

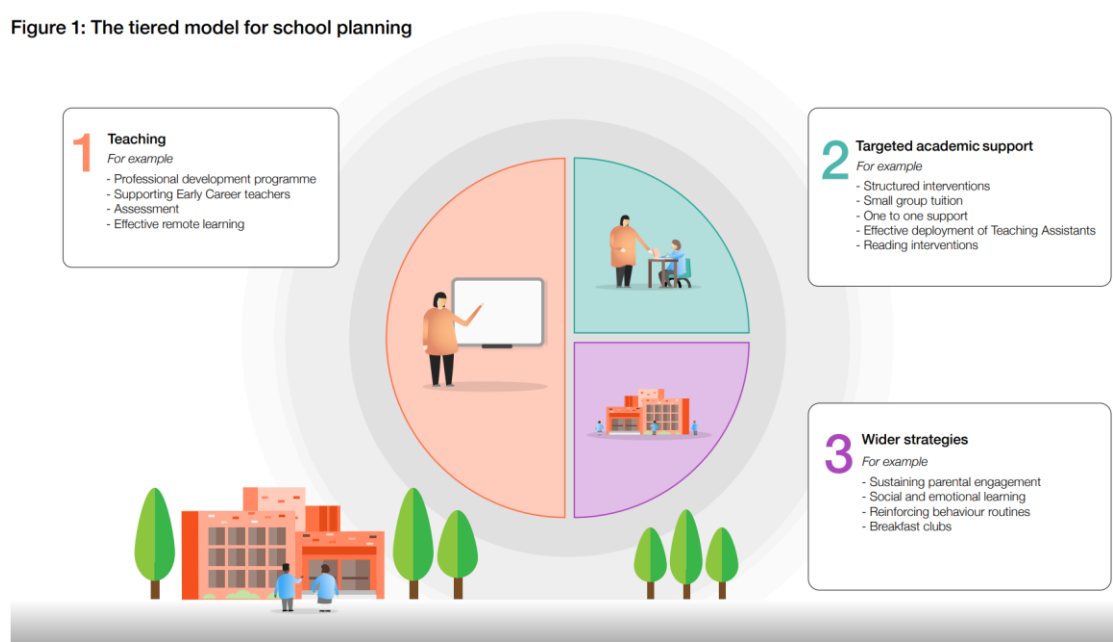
Annex 3 Ameliorating the COVID Gap and supporting schools

Every school has been affected by COVID-19 differently and school leaders are best placed to understand the needs of their school communities. The right way to support pupils will differ between schools and must be informed by the professional judgement of teachers and school leaders. For many pupils, compensating for the negative impact of school closures will require a sustained response.

SAfE has been working with outstanding school leaders and the EEF to support schools. The EEF suggests that Catch-up strategies can be grouped into three categories:

- Teaching and whole-school strategies
- Targeted Support
- Wider Strategies

Figure 1: The tiered model for school planning



It is also acknowledged that children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures. Therefore, there are clear links to our work to improve outcomes for disadvantaged pupils. We are particularly supporting schools through a focus on excellent Quality First Teaching through:

- Deputy Heads Networks
- Subject Networks
- Pupil Premium Networks
- Targeted support in primary schools from Teaching and Learning Leads.

We have also introduced a significant project on **improving outcomes in literacy and early language** which was launched in September building on training and professional learning led by Jean Gross CBE, Educationalist and former government's Communication Champion for children and young people. Following

this schools have undertaken an audit which allowed them to highlight the priority focus for improving the teaching of early reading and language acquisition from:

- **Assessment** - Establishing a baseline for each child and class to determine where children are in their learning and to inform teachers' planning;
- **Staff expertise** – ensuring that staff have the depth of knowledge and skills set to enable them to effectively teach literacy to and strengthen the language skills of disadvantaged children;
- **Parental Engagement** - Empowering parents to support their children's language development and literacy skills;
- **Environment** - Creating a language-rich environment with ready access to high quality texts;

The Local Authority has provided £150 000 of COVID support funding to enable schools to implement one aspect of their audit. Schools submitted both their audits and proposals and these were evaluated and assessed by SAfE. In total over 200 schools submitted successful bids. SAfE is monitoring the impact of schools' proposals using national Leaders of Education and we plan we also plan to provide a showcase of successful interventions and case studies in addition to follow up webinars on each specific aspects above.

In order to build on any work that schools are doing in developing their quality first teaching SAfE will be working with the Surrey CC Specialist Teachers for Inclusive Practice Team and Surrey's Library Service.

In addition, the Local Authority is funding SAfE to run four training programmes to build capacity in schools:

- Cover Supervisors (TAs wishing to become cover supervisors)
- Teaching Assistants new to role
- Graduate Teaching Assistants
- Tutors for Covid-catch up

SAfE will be running these programmes in partnership with two outstanding School Centred Teaching School provisions – South Farnham Education Trust and Teach South-East. These are commencing in January.

DfE Catch-up Funding

The DfE has also provided schools with a one-off universal catch-up funding to support children and young people to catch up lost time after school closure. Schools are able to spend the funding in the most effective way for their pupils, which could include accessing the National Tutoring Programme- a part of the government's £1 billion catch-up package.

This universal catch-up premium funding will be available for:

- Primary, middle, secondary and all through local authority-maintained schools, academies and free schools
- Local authority-maintained special schools

- Special academies and free schools
- Special schools not maintained by a local authority
- Independent special schools - local authorities will receive funding for pupils with education, health and care (EHC) plans, based on the number of such pupils in the area
- Pupil referral units (PRUs)
- Alternative provision (AP) academies and free schools
- Local authority-maintained hospital schools and academies

Mainstream schools will receive a total of £80 per pupil (for Reception through to Year 11) whilst special, AP and hospital schools will receive a total of £240 per place.

It is up to the schools to decide

- Which pupils need to access the support.
- The activities that you'll provide. The DfE recommends the following:
 - Small group or 1-to-1 tuition (particularly through the National Tutoring Programme - see the section below for details)
 - Extra teaching capacity or summer programmes

The National Tutoring Programme (NTP) is one of the areas where schools can spend their catch-up premium grant. The NTP aims to provide *intensive, targeted support for disadvantaged and vulnerable pupils who need the most help to catch up*. The NTP will be made up of at least 3 parts in the 2020/21 academic year, including:

1. The Nuffield Early Language Intervention (NELI) for 4-5 year olds. NELI is a 20-week intervention designed to improve the oral language skills of reception-aged pupils.

2. The NTP for 5-16 year olds. This will provide:

- Schools with access to heavily subsidised tutoring from an approved list of tuition partners
- Schools in the most disadvantaged areas with trained graduates (called academic mentors) who will be employed full-time in a school to provide intensive catch-up support to pupils, so teachers can focus on their classroom teaching. Teach First will be supporting the placement and training of mentors and the government will subsidise their salaries

3. The NTP for 16-19 year olds. This will provide funding to support small group tuition in English, maths and other courses where learning has been disrupted- these groups shouldn't be more than 5 students.

Special schools and special academies aren't in scope for the 16-19 tuition fund, as all of their provision is covered by the catch-up premium funding.

SAfE are running webinars for schools and governors on managing and monitoring their Catchup Funding.

Examinations and Accountability 2021

The DfE have announced a number of support measures and changes to the summer 21 examination series and accountability measures.

These include:

GCSEs and A-Levels:

- A three week delay in examinations
- A more generous grading system
- Advance notice of some topics in exams
- Allowing exam aids such as formula sheets in some exams
- Exam results will not be included in performance tables this year

Primary assessment:

- At key stage 1: SATs in reading and maths and the grammar, punctuation and spelling (GPS) test will be removed, as will the teacher assessment in science. But teacher assessments in reading, writing and maths will still go ahead
- At key stage 2: the GPS test and science teacher assessment will also be removed, but all other tests and assessments will go ahead but schools can take a 'flexible approach' to the administration of the tests
- Primary performance data will not be published