

## Y10 Covid Recovery Strategic Action Plan

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

Actions		2020/21 Term RAG		
		1	2	3
A1	Ensure appropriate targets are in place for each student for each qualification subject they study.			
A2	Establish what the most recent data picture shows for this year group and identify students showing cause for concern based on progress and attitudes to learning.			
A3	Complete Snapshot assessments (Feb '21) to identify impact of remote learning and identify students most at risk of falling behind.			
B1	High stakes assessments and Coursework moderation to be undertaken in all subjects prior to Easter '21			
B2	Whole School data capture to be completed to provide a comprehensive update for the year group			
B3	POT analysis to be undertaken at Year group, Subject and Class teacher level			
C1	QLA's to be completed at standard assessment points			
C2	QLA's to inform subsequent lesson planning			
C3	QLA's to inform period 6 and <i>masterclass</i> days where applicable			

Strategic Planning:

Objective 1(a): Identify initial students (Feb '21) showing poor progress and/or disaffection to inform first wave of intervention (spring term 2)

	Action	Activity	I will know this is successful if:	Who	By When
A1	Ensure appropriate targets are in place for each student for each qualification subject they study.	Confirm method for target setting – FFT20 for all subjects?	Method for target setting to be agreed and confirmed with LP/PSr	HT/REv	24 <sup>th</sup> 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 <sup>th</sup> Feb
		Ensure target for all student are accurately recorded in SISRAAnalytics	Targets for all students will be available on SISRAAnalytics for all subjects	HT/REv	24 <sup>th</sup> Feb
A2	Establish what the most recent data picture shows for this year group and identify students showing cause for concern based on progress and attitudes to learning.	Using DC2 data and Feb AtoL data, identify students demonstrating the greatest cause for concern based on AtoL	A target cohort of students based on their AtoL will be identified.	DP	10 <sup>th</sup> Feb
		Using DC2 data, 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	DP/CLs	26 <sup>th</sup> Feb
		Using DC2 data, identify initial English and Maths match up 'golden children'	The key 5+ match up students will be identified for English and Maths	OD/RS/RR	26 <sup>th</sup> Feb
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 (except those who have spent entirety of spring term working on NEAs) to have in place an appropriate assessment that has been quality assured by line managers.	HT	5 <sup>th</sup> 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 <sup>th</sup> 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 <sup>th</sup> Feb
Summary	A series of assessments have now been undertaken. 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. Subject teacher, Department and Whole School analysis has taken place (obj 1b) with individual actions implemented to address where progress is limited. Y11 Progress Meetings (including 'Match Up' focus) are embedded now across all subjects through line management. Additionally, all students have refined End of Course 'minimum' and 'aspirational' targets that have been formulated using FFT				

Objective 1 (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	High stakes assessments and Coursework moderation to be undertaken in all subjects prior to Easter '21	W/c 22 <sup>nd</sup> March, GCSE subjects to complete 'high stake assessments' that will inform a whole school data capture.	All students will complete a rigorous assessment in all GCSE subjects and have grades to reflect their current performance.	HT/ CLs/ teachers	26 <sup>th</sup> Mar
		w/c 22 <sup>nd</sup> March, non-GCSE subjects to undertake a thorough moderation of NEAs completed to date that will inform a whole school data capture	All students will have work marked and moderated in all Vocational subjects and have grades to reflect their current performance.	HT/ CLs/ teachers	26 <sup>th</sup> Mar
B2	Whole School data capture to be completed to provide a comprehensive update for the year group	Moderation exercise to be completed across all departments to ensure accuracy of marking	Marking will be consistent within a subject to ensure accurate grading	CLs/ teachers	16 <sup>th</sup> Apr
		Data to be inputted into SIMs by class teachers and QA'd by Curriculum Leaders	All data will be inputted into SIMs marksheets by the deadline	Teachers/ CLs	21 <sup>st</sup> Apr (QA 22 <sup>nd</sup> )
		Data uploaded to SISRAAnalytics for analysis	A complete data picture for the year group to be uploaded to SISRAAnalytics	Rev/AB	23 <sup>rd</sup> Apr
B3	POT 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 information for all key performance indicators	HT/DP	24 <sup>th</sup> May
		Subject level data analysis completed	Each department will have a clear overview of their respective cohort in relation to the key performance indicators. This will include the identification of key underperforming students	CLs	11 <sup>th</sup> June
		Class level data analysis completed	Each class teacher will have a clear overview of their respective classes in relation to the key performance indicators. This will include the identification of key underperforming students and prospective causes for underperformance identified	Teachers	11 <sup>th</sup> June
Summary	In addition to the snapshot and end of year assessments that took place in the spring/summer of 2021, a formal mock period was successfully completed in the Autumn Term. 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.				

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
C1	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 <sup>th</sup> Feb
		Following the March high-stakes assessments all class teachers to complete QLA gap analysis that will be used to inform target work after Easter	An enhanced forensic breakdown of students learning gaps to inform in and out of class intervention planning	Teachers/CLs	21 <sup>st</sup> Apr
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 <sup>th</sup> 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 <sup>th</sup> Mar
		After completion of the Mock exams, 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	11 <sup>th</sup> June
		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	7 <sup>th</sup> May
C3	QLA's to inform period 6 and <i>masterclass</i> days where applicable	QLAs of foundation subjects to be used to inform curriculum planning for additional timetabled periods	Learning gaps and misconceptions will be readdressed during the additional learning time	CLs/ Teachers	19 <sup>th</sup> Apr onwards
		Vocational subject masterclass days to be used to complete elements of NEA in need of revisiting	All students will have completed the expected tasks/units in line with subject assessment plans	CLs	16 <sup>th</sup> Jul
Summary	In response to the initial snapshot assessments and the formal mock exams, 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. The information has also provided a focus for the Period 6 lessons that have taken place throughout the Autumn Term in all KS4 subjects and the additional interventions delivered during the school holidays and masterclass days delivered in the Summer.				