

Catch Up

- Ensure that students bridge any gaps in their knowledge and understanding in all subjects
- Provide a range of interventions to support the students' learning and well-being
- Ensure there is a strategy for reading shared across the school
- Ensure that all vulnerable groups are supported

Action/ Strategies	Timeframe & Lead	Success criteria	Monitoring	Impacts
Safety and Expectations in a Covid Classroom Relaunch of Fantastic 4, use of visualisers, and whiteboards for modelling and AFL Making assessments purposeful and robust to ensure gaps in learning are identified Reading Launch Strengthening Minds Google Classroom and Live lessons All subjects to create a recovery curriculum taking into account any adjustments that exam boards have made	EW Weekly SLT Sept 20	Staff follow school guidelines on the new way to teach in a classroom Staff to follow the F4 model and ensuring that AFL happens regularly All staff to use the visualisers that have been provided Gaps are identified and interventions are in place to support students	Weekly monitoring through Walkabout Wednesdays and feedback given to individual staff Fortnightly book scrutiny to check consistency across the school	Support in place for staff who need - Sept 20 Staff are adhering to new COVID guidelines in and out of the classroom to ensure safety of everyone in the college. Staff are ensuring that all safety supplies are replenished by contacting site team to ensure that all health and safety measures are coherent with risk assessment Baselines tests were given to students within the first 3 weeks of T1 Interventions have been mapped out for underperforming students All subjects have a recovery plan- Sept



Remote Learning Pre-recorded videos to be created and live lessons to be delivered in all subjects; it will provide students the opportunity to learn new content Resources to be shared with students via Google Classroom- Support booklets to be shared with students and parents via school website Homework policy has been adapted and teachers are now setting additional work alongside the Knowledge Organiser Workbooks to be created for each subject (termly) which will be linked to their KOs.	EW termly EW Sept 20 HOF Sept 20	Students have access to all resources and can go over learning at home Videos are shared within faculties and used as resources for students to use at home Students can complete more extended pieces of work at home by using the information in their KO. Students will have the opportunity to recap on any new content that has been taught	Monitoring through LM and Google Classrooms SLT to observe learning each week SLT to monitor each term	All lessons to have a 'live' element- Sept 20 All students to use Google Classroom- Sept 20 Support booklets given to staff and students on GC- Sept 20 Booklets to be created for subject- Sept 20 (termly) HW policy changed- Aug 20 to incorporate additional tasks e.g. reading, extended answers
Year 11 Interventions 1-hour compulsory intervention session in Eng, Maths, Sci every week after school (Mon-Weds) Year 11 Saturday Catch Up sessions (10am -1pm) for all students (EBAC offered first) Year 11 English and Maths Catch Up sessions to take place each morning during form time- English and Maths HOFs to deliver Breakfast sessions for disadvantaged students who have been identified by teachers as needing additional subject support 1:1 SEND/ PP Post teaching interventions to be scheduled after mentoring session and discussions with subject staff Strengthening minds programme to be implemented in form time once a week (delivered through CPD sessions to all staff)	SLT Oct 20 HOY Oct 20 SLT Sept 20 KB Sept 20	Year 11 students will catch up on missed learning time due to the school closure Improved Literacy and Numeracy skills PP students to attend sessions where they can catch up on subject content/ skills Staff have a clear idea of specific support needed for students and each student has their own intervention plan Students are confident with topics/ skills that they initially found difficult to understand	SLT termly book scrutiny, lesson observations, data review meetings SLT termly book scrutiny, lesson observations, data review meetings All staff will have access to this data, to inform planning	100% attendance to core after school sessions. 60% attendance to Saturday intervention across all subjects. 'My tutor' core subject sessions for identified PP students. All SEND students met with by week 2 for a well-being catch up. Further intervention added where appropriate. Strengthening Minds Term 1 pastoral programme completed. From learning walks pupil's engagement and level of questioning showed an increased level of resilience and confidence. Term 2 strengthening minds CPD to all staff and all



Easter revision sessions-online and face to face				time. Booklets completed by pupils to show
(practical sessions)				progress of key elements.
Curriculum maps amended and assessment				
schedule made in term 5				Kemnal Hearts form time sessions delivered
				in term 5 focusing on areas of personal
				development relevant to each year group.
				From learning walks this aids great
				discussions and reflective thoughts from
				pupils.
				Easter revision sessions have increased the
				confidence of pupils post COVID. Practical
				subjects have evidence to provide for exam
				board submission if required
<u>Literacy and Numeracy Interventions</u>		All KS3 students have a reading age		MHa working with small groups of students
KS3 Literacy and Numeracy Catch Up sessions to	EW/ KB	and Maths level	Intervention will be	(yr 7-9) on core Maths skills, supporting ks4
take place weekly in the new intervention area.	Sept 20		planned based on the	students 1:1. In addition an IA is now present
KS3 and KS4 mentoring sessions for SEND/ PP		KS3 students will have a knowledge	data	in these sessions and therefore able to
students to identify barriers to learning		audit	Half termly meeting	continue the intervention work during the
GL testing – Maths and English			with MH, EH and KB	week.
STAR reading test – to establish reading ages			to review impact	MHa supporting Maths teachers by planning
IDL Programme – to test Maths ability for all KS3		MH to resource, run and support more	Monitoring impact of	specific tasks for these students during their
students.		KS3 Maths interventions	intervention by	lessons.
SEND Maths specialist has extended her working			KB/TS. Implement	GAPS for reading are closing in all y
hours and will provide CPD to upskill IAs and 'Catch		Catch up staff and IAs can confidently	increased CPD as	ear groups
up staff' (staff who have extra capacity)	_	run Maths intervention	required	Impact for Year 11 GL 55% at RA July 21
Timetabled AR sessions. AR competitions and	EW/KB	Catch up staff can confidently run		compared with Sept 2020 32%
prizes.	Sept 20	literacy intervention and guided		The average progress for each student who
Whole school approach to literacy – embedded in		reading		completed the programme was 7 months
to the curriculum, through tier 2 vocabulary				reading age, key staff trained and delivered
Small group literacy intervention – Rapid plus, Toe		Increase in students' reading age and		an intervention 'Readers are Leaders Tutor'
by Toe and IDL		maths level, in line with their ability		programme



Small group maths intervention – Maths Mastery and IDL					8 of Reading Matter 1% of students at RA ta	
Reading Systems and processes implemented for all students to follow using AR and 'Drop Everything and Read' guidance-updated regularly. Communication with parents/carers to ensure they know how to support their children with reading FP to develop a 'Rapid Reading' programme for tutors' pastoral support programme to be implemented in extended form time once a week	LP(KT) HOD(FP) AR Lead (JM) Sept 2020 SENDCO(KB)	Consistent approach across the school. Students to use an understand tier 2 vocabulary Students show an increase in reading age and maths level All students understand expectations around reading.	All staff and tutors to ensure that students are engaged with and following 'Drop Everything and Read' around college. Monitored by DHT and FP through student voice, learning walks Monitored by KB, FP and HOY through student voice,	Introduced and driven the use of SORA - online library with app Reading news disseminated with all regulatory stakeholders. School has won a Puffin competition to receive books in recognition of reading culture at KTC. Regular competitions to promote reading. World Book Day Celebrated Year 10 survey shows improved attitudes to reading Reading Age data		
Reading programme to be implemented in form time and between lessons. Implement of reading intervention for readers in need of catch-up inclusion unit (ICE) for support workshops	Ongoing FP/HOY/Tutors AHT/FP SENDCO(KB) Term 1 - 6	Improved understanding of importance of reading to ensure students make progress and catch-up	learning walks	Year 7 (Star Test) 16% at RA Year 8 (Star Test) 36% at RA Year 9 Year 10 32% at RA Year 10 32% at RA Year 20 July 2021 Year 7 (Star Test) 40% at RA Year 8 (Star Test) 68% at RA Year 8 (Star Test) 68% at RA GL Reading 55% at RA	Year 7 (Star Test) 40% at RA Year 8 (Star Test) 68% at RA Awaiting data	3



Behaviour, safety and wellbeing	AHT	Student voice show positive	All staff to monitor	Duty rota updated to ensure that maximum
	Sept 2020	improvements	behaviours around	staff in zones and social areas to ensure
Increased amount of staff in the corridors during			college and ensure	safety of all pupils. All pupils conform to
the school day and before and after school		All staff confident in delivering the	that all students are	rules and are sanctioned accordingly.
(supporting staggered starts and finishes)		sessions to form groups. Student	conforming to COVID	ICE reduces exclusions and allows pupils to
		voice showing positive improvements	rules	reflect upon behaviour. Admissions to ICE is
Behaviour policy has been adjusted so there is an		Student voice show positive		increasing to support the needs of all pupils
additional step added before an exclusion as the		improvements	Contact log via key	including SEN, PP, emotional wellbeing and
ICE (Inclusion Unit) is open			stage manager	behaviour.
		An increased presence around the	Monitored by DHT	
Systems and processes implemented for all	DHT	school to reinforce safety and	through student	Inclusion manager contacts home biweekly
students to follow using TKAT and DfE guidance-	Sept 2020	behaviour expectations	voice, learning walks	to provide progress report on pupils
updated regularly in accordance with Government				attending ICE to ensure increased
guidelines		Internal exclusions will lower the % of	Monitored by AHT	communication.
	HOY	FTE and students have the opportunity	through student	Term 1 pastoral programme completed.
Communication with parents/carers to ensure	Ongoing	to complete a support workshop with	voice, learning walks	From learning walks pupil's engagement and
positive relationships are sustained		the ICE lead		level of questioning showed an increased
	DHT			level of resilience and confidence.
HOY developed a pastoral support programme to	Term 1	All students understand expectations		
be implemented in extended form time once a		and rules to keep everyone safe at		
week		school-PP delivered through form time	Monitored by DHT	Admissions to ICE is increasing to support the
	DHT		through learning	needs of all pupils including SEND, PP,
Strengthening minds programme to be	Term 1 - 6	Term 2 Strengthening Minds CPD to all	walks, student	emotional wellbeing and behaviour.
implemented in form time once a week (delivered		staff and all tutors completing	feedback and	Workshop focuses are personalised to pupils
through CPD sessions to all staff)	AHT	programme during form time.	behaviour data	needs within 1-1 sessions.
	Term 1 – 6	Booklets completed by pupils to show		
Implement the Inclusion unit (ICE) for support		progress of key elements.		Kemnal Hearts sessions implemented with a
workshops			DHT to monitor	focus on personal development for each year
			student voice	group-pupils' development in confidence
	DHT			and resilience.
External provision- Bromley Wellbeing	Term 5			
RSE delivery in Term 5 due to sensitivity of topics,				RSE lessons has raised awareness and
therefore did not deliver during lockdown.				understanding of RSE topics.



<u>Communication</u>	Improved understanding of	EW to ensure it is on	Whole school messages are communicated
Regular parental engagement via text, website and	expectations from college i.e. COVID	the website and staff	clearly and consistently
email	rules, attendance, uniform etc.	have access to	
Weekly letter sent to all parents regards to		booklets	Increased communication to parents has
updates	Student voice show positive		allowed for a safe controlled environment at
Google Classroom support booklet on the website	improvements		school with health and safety. 98% of the
for students and parents	All staff confident in delivering the	Monitored by SLT	school brings a mask to school therefore
Google Classrooms support booklet given to staff	sessions to form groups. Student		parents are reading letters, texts, emails etc.
in order for them to set work and give feedback	voice showing positive improvements		
Weekly virtual assemblies will be shown to	Student voice show positive		During year group closures pupils were
students	improvements	Monitored by SLT	accessing google classrooms shown by 73%
Pastoral communication to support students and			of the school logging on. If pupils do not
parents during lockdown.	Improved communication between	Monitored by CC	have access work packs have been sent
Introduction of School Cloud for parents' evening	the school and parents		home as outlined in letters, texts and emails.
in term 5			
	Students and parents can access GC if		Increased attendance and engagement at
	students are working at home		parents' evening
	Teachers all set work on GC so all		
	students can access and have		
	feedback		
Staff Wellbeing	All staff have somewhere to work/ rest		In LM staff have commented on the positives
All teaching staff have been given a faculty base to	while socially distancing from others		of having a base to complete work and have
complete tasks/ rest in between lessons			meetings/CPD etc
Weekly feedback forum to Headteacher regards to	All staff have the opportunity to		HOFs stated in LM the positives of faculty
improvements made	feedback to the Headteacher about		time. There are now more book looks,
	areas of improvement regards to H&S/		shared planning, shared marking,
Weekly bulletin to be sent to all staff each Monday	T&L		moderation and reviews of SOW, recovery
morning via email about what is happening at			curriculum plans, curriculum maps
school each week			



Whole school CPD is fortnightly and there is an increase in faculty time which is now fortnightly	All staff have clear communication about what is happening in school each week- replacing the weekly	Weekly bulletin allows staff to pre plan and organise time effectively to ensure deadlines are met.
Staff have been provided with a teaching toolbox- the school has purchased visualisers and stationary	briefing	
for all teaching staff	Faculties have more time to focus on	Staff have allocated fortnightly faculty
	their recovery curriculums and the T&L	sessions where they can plan, moderate and
	implications	assess
		Toolbox has been very positive, allowing all
	All staff have tools to deliver effective	staff to move between classrooms with all
	lessons while being peripatetic	resources that they need. Positive feedback
		and evidence of visualisers used in lessons to
		demonstrate and model.