Complete Spring Term Snapshot assessments to identify impact of remote learning and identify students most at risk of falling behind.	Green	Green	
A4	Complete GL Progress Tests in Summer Term for English, maths and science.	Yellow	Green	
A5	Complete Summer Term STARs written assessment in class within the Assessment window on the ARR calendar.	Red	Green	
B1	Snapshot assessments to be undertaken in all subjects prior to Easter '21	Green	Green	
B2	GL/STARs Assessment undertaken in Summer Term	Yellow	Green	
B3	Whole School data capture to be completed to provide a comprehensive update for the year group	Yellow	Green	
B4	GAP Analysis to be undertaken at Year group, Subject and Class teacher level for Summer Term assessments, to inform curriculum planning for Sept 21-22	Yellow	Yellow	
C1	QLA's to be completed from Snapshot Assessments March '21 and June '21	Yellow	Green	
C2	QLA's to inform subsequent lesson planning	Yellow	Green	

Strategic Planning:

Objective 1(a): To establish the impact on learning of the multiple lockdowns and periods of enforced isolation experience by the year group in 2020/21

	Action	Activity	I will know this is successful if:	Who	By When
A1	Ensure appropriate targets are in place for each student for each subject they study.	Confirm method for target setting – FFT20+ for all subjects	Method for target setting to be agreed and confirmed with LP/PSt	HT/REv	24 th Feb
		Ensure target for all student are accurately recorded in SIMs	Targets for all students will be available on SIMS for all subjects	HT/REv	24 th Feb
		Ensure target for all students are accurately recorded in SISRA Analytics	Targets for all students will be available on SISRAAnalytics for all subjects for Year 9	HT/REv	24 th Feb
		Use the Summer AtL data to identify students demonstrating the greatest cause for concern in each subject and across multiple subjects	Identification of the greatest causes for concern in their areas based on AtL	MHi/JMa//MHa	5 th July
		Use the Summer data capture and GL Progress Test data to identify students demonstrating the greatest cause for concern in each subject based on their attainment against targets	Each subject will have identified the greatest causes for concern in their areas based on current performance v targets	MHi/JMa/CLs	12 th July
A3	Complete Snapshot assessments (Feb '21) to identify impact of remote learning and identify students most at risk of falling behind.	Each subject to plan a snapshot assessment to take place in final week of spring term 1 – this will focus on learning undertaken from Christmas with 20% recycled content from Autumn Term	All subjects to have in place an appropriate assessment that has been quality assured by Line Managers.	HT	5 th Feb
		Each subject to complete snapshot assessments and collate findings at departmental level	All subjects (as stated above) to have completed snapshot assessment and collated results into an appropriate departmental tracker	CLs	24 th Feb
		From the findings, subject areas to identify students causing the greatest cause for concern based on their performance. Achievement Leader to have an overview of trends	Each subject will have identified the greatest causes for concern in their areas based on current performance v targets	CLSs/HT/DP	26 th Feb
A4	Complete GL Progress Tests in Summer Term for English, maths and science.	Students complete Progress Tests in Core subjects	Core subjects will be able to identify gaps to inform planning. Generated reports will be adapted and sent home. Data will give baseline information which will be used to set students in Years 7, 8 and 9	HT/OD	5 th July

A5	Complete Summer Term STARs written assessment in class within the Assessment window on the ARR calendar.	Each subject to complete STARs assessments and collate findings at departmental level	All non-core subjects to have completed STAR assessment and collated results into an appropriate departmental tracker. Curriculum Leaders will complete an audit of key content/skills which students should know by the end of Year 7, end of Year 8, end of Year 9 and compare to current cohorts using all assessment data from 20-21.	CLs	12 th July
Summary	<p>A series of assessments have now been undertaken across all year groups. For years 7-9 (20/21) initially these were based on the periods of lost learning caused by 'lockdowns' to identify gaps in student understanding. As on-site learning has become reestablished, the focus of these assessments has been to review learning against the curriculum covered to each assessment point. These began with GL Progress Tests in Summer '21 and have been followed up with internal 'High Stakes Assessments' in the Autumn '21 term. In response to the High Stakes assessments undertaken in Autumn '21. Subject teacher, Department and Whole School analysis has taken place (obj 1b) with individual actions implemented to address where progress is limited.</p> <p>Year 7 (21/22) completed a series of baseline assessments (GL Assessments) throughout their transition.</p> <p>Additionally, all students have refined Key Stage 'minimum' and 'aspirational' targets that have been formulated using FFT</p>				

Objective I (b): Complete a detailed analysis of the year group to identify students falling behind and to intervene at subject specific level

	Action	Activity	I will know this is successful if:	Who	By When
B1	Snapshot assessments to be undertaken in all subjects prior to Easter '21	w/c 15th March, subjects to complete 'Snapshot assessment' that will inform a whole school data capture	All students will complete a snapshot assessment in all subjects and have grade bands to reflect their current performance covering remote learning and return to school learning from Term 2	HT/ CLs/ teachers	22 nd March
B2	GL Progress Tests /STARs Assessment undertaken in Summer Term	Year 7, 8 and 9 w/c 7 th June – 3 rd July PT Assessment window that will inform a whole school data capture Year 7/8 -w/c 24 th May- 18 th June STARs Assessment window that will inform a whole school data capture- DATA input by 24 th June Year 9- w/c 24 th May STARs Assessment window that will inform a whole school data capture- DATA input by 9 th June	All students will complete GL Progress Tests for Core subjects and STARs Assessment in all other subjects.	CL	3 rd July
B3	Whole School data capture to be completed to provide a comprehensive update for the year group	Data to be inputted into SIMs by class teachers and grade distributions QA'd by Curriculum Leaders and SLT LMs	All data will be inputted into SIMs marksheets by the deadline	CLs/ teachers	5 th March 2 12 th July
		Year 9 data uploaded to SISRAAnalytics for analysis	A complete data picture for this year group to be uploaded to SISRAAnalytics	REv/AB	26 th March
		Snapshot Reports to parents of current grade sent home		REv/AB	KS3-30 th April KS4-4 th May
		GL Progress Test Reports for English, maths and science sent home.		REv/AB	12 th July
B4	GAP analysis to be undertaken at Year group, Subject and Class teacher level	Year group data analysis completed	We will have a clear overview of the current position of the year group with headline.	HT/MHI/JMa	12 th April 12 th July Aut '21
		Subject level data analysis completed	Each department will have a clear overview of their respective cohort against their target grades. This will include the identification of key underperforming students. This will also include specific groups such as PP and SEN	CLs	17 th April 12 th July Aut '21
		Class level data analysis completed		Teachers	28 th Apr

			<p>Each class teacher will have a clear overview of their respective classes against target bands. This will include the identification of key underperforming students and prospective causes for underperformance identified.</p> <p>This will also include specific groups such as PP and SEN</p>		<p>12th July Aut '21</p>
Summary	<p>In addition to the snapshot and end of year assessments that took place in the spring/summer of 2021, the ARR calendar for 21/22, provides frequent checkpoints for each year group to undertake High Stakes assessments that assess students against Curriculum coverage to that point. In response to these, all Curriculum Leaders have provided a forensic analysis of the student performance, identifying priority areas and devising appropriate actions. This has been informed by individual Subject Teacher reflections where QFT has been reviewed and proposed actions implemented to intervene with individual/groups of students. These were completed at the end of the Autumn Term for Key Stage 3, with analysis due for submission in the Spring '22.</p>				

Objective I (c): Identify learning gaps to inform intervention for summer term and beyond

	Action	Activity	I will know this is successful if:	Who	By When
CI	QLA's to be completed at standard assessment points	Following February Snapshot assessments all class teachers to complete QLA gap analysis that will be used to inform target work after half term	A forensic breakdown of students learning gaps to inform in and out of class intervention planning	Teachers/CLs	24 th Feb
		Following the March snapshot assessments all class teachers to complete QLA gap analysis that will be used to inform target work after Easter	A breakdown of students learning gaps to inform in and out of class intervention planning	Teachers/CLs	21 st Apr
		Following the June STARS Assessments all class teachers to complete QLA gap analysis that will be used to inform target work before the end of term	A breakdown of students learning gaps to inform in and out of class intervention planning	Teachers/CLs	3 rd July
C2	QLA's to inform subsequent lesson planning	After completion of the snapshot QLA, each class teacher to submit a short-term action plan to their Curriculum Leaders	A short-term action plan will be in place for all classes	Teachers	26 th Feb
		Week 1 and 2 of spring term 2 to focus on feedback/target work in lessons	Learning gaps identified will be readdressed in lessons	Teachers	5 th Mar
		After completion of the snapshot assessments, each class teacher to submit a short-term action plan to their Curriculum Leaders	A short-term action plan will be in place for all classes	Teachers	21 st Apr
		Week 3 and 4 of Summer term 2 to focus on feedback/target work in lessons	Learning gaps identified will be readdressed in lessons	Teachers	7 th May
		Following the STARS assessment all QLA data is reviewed by Curriculum Leaders to inform Curriculum Planning for 2021-22.	Curriculum Leaders to complete a Departmental Recovery Plan for the year group for 21-22 which illustrates changes made to current Roadmaps- Section of the DDP	CL	12 th July
		Following the GL Progress Tests all QLA data is shared with Curriculum Leaders to inform Curriculum Planning for 2021-22.	Curriculum Leaders use QLA data from GL Progress Tests to inform the Departmental Recovery Plan for the year group for 21-22 which illustrates changes made to current Roadmaps- Section of the DDP	CL	12 th July
Summary	In response to the initial snapshot assessments and the GL assessments Question Level Analysis have been completed to show learning gaps. This information has been used by Curriculum Leaders to inform their curriculum planning and also class teachers when planning individual schemes of learning.				

