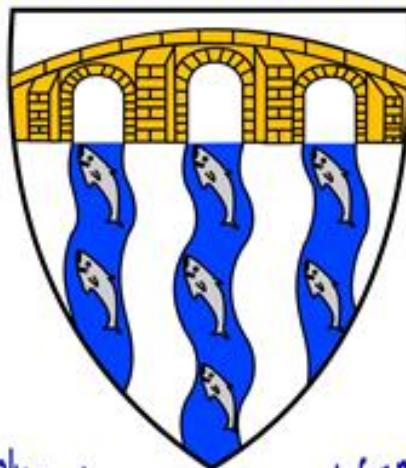


RRRS/Accelerated Learning Policy and Plan (Year 2 Financial Year 2021/2)

| Date | Review Date |
|-------------------|---------------------------|
| September 2020 | Autumn Term 2022 |
| UNICEF Article 28 | The Right to an Education |

Litchard Primary School



Only my best is good enough for me

1. Introduction

At Litchard Primary School we expect all children to make progress and develop positive attitudes to their learning, relevant to the school motto, 'Only My Best is Good Enough for Me'. We are also conscious that children have a right to an education and that the school must do everything within its power to ensure value-added progress from their entry point at the school. Post 'Lockdown' a new entry point has been created for all children. The school is conscious that we must provide a bespoke learning experience for all children to meet the challenge created in the shortfall of learning that is a side-effect of the Covid-19 pandemic of 2020.

2. Aims and Rationale:

We believe that the children of Litchard Primary School – a diverse socio-economic and cultural group – will have been affected by the Lockdown period of 2020 as much as any school in the UK. For various reasons, our children will need to have an effective, well-considered RRRS/accelerated learning strategy that is bespoke to the whole school and the individuals within it. However, this does not mean that our children should be aware that they are 'Vulnerable', have additional needs or are 'behind' in any way. The curriculum and assessment system shouldn't add any further pressure or stress to pupils, families or indeed teaching staff. In a very well thought out and insightful article entitled 'The myth of 'catching up' after Covid-19', Rebecca Brooks (Adoption UK Education Policy Advisor) makes some extremely valid points regarding both the challenges and advances some children may have made during Lockdown. However, it is accepted that some shortfall will exist and that, "What children need – in fact what society needs – after the pandemic is not 'catch up', it is '**recovery**'." This idea can be interpreted like the recovery of an injured sports person or athlete. It is a strategy whereby we, 'will need to begin where children are, rather than focus on where we would like them to be, and how to get them all to that same point as quickly as possible.' There is an emphasis on longevity, patience and a bespoke system as opposed to a 'one size fits all' mindset.

With reference to WAG documentation released in the Autumn of 2020 and using the usual philosophy on education and learning as a foundation, we will focus on a Well-being centred curriculum that is rich in Literacy and Numeracy and augmented with good quality Digital Literacy. Central to the roll out of the New Curriculum for Wales which we feel fits in well with the holistic nature of the required curriculum post Lockdown and in these continued, uncertain times.

This policy aims to:

- Raise achievement by building the confidence and building upon the basic skills of children across our school. A plan for all.
- Ensure a consistency of approach throughout the school. Parallel classes and year group 'shared' planning will ensure all staff are aligned to our plan.

- Make sure teachers, parents and carers have a clear understanding about expectations of themselves and pupils. Blended Learning and RRS Policies, as well as newly developed curriculum topics, will help create the right backdrop for this year's learning and will be shared with all stakeholders. Social media will be central to this with communication a key driver in our efforts to work with our community in order to 'recover'. This worked well during the 6-month period of isolation between March and September of 2020. The school has learned from this and has incorporated the practices when pupils returned to school in February and April 2021
- Provide a framework for learning that can be maintained over a longer period of time should an enforced lockdown take place and children are unable to attend school to learn. This is otherwise known as 'Remote Learning'. A great deal of staff training has been undertaken on Google Classrooms and Microsoft Teams. As can be seen in our blended Learning Policy, such a modern and hi-tech means for delivery is here to stay and will bolster our learning philosophy going forward. The dramatic improvement in online 'teaching' through unplanned circumstance is one of the positive elements of the paraphernalia associated with the scenario of 2020. Litchard primary was invited to complete a case study on Blended Learning by the Consortia in March 2021 and has provided online webinars to schools in the 5 local authorities. One of the teachers has also been seconded into the consortia's Technology on a part-time basis to support other schools.

The main purpose of RRRS and Accelerated Learning at Litchard is:

Core:

- Well-being.
- Language/Literacy.
- Numeracy.
- Digital Competency – Blended learning is key. Children following up a home and using online-learning during further isolation periods is key.
-

2. RRRS/AL – Key Principles.

Principle 1: Vulnerable and disadvantaged learners will be supported in order to make progress adequately in relation to other children with targeted support from mainstream teaching, specific accelerated learning plans (staff additions) and targeted intervention. This will be provided in Class plans, accelerated learning teacher support, Language/Thrive support provided by a

qualified practitioner and other workers including a newly appointed accelerated learning LSO who will deliver specific interventions including LEXIA. LEXIA support for parents will be co-ordinated by qualified/experienced staff.

Principle 2: Through targeted intervention and supplementary curriculum delivery, pupils across the board are able to ‘recover’ post ‘Lockdown’ and achieve standards if not previously expected, at least evident of positive progress within the school year. The focus here will be on: Well-being, Literacy (including Welsh as a 2nd Language), Numeracy, and Digital Competence.

Principle 3: Growing Capacity. As referenced above, additional staff will be employed in accordance to grant funding. This will allow for targeted teaching and intervention aside from mainstream teaching. This will also allow key staff to provide essential support in other areas i.e. THRIVE. (See SDP priority 1)

Principle 4: Reducing Bureaucracy and Ensuring Transparency will be achieved via this policy. The sharing of this plan with Governors and Parents will ensure that the school is maintaining an ongoing ‘Learning Brief’ (Recruit, Recover, Raise Standards: The Accelerated Learning Programme: Key Principles. WAG Document Autumn 2020).

3. How you can help your child

Supporting your child in extra day to day learning is essential more than ever. As well as the usual regular challenges such as daily reading, and word lists/tables lists, the school has widened the diet of learning and the means to access resources. It is important that as parents and carers you are aware of and are able to access the various learning platforms. Digital communication is playing a more important role in our children’s lives. Making sure you have the equipment at home needed to support your child’s learning where possible. The school will endeavour to support families in doing so.

Do you know the details needed to access the following?

- HWB Cymru
- Google Classrooms

- Bug Club
- Litchard YouTube Channel
- Litchard Facebook account
- Litchard Twitter account
- The School App from Piota

If not, please make an appointment to speak to your child's class teacher or email the administrative staff who are able to support you in obtaining the appropriate information.

If families are finding it difficult to access the technology needed to use the platforms (including Internet connectivity) the school is able to help.

For all enquiries email:

Admin.litchardprimary@bridgend.gov.uk

Further guidance and documentation can be found by following link below:

<https://gov.wales/guidance-learning-schools-and-settings-autumn-term-covid-19>

What you spent the RRRS funding on – staff profile:

Litchard Primary received £29,779.73. The school also used other grants such as the pupil deprivation grant to fully fund appointments and resources. The school appointed

- one newly qualified teacher (NQT)
- one teaching assistant (Learning Support Officer LSO– Grade 6)
- resources for literacy

The teacher work was focussed mainly on interventions for numeracy and reading within the class.

The LSO was used to “back-fill” a highly trained LSO who could deliver emotional and relationships support for pupils and families using THRIVE.

The groups you focused on:

The school assessed pupils in reading and numeracy in Sept 2020 as part of its normal processes. The information was analysed by senior staff. It was evident that larger numbers of children in Y1 to Y3 required more focussed teaching in phonics and reading. It was pleasing for the school to have evidence that there was a less of an impact on pupils’ numeracy due to the closures.

The school also screened all pupils in THRIVE. THRIVE is a very effective programme whereby every pupil in the school is screen against set criteria to assess their emotional wellbeing. Again the information was analysed and it was clear that pupils of junior age (7 to 11 years) required more support in terms of their emotional wellbeing. It was also evident that pupils who had emotional difficulties before COVID, returned to school more dis-regulated and required more intervention than was previously delivered.

The areas and foci of intervention/support:

Phonic and Reading Support – this was delivered to pupils in Y1 to Y3. The teacher worked alongside the class teacher which allowed for the specific teaching within the classroom. The school tries to avoid “withdrawing” pupils from class as they often miss out on whole class learning. Where possible the literacy and numeracy work supported and enhanced what was already being taught in the class and pupils requiring the additional support would be taught by their own class teacher as well as the additional teacher in the class. Pupils were therefore unaware that they were be given additional support as their learning was un-interrupted. The NQT

remained with a class for 12 weeks (1 term). This also avoided mixing the classroom bubble structure that was part of the COVID risk assessment at the school.

As previously explained the additional learning support officer (LSO) was used to “back-fill” a well-trained LSO who could deliver emotional and well-being support to pupils and families on a full time basis. A “nurture” room was already established at the school, however it was staffed on an ad-hoc basis as all support staff were deployed in classes. This additional provision enabled pupils to receive high quality, structured and timetabled emotional support. It also provided a place for pupils to go to if they became dis-regulated or felt in-secure. Due the extra funding this was a full-time post therefore enabling all day provision for those requiring support,

What you’ve seen in terms of benefit and impact:

Flexibility as to how school used the RRRS funding was key to its success at Litchard primary. The school was able to respond to a local identified need rather than a national one which may have been less useful or relevant.

Reading/Literacy

Revisiting reading improvement based on assessments September 2020 to June 2021 provides the school will quantitative data for reading in Y1, 2 and 3 (approx. 170 pupils)

| Average or above standardised Sept 2020 | Average or above standardised June 2021 |
|--|--|
| 57% | 89% |
| Improvement of | +32 % |

The overall benefit is that Literacy especially reading is the key to learning. Our aim is to have nearly all pupils reading independently by the age of 8 years old. This in turn will provide the foundations for our young learners to access the whole curriculum effectively.

The school has also purchased valuable reading resources that can be used again.

Emotion and Wellbeing

This area is more difficult to measure even though the effect of pupils who have emotional and relationship difficulties can have a significant impact the individual concerned and the pupils/class with whom they have contact.

The school's experience with THRIVE is that it is having positive outcome with over 90% of children accessing the support. The pupils who have received the support have a "safe place to go" and are supported by a specialist practitioner. These children learn how to self-regulate due to the work undertaken with them. This also has a significant impact on other children especially those children in the class, as learning can continue uninterrupted.

This success of this intervention has led to the school training an additional 3 practitioners to support our young learners, increasing capacity of support across the school.

Both roles were also very valuable when schools were faced with the second closure as they supported pupils in the school hub and also on-line. Our THRIVE officers met with pupils and families both at the hub and visited homes and the NQT continued to provide reading support online.

RRS Impact report: Standardised scores from Autumn to Summer in SWST Spelling, Salford Reading/Comprehension

SWST

| Year | L1+ (Moved up 1 or more levels in RAYG Rating) | Progress (Increase in standardised score) |
|-------------------------------------|--|---|
| 3 (58 pupils) | 55% | 87% |
| 4 (58 pupils) | 73% | 94% |
| 5 (52 children) 4 not tested twice. | 50% | 98% (22% Green by Summer Term) |
| 6 (58 children) 6 not tested twice. | 15% | 73% |

Salford Reading

| Year | L1+ (Moved up 1 or more levels in RAYG Rating) | Progress (Increase in standardised score) |
|-----------------------------------|--|---|
| 2 (Only 16 tested twice) | 12.5% | 88% |
| 3 (58 Pupils) | 28% | 66% (10% green in both tests) |
| 4 (58 Pupils) 5 not tested twice. | 23% | 43% (39% green in both tests) |
| 5 (Only 14 tested twice) | 71% | 86% |

Although progress appears lower in 3 and 4, the figures show a high percentage of children already in the green quartile (115+)

Salford Comprehension

| Year | L1+ (Moved up 1 or more levels in RAYG Rating) | Progress (Increase in standardised score) |
|----------------------------------|--|---|
| 2 (Only 16 tested twice) | 12.5% | 88% |
| 3 (58 Pupils) | 31% | 57% (12% green in both tests) |
| 4 (58 Pupils) 5 not tested twice | 25% | 51% (45% green in both tests) |
| 5 (Only 14 tested twice) | 57% | 93% |

Although progress appears lower in 3 and 4, the figures show a high percentage of children already in the green quartile (115+)

Litchard Primary Plan to Recruit, Recover, Raise Standards Year 2 : Accelerated Learning Plan

RRRS Funding 2021/22

| | | |
|---|-------------|-------------|
| Summer 2021 | Autumn 2021 | Spring 2022 |
| £12408.22 | £18534.74 | £11,429.76 |
| TOTAL FOR FINANCIAL YEAR: £42,327.72 | | |

| | | | | | | |
|--|---|----------------------|-------------------------|-----------------------------|---|---------------|
| Priority 1 &4 (SDP 2021/2) Funding Stream – 2 Year RRRS Grant | <i>Recruit, Recover, Raise Standards: Accelerated Learning</i> | | | | | |
| Self-evaluation rationale Self –evaluation identifies that many pupils may require tailored provision to catch-up from learning lost during COVID school closure especially in reading, writing and number Supported by Recruit, Recover, Raise Standards: The Accelerating Learning Programme document A funding package at school level to target extra support at all learners, as well as disadvantaged, vulnerable and affected learners of all ages . This section is designed to meet the demands of principle 4 in the WAG document: Reducing Bureaucracy and Ensuring Transparency. | | | | | | |
| Objective leader: | DHT | Team members: | Literacy Leaders | Governing Body link: | Curriculum and Standards Committee | |
| Success Criteria | | | | Autumn | Spring | Summer |

| | | | |
|---|---|--|--|
| <p>Principle 1: Vulnerable and disadvantaged learners will progress adequately in relation to other children with targeted support from mainstream teaching, specific accelerated learning plans (staff additions) and targeted intervention. Class plans, RRS Teacher, Lang Support officer, Learning Support officer (LEXIA etc)</p> | <p>Autumn Assessment: Salford Testing/Numeracy Progress Tests)</p> <p>Language support tests.</p> | | <p>Assessment: Salford Testing/Numeracy Progress Tests)</p> <p>Language support tests</p> |
| <p>Principle 2: Through targeted intervention and supplementary curriculum delivery, pupils across the board are able to 'recover' post 'Lockdown' and achieve standards previously expected. The focus here will be on: Literacy (including Welsh as a 2nd Language), Numeracy, and Digital Competence. Well-being has its own priority (3). Blended/Home learning policy has been agreed and being is implemented.</p> | <p>Assessment: Salford Testing/Numeracy Progress Tests</p> <p>SWST Spelling assessments</p> | <p>National tests</p> | <p>Assessment: Salford Testing/Numeracy Progress Tests</p> <p>2nd set of National Tests</p> <p>SWST Spelling Assessments</p> |
| <p>Principle 3: Growing Capacity. Additional staff will be added to the school roster. This will allow for targeted teaching and intervention aside from mainstream teaching. This will also allow key staff to provide essential support in other areas i.e. THRIVE.</p> | <p>Accelerated Learning Teacher from 14th of September</p> | <p>Programme evaluation. Impact report by DHT Dec 2021</p> | |

| | | | | HLTA in place by Autumn half term. | | |
|---|--|-------------------------------------|----------------------------|--|--|--|
| Key Actions | Personnel Involved | Start & Completion dates | Budget allocation: RRRS | Self-evaluation & Evidence | | |
| Spelling | | | | Analysis of all results will be used to measure progress. Previous results and progress from the start of year will be considered. | | |
| Yr 1-6 to complete SWST spelling test Sept and June | DHT | Sept and June | | | | |
| Language Support Officer to test all Language support (plus new year 1 based on teacher concerns) children at the start, middle and end of year using York Tests | Lang Support Officer | Sept , Jan, June | | | | |
| | | | £ | | | |
| Writing | | | | Self-evaluation & Evidence | | |
| Genre Coverage and word/sentence/text level as part of new curriculum development. | Senior Leadership Team (SLT) AoLE Teams | Sept 2021 | | | | |
| Termly scrutiny of work by SLT and teacher triads resulting in reports. Initial analysis will focus on presentation, Handwriting and relative standards based on age expectations | SLT AoLE Teams | Oct 2021 March 2022 June 2022 | | | | |

| | | | | |
|--|--|-------------------------------------|-----------|---------------------------------------|
| SLT to scrutinise teacher planning Based on NC Plans. AOLE document to be updated appropriately matching steps to coverage/activities | SLT | Oct 2021 March 2022 June 2022 | | |
| Reading | | | | Self-evaluation & Evidence |
| Purchase Literature: Bug Club License and Oxford Reading Tree to replace unreturned during lock down | DHT | Oct 2021 | £3000.00 | |
| YARK (Y1 & 2) Salford and NRT to be undertaken throughout the year with analysis of impact by SLT and class teachers. Planning to reflect next steps needed according to findings. | SLT Classteachers | June 21 June 22 | | |
| Staffing/Recruitment/Structure | | | | |
| Appointment of 2 x additional LSOs to support Y3 and 4 | Project lead DHT | | £34,000 | |
| Increased THRIVE delivery facilitated by and additional Learning Support Officer. See future THRIVE development plans below (Priority 3) | Lang Support Officer and Learning Support Officers | | £5,387.72 | |
| Accelerated Learning | | | | |

| | | | | |
|---|----------------------------|----------------------------|--|-----------|
| Set out a plan for 'Recruit, Recover, Raise Standards: the Accelerating Learning Principles: Key Principles' to include a curriculum and 'Staffing Solution Plan'. Share with staff, Governors and parents/families. SDP. | DHT HT | September 2021 | | |
| Blended Learning | | | | |
| Design and adopt a relevant policy in line with CSC guidance (Blended Learning Guidance doc June 2020) | DHT | September 2020 | | Completed |
| Share with staff and governors in readiness for the term ahead and the potential for further lock down or isolation periods that will include Home-school blended distance learning. | SLT | Autumn 2020 | | Completed |
| Curriculum design | | | | |
| AoLE teams to monitor new curriculum design in line with New Curriculum which aims to promote inclusion and pupil voice and wellbeing. | AoLE Teams STEP Leaders | Termly Monitoring | | |
| Curriculum design and use of NC elements to be assessed by AoLE Teams and SLT during planning audits, 'Work scrutiny, and pupil interviews during Autumn/Spring term | SLT | Autumn 2021 Spring 2022 | | |

