



**Gippeswyk Community
Educational Trust**

ACHIEVING SUCCESS TOGETHER

This Policy has been adopted and approved by Gippeswyk Community Educational Trust and is to be used by all members of the Trust.

GCET Covid-19 'Catch Up' 3 Year Strategy for Education Recovery Statement of Intent	
Updated	September 2023
Ratified by GCET	8.12.2023
Date of next Review	Autumn Term 2024-2025 (<i>Reviewed annually</i>)
Responsible Officer	Head of Trust Standards - Mr J Eveson
Policy Number	TS2

Definition of a Parent

- All biological parents, whether they are married or not.
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

Statement of Intent

GCET's vision is to ensure that all students have the educational opportunities they deserve and the students, in turn, make the most of them. The Trust is firmly committed to raising the achievement of all students across our academies and refuses to accept that any child is ever destined to underachieve by virtue of COVID (or disadvantage). Raising the achievement of all students is at the very core of every person employed by GCET and every action taken.

Trust Commitment

The Trust will ensure that all recovery premium funding (now called DfE/ESFA Coronavirus Exceptional Support) is allocated in ways that have the maximum impact on students' progress in learning and personal development within our academies. This funding will continue to be used to diminish gaps in learning that have developed due to COVID and its ongoing effects. Each academy will look to address any wider impact on student well-being mental health, personal and broader development.

To analyse the effectiveness of this funding, academies will review outcomes from all assessment strategies including data and gap analysis and monitor the progress and attainment of all students

considering carefully where all gaps in learning and development appear. This will fit around the existing assessment structures to ensure that there is no major increase in staff workload.

Academy Commitment

The Trust believes that school leaders are best placed to make decisions about how catch-up and pupil premium funding is spent in their respective academies. Principals will ensure there is rigorous monitoring and evaluation of the impact of any strategies across the three tiers detailed below which are paid for by catch-up and DfE/ESFA Coronavirus Exceptional Support funding. Where strategies are not proving effective, they will be discontinued and replaced with more effective, evidence-based strategies, as necessary. The aim of our 3-year education recovery strategy is to ensure that none of our students are 'left behind' and that they are given the opportunity to receive the most effective teaching and additional support where needed to 'catch-up'. We realise that in these unprecedented times and supporting all our students who require 'catch-up' is a significant undertaking. To achieve this, notable commitment and effort as well as shared responsibility are expected and required from all staff. This will ensure that the effects of COVID do not unfairly disadvantage any of our students so they can confidently and successfully transition to the next stages of their education or employment

Student Commitment

Students will continue to be well-rounded intellectually, socially and emotionally. We will help them, once more, to become equipped with the knowledge, skills and understanding for learning, work and life – literacy, numeracy, communication, creativity and aesthetic appreciation – in order to be able to flourish within and contribute positively to society

The Trust through its academies will achieve the intent by:

- Investing in and restoring relationships between our academies, our students and their families / carers
- Understanding the needs of our students and our community
- Identifying and addressing gaps in education (learning) by assessing (learning, engagement, well-being), consulting with our students and our staff and targeting teaching & support
- Making metacognition and self-regulation skills for learning explicit to our students to reskill and rebuild confidence
- Providing space for our students to rediscover themselves, helping them to find their voice about learning and well-being
- All allocated funding will remain within the individual academies so that the funding can be utilised where the students are known best and hence secure the most impact

Funding allocation to support education recovery will be planned using the 3-tiered approach as outlined by EEF guidance:

1 Whole School Approaches which support the quality of teaching to meet the needs of all

- High quality teaching for all students across the curriculum
- Broad & balanced curriculum relevant to each academy which is accessible by all pupils including SEND
- Explicit teaching of metacognition and self-regulation
- Assessment of need based on formative, summative and diagnostic assessments, classroom observations, teacher voice and student voice, which informs teaching
- Adapted curriculum and / or planning and teaching based on identified gaps and needs
- Effective deployment of support staff which supports learning whilst embedding independence
- Effective blended and remote learning linked to the relevant academy curriculum and pupil needs
- Professional development linked to school priorities, individual staff development and pupil needs

2. Targeted evidence-based academic approaches

- High quality one to one and small group tuition linked to classroom teaching and identified gaps / needs
- Effective deployment of learning support assistants and targeted support
- Academic tutoring
- Planning and targeted support for pupils with Special Educational Needs and Disabilities (SEND)

3. Wider strategies tackling non-academic barriers

- Pastoral screening
- Support for pupils identified with social, emotional and behavioural needs
- Consistent implementation of a social and emotional learning curriculum within the wider curriculum
- Implement strategies including the new trust wide attendance policy to monitor, support and encourage good school attendance by all.
- Communication with and support for parent of students across all year groups

Successful implementation of all planned strategies relevant to each academy's context and students in challenging times will secure education recovery