

Rossett School: Covid-19 Catch-Up Strategy 20/21 ****See January / March Update in red / blue and P. 8****

Universal Covid-19 Catch-Up Premium: For the academic year 2020-2021 schools will receive a one-off catch-up premium paid per student on roll in order to help mitigate the effects of the disruption of the Covid-19 pandemic on learning and progress. The below document will outline the measures and strategies taken at Rossett School to help students overcome this disadvantage and catch-up.

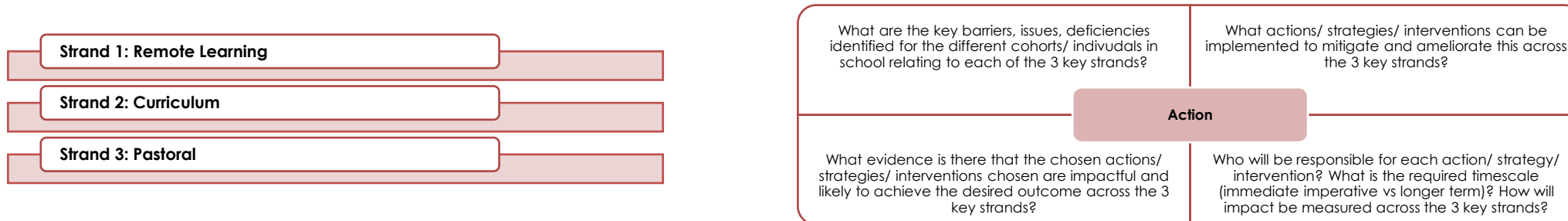
The term Catch-Up is used broadly as a framework to respond to cohort-specific as well as individual student's needs at Rossett resulting from previous and on-going disruption to learning as a result of the Covid-19 pandemic. Some students will need different types of pastoral or academic input; some students will require greater or smaller quantities of support. This plan will not account for the myriad of different individual, responsive and bespoke staff (both teaching and support) interventions throughout school which attempt to revisit and reinstate the 3Rs culture in each student and continue to ensure 'success for everyone.'

Recognising the importance of evidence-based strategies and interventions, educational research organisations (and any published research/reports) such as The Education Endowment Foundation (EEF) and the Chartered College of Teaching¹ were consulted whilst formulating and prioritising any selected strategies and interventions.

To inform any approach to the **Covid-19 Catch-Up Strategy** the below framework will be used to guide and inform any action and decisions taken.

Phase One	Phase Two	Phase Three	Phase Four
Return to school: Recovery Curriculum <ul style="list-style-type: none"> Triage of student academic and pastoral needs. Action Planning based on priority need. 	Data Analysis and Implementation of Action Plan: <ul style="list-style-type: none"> Intervention and support plans put in place Constant review of student need 	Review of Impact: <ul style="list-style-type: none"> Individual and holistic review of impact of intended actions Subsequent modification and adjustment as required 	Long Term Action Plan: <ul style="list-style-type: none"> Actions and approaches required beyond academic year 20/21 to support students across Rossett School in overcoming disruption and impacts caused by Covid-19 disruption.
Timeline (Individual Dates for Key Actions Listed in Action Plan Below)			
• Autumn 20/21	• Autumn/Winter 20/21	• Winter/Spring 20/21	• Summer/ Autumn 21/22

Covid-19 Catch-Up Strategy Action Framework



Review of Impact and Quality Assurance



¹ https://my.chartered.college/wp-content/uploads/2020/05/CCTReport150520_FINAL.pdf

Rossett School: Covid-19 Catch-Up Action Plan 20/21

Strand Reference:	Identified issue/ barrier/ deficit:	Action	Staff member	Timescale	Cost/ Resources Required	Justification	Impact Measure/ QA	Impact/ Evaluation	Lockdown 3.0 Update Jan '21
1. Remote learning 2. Curriculum 3. Pastoral									
Remote Learning	1a. Students are not prepared for remote learning:								
	<ul style="list-style-type: none"> Technology requirements. 	<ul style="list-style-type: none"> Audit of technology access; students who are in need are provided with a suitable device to access remote learning at home. 	DRS	March 2020; October 2020	Re-purposing of existing technology stock; targeted distribution of DfE equipment allocation.	EEF highlights the importance of (and access to) technology in the context of Remote Learning ² Additionally, in the wider context of education, effective use of (and access to) technology can lead to on average +4 months of learning gains. ³	All students in need have devices. Student ability to engage is ensured when required.	See Separate Impact and Evaluation Document	*unaffected by Lockdown 3.0 disruption; further devices distributed.
	<ul style="list-style-type: none"> Engagement requirements. 	<ul style="list-style-type: none"> Monitoring system in place for student engagement in remote learning 	DRS/ PSR/ SSOs	March – July 2020	Staff time for contacting home; updating internal systems e.g. Class Charts.	Students will fall behind if not engaging and being tracked for attendance/ completion of work.	Engagement and completion of assignments		*unaffected by Lockdown 3.0 disruption; monitoring systems reinforced Jan 2021.
	<ul style="list-style-type: none"> Safeguarding requirements; 	<ul style="list-style-type: none"> Safeguarding addendum and clarification of expectations with students 	PSR	March 2020; September 2020	Staff CPD; Directed Time	Safeguarding of children must continue even when students not physically in school.	Students' safeguarding is maintained		*unaffected by Lockdown 3.0 disruption
	<ul style="list-style-type: none"> Systems training 	<ul style="list-style-type: none"> Students receive training on Teams in PSHEE and as part of form time programme 	PSR	March 2020; September 2020	Staff CPD; Directed Time	Students must be confident in accessing and using the systems independently while working remotely.	Students have no barriers to accessing remote learning.		*unaffected by Lockdown 3.0 disruption.
	1b. Staff are not prepared for remote learning:								
	<ul style="list-style-type: none"> Technology requirements. 	<ul style="list-style-type: none"> Staff are provided with necessary technology to carry out remote learning: <ul style="list-style-type: none"> iPad Microphones 	PUW PUW	Sep 2020	<ul style="list-style-type: none"> Existing resource £374 	Staff must be equipped to deliver expectations of consistent and high-quality remote learning either when in school, or if not in school and self-isolating.	All staff have the required technology and training	See Separate Impact and	*unaffected by Lockdown 3.0 disruption
<ul style="list-style-type: none"> CPD Requirements. 	<ul style="list-style-type: none"> Teaching and Learning CPD: Significant time and training are provided to ensure staff are 	CSN/ HTS/ LMS/ CHL	March 2020; June 2020; September 2020; on-going CPD	CPD / Directed Time	EEF Guide into Schools' Reopening emphasises the importance of quality professional development to support staff in the acquisition of new skills and knowledge to successfully adapt to current circumstances e.g. demands and importance of high-quality remote learning ⁴ .	Staff Voice / QA	*unaffected by Lockdown 3.0 disruption; further training		

² [https://educationendowmentfoundation.org.uk/public/files/REA - Impact of school closures on the attainment gap summary.pdf](https://educationendowmentfoundation.org.uk/public/files/REA_-_Impact_of_school_closures_on_the_attainment_gap_summary.pdf)

³ <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/>

⁴ [https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/The EEF guide to supporting school planning - A tiered approach to 2020-21.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf)

		able to implement quality first teaching in a blended learning context; training is contextualised to the current context so whether in-school or remote, staff are able to apply enhanced subject and pedagogical knowledge in their lessons for the students benefit.						Evaluation Document	planned Jan 29 th 2021
	<ul style="list-style-type: none"> Safeguarding requirements. 	<ul style="list-style-type: none"> Staff are trained on Covid-19 Safeguarding Addendum and Remote Learning Protocols. 	PSR/ HTS	March 2020; September 2020	CPD / Directed Time		As above		*unaffected by Lockdown 3.0 disruption
1c. Students affected by self-isolation requirements, may see gap in understanding widen with those who are in-school:									
	<ul style="list-style-type: none"> Students may receive lower standard of assignment for completion at home. 	<ul style="list-style-type: none"> Contingency planning of robust shadow curriculum; CPD provided on what makes a good assignment and what constitutes a good live lesson; remote feedback training also is provided. 	HTS/ LMS/ CHL	September 2020; October 2020 Faculty CPD sessions; All staff training Nov 2020	CPD / Directed Time	EEF Guide into Schools' Reopening emphasises the importance of ensuring that Remote Learning retains tenets of high-quality teaching and learning. Shadow curriculum designs in each subject should therefore reflect these requirements in resources and remote learning assignments created and delivered/shared with students. ⁵ https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/	QA; Student Voice; SPM Data monitoring of students who have self-isolated.	See Separate Impact and Evaluation Document	*Tier 4 contingency plans activated and enacted; student voice being carried out as of 21/01.
	<ul style="list-style-type: none"> Work set does not follow the intended in-school curriculum. 	<ul style="list-style-type: none"> Shadow Curriculum: Significant time and staff training is allocated to implementing effective protocols enabling all 	HTS	September 2020; October 2020 Faculty CPD sessions; All staff training Nov 2020	Staff directed time for creation and organisation of resources.	EEF highlights the effective provision of Remote Learning will be a key strategy to mitigate any continued widening attainment gaps, particularly of disadvantaged students. ⁶ https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/	QA; Student Voice; SPM Data monitoring of students who have self-isolated.		* QA discussions taking place to ensure faculty approach to live lessons and remote learning assignments

⁵ <https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>

⁶ [https://educationendowmentfoundation.org.uk/public/files/EEF_\(2020\)_-Impact_of_School_Closures_on_the_Attainment_Gap.pdf](https://educationendowmentfoundation.org.uk/public/files/EEF_(2020)_-Impact_of_School_Closures_on_the_Attainment_Gap.pdf)

		students self-isolating at home to continue to receive high-quality remote learning provision in line with the in-school envisioned curriculum.							are consistent and in line with Tier 4 expectations.
Curriculum	2a. Students have missed key stages of curriculum potentially compromising progression to next stage of curriculum study:								
	<ul style="list-style-type: none"> Year 7 students may have missed large sections of the KS2 curriculum and may not therefore have made/ be making expected progress or better (particularly English and Maths) 	<ul style="list-style-type: none"> Smaller Class Sizes Y7 Intake: classes are taught in smaller groups to facilitate more targeted teacher support. 	N/A	Sep – July 20/21	N/A	To enable teachers to change approaches and provide more targeted support and feedback to students in their classes, student groupings in Y7 have remained smaller. The EEF highlights that when a teacher is able to change their approach and provide greater support to the individuals in their classes, +3 months of learning gains may be made on average.	QA demonstrates student are receiving high quality in-lesson education.	See Separate Impact and Evaluation Document	*implemented September 2020
	<ul style="list-style-type: none"> Y7 as above and KS3 students have missed out on curriculum focus on reading 	<ul style="list-style-type: none"> Accelerated Reader programme. 	BTD	Sep – July	£3144 (80 % cost) shared proportionately with PP allocation (20%)	EEF estimates that 3+ months learning gains can be acquired through effective implementation of the AR Programme.	STAR tests show improved reading ages.		*implemented September 2020; some impact due to Lockdown 3.0; English evaluating this as of 21/01
	<ul style="list-style-type: none"> A minority of students in Y7 will make the transition from primary school below expected numeracy and literacy levels. 	<ul style="list-style-type: none"> Transition Support: Literacy and numeracy catch up continues to be provided; staff time and resources were put into providing a full digital transition for prospective students and parents in summer 2020. 	LMS/ CHL	Sep – July 20/21	Staffing Costs Literacy: £6306 Numeracy: £5168	Accurate and timely identification of students arriving with the greatest needs is essential in mitigating and reducing gaps in attainment. ⁷	QA; Student Voice; Outcomes (baseline testing vs post-intervention)		* see separate Y7 Lit/Num Catch up Plan for updates. *Online literacy and numeracy sessions continued for Y7 and some guided reading for Y8 took place with JHT.
	<ul style="list-style-type: none"> Students across all year groups will have inconsistent experiences of remote learning and therefore unequal 	<ul style="list-style-type: none"> Recovery Curriculum: significant time and staff training are allocated to ensure a comprehensive 	LMS	Sep 2020	Curriculum time: first 2-3 weeks of term dedicated to assessment for learning and identification	EEF highlights the importance of effective and impactful assessment for learning upon return in September to ensure teachers are aware of gaps in knowledge which may have emerged as a result of the extended period of absence; all future actions should then be informed by	QA		*Training took place in September; recovery curriculum implemented (Sep) and

⁷ https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Key_lessons_learned.pdf

	acquisition of key concepts and knowledge required for their stage of learning.	recovery curriculum for each subject is identified and implemented by all staff in different departments.			of gaps in knowledge.	what teachers are able to establish following the initial re-opening period. ⁸⁹			evaluated (Oct) '20
	<ul style="list-style-type: none"> Some students may require intensive pre-examination support to help close additional gaps. 	<ul style="list-style-type: none"> Easter school revision sessions provided to assist students with the greatest need. 	CHL	April 2021	Staff costs TBC				N/A
2b. Examination groups have lost vital learning time in advance of end of year terminal examinations									
	<ul style="list-style-type: none"> Y11 students have lost many months of consistent learning and preparation for examinations in Y10 and on-going staff/ student absence could further disadvantage certain students. 	<ul style="list-style-type: none"> Intervention coordinator appointed to coordinate 'Subject Surgery,' a comprehensive digital intervention/ grade booster package created by staff at Rossett in central system. All subjects will provide weekly activities linked to identified/ emerging gaps in knowledge (intervention) or opportunities for further development (grade booster) 	TBE	Oct 2020	£1000	Sustained additional support is highlighted as a key strategy for mitigation and reduction of attainment gaps for students where they have appeared/ widened over the period of Remote Learning. ¹⁰	Student participation and engagement with online resources; student voice.		* Subject Surgery implemented and utilised; Nov usage report showed good engagement. Subject Surgery continuing online and being publicised by DOL in assembly.
	<ul style="list-style-type: none"> Certain groups are disproportionately impacted by the effects of the pandemic disruption (e.g. PP or SEND) and would benefit from more additional curriculum support. 	<ul style="list-style-type: none"> Following completion of statutory elements, weekly PSHE curriculum time will be reallocated to subject specific intervention programme; students will be selected for 	CHL/ TBE	January 2020	Re-purposing of FT role and MSUP time where necessary.	EEF highlights the importance of targeted academic support for students who are identified as needing additional support; with a particular focus on high quality teaching to best support SEND and PP students to close any gaps in knowledge as priority.	QA; Student Voice; Outcomes (students close any gaps in attainment between mock results and SPM3 predictions)	See Separate Impact and Evaluation Document	*programme on hold but ready to be implemented as soon as we return. *PSHE catch-up programme starting wc/ 15 th March * After school Grade

⁸ https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

⁹ <https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>

¹⁰ [https://educationendowmentfoundation.org.uk/public/files/EEF_\(2020\)_Impact_of_School_Closures_on_the_Attainment_Gap.pdf](https://educationendowmentfoundation.org.uk/public/files/EEF_(2020)_Impact_of_School_Closures_on_the_Attainment_Gap.pdf)

		<ul style="list-style-type: none"> subjects based on priority need. Sessions will run on x 2 9-weekly cycles to allow sufficient time to demonstrate impact. Ebacc subjects delivered. o HLTA Mathematics support for mathematical support. o Core support group: 74 identified students requiring additional curriculum support receiving Eng/Math/Sci carousel (x 5 lessons per fortnight). 	MVS		£8633				Boosters sessions to start wc/ 15 th March
			Various Staff		£15,984				<ul style="list-style-type: none"> *HLTA work has been adapted to remote learning. *Sup groups continuing to receive remote learning provision in line with Tier 4 contingency expectations.
	<ul style="list-style-type: none"> • Following the Y11 mocks and first SPM cycle for KS3 / KS4– key underperforming disadvantaged students have been identified. 	<ul style="list-style-type: none"> o National Tutoring Programme Identified underperforming disadvantaged students are provided with opportunities to access the National Tutor Programme to further support them in catch up, but also progressing further in their studies. 	CHL	Jan – May 20/21	£1100 + VAT	Providing students with specialist tuition in groups 1-3 have significant positive impacts on a student's attainment, particularly when a student is behind expected levels of academic progress. The EEF highlights on average +4 months learning gains. ¹¹	Student Outcomes: baseline vs post-intervention; students negative residuals increase to at least neutral, if not positive.		<ul style="list-style-type: none"> * 7 students (/12 offered) will take upj the opportunity. Sessions will start remotely Weds 27th January for 1.5 weeks. *PSR currently identifying further PP students to expand access to the NTP.
2b. Accurate tracking of student progress may be affected by frequent student absence:									
	<ul style="list-style-type: none"> • Students absent from lesson not able to complete assessments 	<ul style="list-style-type: none"> o Protocols and addendum to require key assessed pieces to be completed with feedback on Teams. 	CHL All Staff	Sep 2020				Work Scrutiny	<ul style="list-style-type: none"> *Necessary revisions to assessment maps made Sep '21 when preparing Tier contingency planning.

¹¹<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/>

		<ul style="list-style-type: none"> For Mocks, extra sessions upon student return to be carried out. 	SDY	Dec/ January 20/21	Curriculum Time for students to catch-up					* catch up sessions had been planned for Jan '21
2c. SEND students may have been disproportionately impacted as a result of the Covid-19 disruption:										
	<ul style="list-style-type: none"> SEND students may struggle to close gaps in understanding which may have widened since remote learning and then returning in September. 	<ul style="list-style-type: none"> Teaching Assistants: Allocating specialist staff and improving provision and use of teaching assistants for SEND students. 	LMS/EFY	Sep – July 20/21	Deployment of existing TAs following Covid-19 H&S protocols; CPD in directed time on how best to use TAs.	The generic use of teaching assistants adds some small learning gains of around + 1 month for students. ¹² However, with high-impact and effective employment of these same staff, impacts achieved on improving SEND student attainment can be greatly enhanced. ¹³	QA; SEND Student Voice; SPM2/3 data analysis	See Separate Impact and Evaluation Document		*TAs in school working with KW/ Vuln students and allocated to key individuals in each class TEAMS.
	<ul style="list-style-type: none"> Staff may not have up-to-date skills and understanding of how best to support the different SEND students and their differing needs. 	<ul style="list-style-type: none"> SEND to be integrated into each aspect of CPD which is provided; Quality First Teaching, Whole School Provision Maps and IPMs to be promoted at every opportunity for staff to draw upon. 	LMS/EFY	Sep – July 20/21	Time: All Staff Training Sep 2020; All staff Training Nov 2020; MMC meetings October 2020	EEF Guide into Schools' Reopening emphasises the importance of quality professional development to support staff in the acquisition of new skills and knowledge to successfully adapt to current circumstances e.g. better supporting changing SEND cohort with differing needs. ¹⁴ https://blog.optimus-education.com/high-quality-low-cost-guide-cpd-send	QA; Staff Voice			* SEND has been a standing item on all CPD; further training planned Jan 29 th .
Pastoral	3a. students have differing levels of emotional, behaviour mental health support needs following the impact of lockdown and on-going pandemic disruption									
	<ul style="list-style-type: none"> Certain students are struggling with uncertainty and additional examination stress – this may include students already known to pastoral teams, but also previously unaffected students. Emotional barriers impact academic engagement and success. 	<ul style="list-style-type: none"> Just B counselling and emotional support services to identified students in need of further support to reduce barriers to engage/ achieve to full potential. 	DRS/PSR – SSOs & DOLs	Sep – Jul 20/21	£1572	https://www.evidenceforlearning.net/recoverycurriculum/	Improved Engagement from student users; attendance levels.	See Separate Impact and Evaluation Document		
	<ul style="list-style-type: none"> Bubble model required to mitigate infection risks have a 	<ul style="list-style-type: none"> Individual pastoral bubble support is provided by two 	MFN/ GDA	Sep – July 20/21	£40,635	Pastoral concerns arising from the pandemic disruption can act as major barriers to academic participation, engagement and success; providing on-going and continual pastoral support for each Key Stage despite	Improved Engagement from student users;			*Bubble model was successfully implemented

¹² <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/>

¹³ https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Key_lessons_learned.pdf

¹⁴ https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf

	negative impact on staff/ students in terms of accessing pastoral support during the school day.	experienced pastoral members of staff to provide students, DOLs & SSOs with additional pastoral support and mentoring.				having reduced staff capacity due to the bubble model will ensure students and staff receive support in maintain a high-quality climate for learning. ¹⁵	positive/ negative behaviour ratio data on Class Charts remains positive; student attendance levels.		and GDA/MFN have helped ensure good engagement and attendance (as shown in SIMS attendance and Class Charts)	
3b. student attendance is reduced directly/ indirectly linked to Covid-19 (for further information see PP Action Plan for associated actions and costs)										
	<ul style="list-style-type: none"> Certain parents/ students may suffer from Covid-19 anxiety and as a result not attend school 	<ul style="list-style-type: none"> Attendance action plan is implemented. 	PSR/SSOs/ SAN	(for further information on actions, costs, timelines and impact see PP Action Plan)						See separate PP action plan
	<ul style="list-style-type: none"> Students/ parents may be more hesitant about attendance for other illness and as a result stay off longer/ more frequently for other illness. 	<ul style="list-style-type: none"> Attendance action plan is implemented. 	PSR/SSOs/ SAN							
	<ul style="list-style-type: none"> Public Health England and DfE Guidance may necessitate certain students to spend 10 days in isolation as a close contact of a confirmed case thus missing school, despite being well. 	<ul style="list-style-type: none"> Robust 'Shadow Curriculum' is in place and staff set high quality remote learning assignments to provide students with the opportunity to access the intended curriculum 	HTS	Sep – July 20/21	Faculty CPD Sessions; Staff PPA		DOSs to ensure compliance within faculties; QA of remote learning to demonstrate high quality resources being used and delivered.	See Separate Impact and Evaluation Document		
3c. some students may have differing levels of parental support and engagement at home										
	<ul style="list-style-type: none"> Y11 students may have different family contexts and as such gaps may exist in parental understanding of how best to support their child at this time with their studies. 	<ul style="list-style-type: none"> Parental Engagement Programme: Online parental engagement events are held providing parents/ carers with key strategies and approaches to 	DRS/ MBU	Nov 2020	Staff Time; Supporting Your Child Evening	When effective strategies and programmes are employed, parental engagement can lead to on average +3 months of learning gains for a child. ¹⁶	Engagement data with online resources.	See Separate Impact and Evaluation Document	*DOLs/SSOs have adapted but continued their pastoral and academic support for students at home through	

¹⁵ <https://www.evidenceforlearning.net/recoverycurriculum/>

¹⁶ <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/>

		supporting their child with home learning and wider effective study support linked to their school work.							regular contact over phone and email.
3d. Health and safety protocols may impact on a students' ability to access education									
	<ul style="list-style-type: none"> If students do not have the necessary equipment to access the lesson, staff cannot lend shared resources. If students do not have a face covering, they must be provided one by school. 	<ul style="list-style-type: none"> Rossett Basics emphasise the need for students to bring standard equipment on a daily basis. This message is repeated and tracked through Class Charts. Each classroom is provided with 'bubble-specific' stationery to ensure that all students can access learning; face coverings are provided so students where necessary to conform to mandatory face covering requirement. 	DRS All Staff DDN/ RLO	Sep 2020	£3,600 (£1200 per term)	Students need to be equipped to learn, engage and access the curriculum. While Rossett Basics and Core Routines emphasises regular checking and responsibility for having necessary equipment, strict health and safety protocols means there must be a reliable 'back up' option of stationery and face coverings as required by DfE.	Negative equipment entries on Class Charts remain low.	See Separate Impact and Evaluation Document	*Since September, equipment has been regularly provided and restocked in all classrooms, facilitating on-going access to learning by removing barriers such as lack of equipment.
								Total Funding:	£92,160
								Total Allocated:	£87,516
								Remaining Allocation:	£4,644

Rossett School: Interim Amendments to Covid-19 Catch-Up Action Plan 20/21

Key updates/ adaptations:

- **Y7 Lit/ Num Catch Up Programme** – amended and adapted for remote learning (see separate [Y7 Lit/Num Catch Up Plan](#))
- **NTP** – programme for identified Y11 students in English and Maths continuing as planned. 15 sessions will be delivered remotely for students to access at home.
- **Academic Support Staff** (e.g. HLTA Maths) – redeployed for activities with identified students remotely.
- **Subject Surgery** – Online ‘in house’ intervention programme continuing to be updated and signposted by DOSs/ DOLs. Engagement being monitored through TEAMS analytics.
- **High quality remote learning** – QA and CPD taking place remotely to continue the focus on the remote learning experience for students. Experience being evaluated through faculty QA programme and student/parent/staff voice.
- **Pastoral Support Staff** (e.g. Bubble Support) – redeployed to support in school provision for KW/ Vuln students.

Update to timeline of action:

Phase One	Phase Two	Phase Three	Phase Four
Return to school: Recovery Curriculum <ul style="list-style-type: none"> • Triage of student academic and pastoral needs. • Action Planning based on priority need. 	Data Analysis and Implementation of Action Plan: <ul style="list-style-type: none"> • Intervention and support plans put in place • Constant review of student need 	Review of Impact: <ul style="list-style-type: none"> • Individual and holistic review of impact of intended actions • Subsequent modification and adjustment as required 	Long Term Action Plan: <ul style="list-style-type: none"> • Actions and approaches required beyond academic year 20/21 to support students across Rossett School in overcoming disruption and impacts caused by Covid-19 disruption.
Timeline (Individual Dates for Key Actions Listed in Action Plan Below)			
<ul style="list-style-type: none"> • Autumn 20/21 <p style="color: red; font-size: small;">Update: Spring 20/21 phase one will repeat to identify any additional student need resulting from lockdown 3.0</p>	<ul style="list-style-type: none"> • Autumn/Winter 20/21 <p style="color: red; font-size: small;">Update: Spring 20/21 phase two will repeat to identify any additional student need resulting from lockdown 3.0</p>	<ul style="list-style-type: none"> • Winter/Spring 20/21 <p style="color: red; font-size: small;">Update: Spring/ Summer 20/21 phase three will expand to include newly identified students receiving additional support resulting from lockdown 3.0</p>	<ul style="list-style-type: none"> • Summer/ Autumn 21/22
