Coronavirus

Catch Up Premium

Plan 2020-2021

Exmouth Community College

Coronavirus (COVID-19) Catch-up Premium

Students' wellbeing and safety is always at the heart of our thinking. As students return to College they will carry with them, (to whatever degree), elements of grief, trauma, loss and anxiety. These are all toxic in the learning process, and for some children may have extinguished the flame of learning that previously made them a happy, successful learner. Possibly their experiences as a disaffected learner might have become more entrenched during lockdown.

We acknowledge that children will have had different experiences during "lockdown". However, the common thread running through all is the loss of routine, structure, friendship, opportunity and freedom. These losses can trigger anxiety in any child. Some parents / carers may have experienced this with your own children.

We know that an anxious child is not in a place to learn effectively. So with this in mind, the school community has thought about the most effective way to support your child's ability to learn. This approach will encompass and support the academic expectations for your child.

What is Recovery Curriculum?

Professor Barry Carpenter has developed the Recovery Curriculum, as a response to the losses described above. It is a way for schools to help children come back into school life, acknowledging the experiences the children have had. We want children to be happy, feel safe and able to be engaged in their learning. We have decided that a way to achieve this for the children is to acknowledge the importance of helping them lever back into school life using the following **5 Levers.**

- **Lever 1: Relationships** – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

- **Lever 2: Community** – we must recognise that students will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

- **Lever 3: Transparent Curriculum** – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

- **Lever 4: Metacognition** – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

- **Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue**. We will all need to worth together efficiently and effectively to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

  Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University explains why a Recovery Curriculum is necessary to successfully transition children back to school. Click here to read more. **https://www.evidenceforlearning.net/recoverycurriculum/**

  Below is a plan for the spending of "Coronavirus (COVID-19) Catch Up funding".

What?	Why?	How?	Success Criteria
Lever 3 **Complete updated audits to establish where students may not have access to ICT facilities at home**	In order to promote equality of access for all students	Audits completed in Post-16 through Lesson 42 Audits completed through tutors in KS3 and KS4	All students have access
Lever 3 **Additional Year 11 resources for English and Mathematics**	To provide independent working	Purchase of revision guides for each student in English and Mathematics	Improved outcomes
Lever 4 **Our immediate offer of remote education**	Departments have prepared resources that are available for students who are self-isolating. This can be matched across to other existing online resources. Students will be contacted by email to check on learning and establish contact. Teachers will be expected to check on work weekly. We will avoid long term projects or internet research. Resources need to be differentiated for SEND students. TAs (LMs) will be allocated to do this and provide 1:1 support for SEND students remotely. Funding provided from Catch up fund to buy webcams/laptops/dongles for students where needed.	Remote Equipment (HM and KAC have conducted audits plus reminders on many parent/carer updates and knowledge from previous lockdown)	Improved outcomes
Lever 4 **Increase capacity for 1:1 support in English and Mathematics**	Some students will have already been falling behind and lockdown will have exacerbated this.	Face to Face	Improved progress in English and Maths
Lever 4 **Provide an online tutor for disadvantaged and other students**	60 students will benefit for a 1:1 online tutor. Using Catch up funding this will be expanded to more students	Online	Improved progress

What?	Why?	How?	Success Criteria
Lever 5 **Using Catch-up funding establish a Wellbeing /Mental Health /Behaviour support group for students**	Provide additional support on an individual or small group basis for students to receive mentoring on health and well-being issues which may be affecting their behaviours in College	Face to face	Improved behaviour
Lever 5 **Using Catch-up funding to create more capacity for 1:1 support**	Create more time for individual students to receive expert support Additional time now being supplied by Young Devon for counselling (5 days a week)	Face to Face Face to face	Improved behaviour Student Voice
Lever 5 **Provide virtual support to improve mental health and well being for students, staff and parents/carers**	Invest in additional remote sessions from "Peas of Mind".	Remote	Feedback