



Horizon - Autumn 2020 'Covid' action plan

The following template is offered to all Horizon schools to help to articulate and record action planning in 4 main priority areas for the early autumn term. These are as follows.....

- 1 – Welcoming all of the children and staff back safely, focusing on PSHE, 'well-being and 'settling in'.
- 2 – Establishing a new 'baseline' and identifying where the children are with their learning and what new gaps have emerged.
- 3 – Planning for further 'local lockdowns' or 'bubble bursts' and preparing for future 'online' / 'blended' learning.
- 4 – Preparing for Ofsted. Due to the interim inspections with a focus on 'COVID Recovery' we all need to be ready for this. Some schools will be open to the Ofsted window from January. If the exemption for outstanding is removed both of these schools could also be eligible.

As you unpick each of the above issues over the first few weeks of term, I am also confident that you will start to firm up any proposals for additional resources. Once the baseline is complete and analysed the Learning Board will meet to discuss and start to map out the most impactful way of spending/allocating the Catch-up monies. By pooling the money we have £177 280. On the 5th October we will begin to prioritise the year groups, subject areas and pupil groups.

In terms of spending 'Covid catch up' money, the extract below from the DFE clearly indicates that in time we will be expected to account for the spend separately and possibly on our websites, as we currently do for pupil premium and sports funding. The sooner we get it embedded in any action planning, the easier it will be to show this later.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

‘Determined to provide outstanding educational experiences for every pupil’

Priority 1: Welcoming the staff and children back safely – PSHE and well being

Objective	Success Criteria	Actions	Staff / Date	Monitoring of actions	Evaluation of impact	Resources (cost/times)
1.1 Ensure all children and staff know the new expectations in schools and are equipped to follow the risk assessments	All staff and children know the expectations in the school, they keep themselves safe at all times.	<ul style="list-style-type: none"> ✚ Staff training to be clear with expectations of the RA- consultation to take place before fully agreed and for the RA to be updated when necessary. ✚ Each bubble to work together and to keep separate at all times. ✚ Children to have a full induction into the processes and expectations within the RA. ✚ All information to be shared with parents and stakeholders. ✚ LGB to sign off the risk assessment and support with the monitoring of the RA. 	HT / AHT lead Sept 2020	Chair of LGB	Report to LGB and Full Horizon board	Time to monitor with CoG. Training time for staff.
Objective	Success Criteria	Actions	Staff Date	Monitoring of actions	Evaluation of impact	Resources (cost/times)
1.2 All teams have the resources to support the children in settling back into school.	All children have the necessary support in returning to school. Provision, both academic and emotional matches the need of the children.	<ul style="list-style-type: none"> ✚ Develop the recovery curriculum with the team, consider bespoke nature and need of each school community. ✚ Implement the recovery curriculum with staff. ✚ Refer for additional support if needed- Staff: refer to central team for advice (possibly Occ Health or Counselling provision), Children: poss support from ELSA in school, for some schools MAST. ✚ Ensure the recovery curriculum dovetails into a refined school curriculum that meets the needs of the individual child. 	SLT Aug/Sept Teaching team – September Ongoing Senior Leaders Oct/Nov	LGB SLT SLT HT/CoG	Report to the LGB on recovery / returning to school. Trust Board report	Time for subject leaders to develop provision and check curriculum coverage.

Priority 2: Establishing the new 'baseline' – identifying gaps in children's learning

Objective	Success Criteria	Actions	Staff / Date	Monitoring of actions	Evaluation of impact	Resources (cost/times)
2.1 Ensure every child is assessed to identify gaps in learning from sustained period of working from home.	<p>All children have caught up and gaps identified have been addressed.</p> <p>Learning is at the appropriate stage for the children to secure good rates of progress for all children.</p>	<ul style="list-style-type: none"> ✚ Each class to carry out baseline assessments on the children on their return to school. ✚ Enter data onto SIMs, analysis of the data for each cohort, class, subject and vulnerable group. ✚ Develop a plan for 'Catch-Up' Monies- 5th Oct L Board 	Class teachers Sept 2020	HT	Report to LGB and Full Trust board	<p>Teachers and M and E leaders time</p> <p>Resource from the government for the CUprog £177k for the MAT</p>
Objective	Success Criteria	Actions	Staff Date	Monitoring of actions	Evaluation of impact	Resources (cost/times)
2.2 Ensure Catch-Up monies are targeted to the right children and support meets the needs of the child/cohort.	<p>Programmes for Catch up are agreed across the MAT.</p> <p>All children who have accessed provision have made accelerated progress.</p>	<ul style="list-style-type: none"> ✚ Analysis of the baseline assessments from F-6. ✚ Individual/groups and cohorts of children are prioritised based on their area of need in the curriculum. ✚ Catch Up Programmes are set up for emotional needs, English and maths- based on EEF research to identify those with most impact. ✚ Training of staff where this is needed. ✚ Children start accessing the programmes. ✚ Leadership teams monitor the impact of the programmes. 	<p>Assessment lead with E and M lead.Oct 20</p> <p>CEO/HT- Oct 20</p> <p>Oct 2020</p> <p>Term 2- onward</p> <p>Dec/Mar/July 2020</p>	<p>SLT</p> <p>SLT</p> <p>SLT</p> <p>LGB</p>	<p>Report to LGB</p> <p>Report to Trust Board</p>	<p>Time for lead of assessment and E and M.</p> <p>Time within Pupil Progress Meetings.</p>

		<ul style="list-style-type: none"> ✚ System to be implemented for two-way communication between class teachers and the Catch up programme leads. ✚ Communication to parents about the targeting of provision in the school. 		SLT		
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Priority 3: preparing for future lockdowns / online learning plan / 'blended' future learning						
Objective	Success Criteria	Actions	Staff / Date	Monitoring of actions	Evaluation of impact	Resources (cost/times)
3.1 Ensure all planning is available on line for the school teams.	All children have access to quality remote learning. Staff are able to work remotely and access the resources that are needed.	<ul style="list-style-type: none"> ✚ Planning is set up on the school drive for the teaching team (moving forwards move onto team drive so we can share across the MAT). ✚ Each bubble has a set of resources to support learning. ✚ The support staff have access to planning and resources. ✚ If 'Educare/in school learning for key worker/vulnerable children' is running support staff have access to resources needed for it and access to IWBs (alongside the teachers). ✚ All schools to develop their own approach based on their staffing if a bubble shuts down and there is a need for 'Educare'. 	HT / IT lead / Sept 2020	Chair of LGB.	Report to LGB and Full Horizon board	£XX new laptops, time to set up logs ins. Time and finance to move to Horizonmat emails- £xx
Objective	Success Criteria	Actions	Staff Date	Monitoring of actions	Evaluation of impact	Resources (cost/times)
3.2 Develop COVID Contingency plan	All families know the procedures if the	<ul style="list-style-type: none"> ✚ Outline school own plans for teaching and learning if another lockdown occurs- share systems in all schools across the MAT. 	11.9.2020- Leads for T & L	SLT and LGB	Report to Trust Board	T and L lead release time to write plan

<p>for teaching and learning.</p>	<p>school is in lockdown. All children are able to access learning at home. All children continue with their learning based on planning/assessment. All children continue to make progress if there is a lockdown.</p>	<ul style="list-style-type: none"> ✚ Develop own school based approach linked to IT systems- write contingency plan for teaching and learning, eg VLE, See Saw, Teams and Google. ✚ Implement training for staff where this is needed on the models for delivery. ✚ Agree the contingency plan with LGB. ✚ Share the approach with parents and ensure this is on schools own website page.. ✚ Training for support, if needed, for them to run Educare if a partial or full lockdown is in place. 	<p>Sept 2020</p> <p>Sept/Oct 20</p> <p>Oct 20</p> <p>Sept 20</p> <p>Sept 20</p>		<p>Contingency plan for teaching and learning to be approved by LGB then Trust Board.</p>	<p>attend MAT meeting. Time for training for support staff</p>
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Priority 4: Preparing for inspection – Updating the SEF and the SIP and preparing for Jan 2021

Objective	Success Criteria	Actions	Staff / Date	Monitoring of actions	Evaluation of impact	Resources (cost/times)
4.1 – Once the children are settled and gaps identified, update the SEF	New updated / Refreshed SEF published by Dec 2020	<ul style="list-style-type: none"> ✚ New SEF completed and an updated SIP written to take account of COVID recovery, ‘Catch-Up’ programmes. 	HT / SLT Sept 2020	CEO	Report to LGB and Full Horizon board	SLT time
Objective	Success Criteria	Actions	Staff Date	Monitoring of actions	Evaluation of impact	Resources (cost/times)
4.2 – Ensure SIP is fully updated and aligns with needs of the pupils based on recovery period.	New SIP available LGB and SLT all involved in developing the SIP and know the priorities for the school.	<ul style="list-style-type: none"> ✚ Update the SIP for the school based on the SEF and baselines carried out in school. ✚ Outline priorities with all stakeholders and the whole LGB- secure approval of the plan from the LGB. ✚ Implement the SIP. 	HT/SLT/COG SLT Oct 20 SLT Oct onwards	LGB	Report at LGB meetings on the progress to the SIP. Report to Trust Board.	

Documents that link to this Action Plan are listed below:-

- **School based risk assessments- one for each trust school – approved by the LGB and Trust Board.**
- **COVID Contingency teaching and learning plan – one for each trust school – approval at LGB and Trust Board level**
- **Catch – Up Programme for the Trust**