



## KTC Catch Up Plan and Impacts 2020-2021

<p style="text-align: center;"><b><u>Remote Learning</u></b></p> <p>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.</p>	<p>SLT termly</p> <p>EW termly</p> <p>EW Sept 20</p> <p>HOF Sept 20</p>	<p>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</p>	<p>Monitoring through LM and Google Classrooms SLT to observe learning each week</p> <p>SLT to monitor each term</p>	<p>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</p> <p>Booklets to be created for subject- Sept 20 (termly)</p> <p>HW policy changed- Aug 20 to incorporate additional tasks e.g. reading, extended answers</p>
<p style="text-align: center;"><b><u>Year 11 Interventions</u></b></p> <p>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)</p>	<p>SLT Oct 20</p> <p>HOY Oct 20</p> <p>SLT Sept 20</p> <p>KB Sept 20</p> <p>TC/BO Sept 20</p>	<p>Year 11 students will catch up on missed learning time due to the school closure</p> <p>Improved Literacy and Numeracy skills PP students to attend sessions where they can catch up on subject content/ skills</p> <p>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</p>	<p>SLT termly book scrutiny, lesson observations, data review meetings</p> <p>SLT termly book scrutiny, lesson observations, data review meetings</p> <p>All staff will have access to this data, to inform planning</p>	<p>100% attendance to core after school sessions. 60% attendance to Saturday intervention across all subjects.</p> <p>'My tutor' core subject sessions for identified PP students.</p> <p>All SEND students met with by week 2 for a well-being catch up. Further intervention added where appropriate.</p> <p><b>Strengthening Minds</b> 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 tutors completing programme during form</p>





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<p><b><u>Behaviour, safety and wellbeing</u></b></p> <p>Increased amount of staff in the corridors during the school day and before and after school (supporting staggered starts and finishes)</p> <p>Behaviour policy has been adjusted so there is an additional step added before an exclusion as the ICE (Inclusion Unit) is open</p> <p>Systems and processes implemented for all students to follow using TKAT and DfE guidance- updated regularly in accordance with Government guidelines</p> <p>Communication with parents/carers to ensure positive relationships are sustained</p> <p>HOY developed a pastoral support programme to be implemented in extended form time once a week</p> <p>Strengthening minds programme to be implemented in form time once a week (delivered through CPD sessions to all staff)</p> <p>Implement the Inclusion unit (ICE) for support workshops</p> <p>External provision- Bromley Wellbeing RSE delivery in Term 5 due to sensitivity of topics, therefore did not deliver during lockdown.</p>	<p>AHT Sept 2020</p> <p>DHT Sept 2020</p> <p>HOY Ongoing</p> <p>DHT Term 1</p> <p>DHT Term 1 - 6</p> <p>AHT Term 1 – 6</p> <p>DHT Term 5</p>	<p>Student voice show positive improvements</p> <p>All staff confident in delivering the sessions to form groups. Student voice showing positive improvements</p> <p>Student voice show positive improvements</p> <p>An increased presence around the school to reinforce safety and behaviour expectations</p> <p>Internal exclusions will lower the % of FTE and students have the opportunity to complete a support workshop with the ICE lead</p> <p>All students understand expectations and rules to keep everyone safe at school-PP delivered through form time</p> <p>Term 2 Strengthening Minds CPD to all staff and all tutors completing programme during form time.</p> <p>Booklets completed by pupils to show progress of key elements.</p>	<p>All staff to monitor behaviours around college and ensure that all students are conforming to COVID rules</p> <p>Contact log via key stage manager Monitored by DHT through student voice, learning walks</p> <p>Monitored by AHT through student voice, learning walks</p> <p>Monitored by DHT through learning walks, student feedback and behaviour data</p> <p>DHT to monitor student voice</p>	<p>Duty rota updated to ensure that maximum staff in zones and social areas to ensure safety of all pupils. All pupils conform to rules and are sanctioned accordingly.</p> <p>ICE reduces exclusions and allows pupils to reflect upon behaviour. Admissions to ICE is increasing to support the needs of all pupils including SEN, PP, emotional wellbeing and behaviour.</p> <p>Inclusion manager contacts home biweekly to provide progress report on pupils attending ICE to ensure increased communication.</p> <p>Term 1 pastoral programme completed. From learning walks pupil's engagement and level of questioning showed an increased level of resilience and confidence.</p> <p>Admissions to ICE is increasing to support the needs of all pupils including SEND, PP, emotional wellbeing and behaviour. Workshop focuses are personalised to pupils needs within 1-1 sessions.</p> <p>Kemnal Hearts sessions implemented with a focus on personal development for each year group-pupils' development in confidence and resilience.</p> <p>RSE lessons has raised awareness and understanding of RSE topics.</p>
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<p style="text-align: center;"><b>Communication</b></p> <p>Regular parental engagement via text, website and email Weekly letter sent to all parents regards to updates Google Classroom support booklet on the website for students and parents Google Classrooms support booklet given to staff in order for them to set work and give feedback Weekly virtual assemblies will be shown to students Pastoral communication to support students and parents during lockdown. <b>Introduction of School Cloud for parents' evening in term 5</b></p>		<p>Improved understanding of expectations from college i.e. COVID rules, attendance, uniform etc.</p> <p>Student voice show positive improvements All staff confident in delivering the sessions to form groups. Student voice showing positive improvements Student voice show positive improvements</p> <p>Improved communication between the school and parents</p> <p>Students and parents can access GC if students are working at home</p> <p>Teachers all set work on GC so all students can access and have feedback</p>	<p>EW to ensure it is on the website and staff have access to booklets</p> <p>Monitored by SLT</p> <p>Monitored by SLT</p> <p>Monitored by CC</p>	<p>Whole school messages are communicated clearly and consistently</p> <p>Increased communication to parents has allowed for a safe controlled environment at school with health and safety. 98% of the school brings a mask to school therefore parents are reading letters, texts, emails etc.</p> <p>During year group closures pupils were accessing google classrooms shown by 73% of the school logging on. If pupils do not have access work packs have been sent home as outlined in letters, texts and emails.</p> <p>Increased attendance and engagement at parents' evening</p>
<p style="text-align: center;"><b>Staff Wellbeing</b></p> <p>All teaching staff have been given a faculty base to complete tasks/ rest in between lessons Weekly feedback forum to Headteacher regards to improvements made</p> <p>Weekly bulletin to be sent to all staff each Monday morning via email about what is happening at school each week</p>		<p>All staff have somewhere to work/ rest while socially distancing from others</p> <p>All staff have the opportunity to feedback to the Headteacher about areas of improvement regards to H&amp;S/ T&amp;L</p>	<p>.</p>	<p>In LM staff have commented on the positives of having a base to complete work and have meetings/CPD etc HOFs stated in LM the positives of faculty time. There are now more book looks, shared planning, shared marking, moderation and reviews of SOW, recovery curriculum plans, curriculum maps</p>

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