



COVID-19 STRATEGY GUIDE
2021/2022



Section C: Wider Strategies

Element:	Rationale:	Kingsland CE Academy	Commentary/Impact:
1) Supporting parents and carers:	Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.	<p>Communication and support for parents will be done using the following platforms:</p> <ul style="list-style-type: none"> • School Facebook group page: Important announcements, information videos, photographs, links to local authority and government guidance. • School and class Twitter pages: As above, including announcements and good news specific to each class. • School Website • School Inclusion Team: Zoom meetings/phone calls where needed. Meetings in person where necessary (using PPE). Home visits where necessary (using PPE). • Home Learning – in event of further lockdown, iPads will be taken home and work set through use of Showbie/Showbie Pro. For those without a 1-1 iPads, e.g. Our EYFS children, home learning packs will be sent home and online learning supported through the platforms listed above (see Trust Lockdown contingency plan). • School admin function will continue as normal. 	<p>EEF supporting docs:</p> <p>EEF doc: Communicating Effectively with Families https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Communicating_Effectively_with_Families_-_Guide_for_Schools.pdf</p>
2) Access to technology:	Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school. To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback— is more important than which form of technology is used. In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced.	<p>See school plan for adoption of apple technology.</p> <p>See acceptable use policy.</p>	<p>EEF supporting docs:</p> <p>EEF doc: Best Evidence on Supporting Students to Learn Remotely https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/</p>
3) Holiday Support	Holiday programmes can benefit pupils socially and academically, helping to ensure that they return to school ready to learn. Holiday support can also focus on a wide range of outcomes, such as confidence and wellbeing, and include a wide range of activities such as sports, music and drama that children might have missed out on during lockdown. For programmes to improve educational outcomes, they need to include high-quality academic support, such as small group tuition delivered by teachers or	<p>Plans to run activities to engage and support children each holiday. This including opportunities they would not otherwise have the chance to enjoy.</p> <p>Take to the pantomime at Christmas and other similar activities each holiday.</p>	<p>EEF supporting docs:</p> <p>Teach First top tips: https://www.teachfirst.org.uk/shut-in-not-shut-out/school-resources</p>



Section B: Targeted Support

Element:	Rationale:	Kingsland CE Academy	Commentary/Impact:
1) One-to-one and small group tuition	There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective tuition should be guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective.	<ul style="list-style-type: none"> • Deployment of inclusion team, including Chaplain to support children’s return to school full time, ensuring children settle quickly and confidently. • SEND children identified, programme of support put into place. • All TAs assigned to classes to support all children returning to school. • Timetable focussed around ‘catch up’ – TAs to support small groups of children in the afternoon sessions as follow up to gaps identified from morning learning. • HLTA’s deployed throughout the week across the school, supporting children (focus on PP) in small groups. 	<p>EEF supporting docs:</p> <p>EEF “Promising Projects” - https://educationendowmentfoundation.org.uk/</p>
2) Intervention programmes	A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Interventions might focus on other aspects of learning, such as behaviour or pupils’ social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.	<p>The following intervention programmes will be resuming from the start of the September term:</p> <ul style="list-style-type: none"> • Forest School/Outdoor Learning • Mental Health & Wellbeing support delivered by Chaplain and Inclusion team • SEND interventions • Support for targeted pupils • Introduction/trial of PIVATS (led by SENCO) 	<p>EEF supporting docs:</p> <p>EEF “Promising Projects” - https://educationendowmentfoundation.org.uk/</p>
3) Extended school time	In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school. There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour. However, to be successful, any increases in school time should be supported by both parents and staff.	N/A	<p>EEF supporting docs:</p> <p>EEF Toolkit - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</p>

