

## COVID 19 Catch Up Strategy Statement: St Mark's Catholic School

1. Summary information			
<b>School</b>	St Mark's Catholic School		
<b>Academic Year</b>	2020/21	<b>Date of Initial Statement</b>	September 23rd 2020
<b>Total number of pupils that qualify.</b>	933	<b>Date for next internal review of this strategy</b>	February 2021

Support Strategy
<b>A: Teaching and Whole School Strategy</b>
<b>B: Targeted Approaches</b>
<b>C: Wider Strategies</b>

1.Barriers to teaching and learning online during COVID 19	
A.	Lack of formative and reliable summative assessment that identifies missing fundamental learning points in literacy and numeracy.
B.	Poor literacy skills that underpin learning in all subjects..
C.	Poor numeracy skills that underpin learning in all subjects.
D.	Student not engaged in online learning and therefore have gaps in knowledge.
E.	Access to appropriate ICT.
F.	Lockdown effect on engagement, motivation and well-being of students.

2.Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Lack of formative and reliable summative assessment that identifies missing fundamental learning points in literacy and numeracy.	All students will have a reading age and numeracy age and staff will understand the implications of this data. This is particularly important in Year 7 where we have no KS2 data.
B.	Poor literacy skills that underpin learning in all subjects.	Pupils with the lowest reading ages will participate in a face to face intervention programme.
C.	Poor numeracy skills that underpin learning in all subjects.	Pupils with the lowest numeracy ages will participate in a face to face intervention programme.
D.	Student not engaged in online learning and have gaps in knowledge	Students will participate in a 10 week 1:1 online tuition programme and effectiveness will be monitored.
E.	Access to appropriate ICT.	40 Chrome books purchased and allocated to staff and students to support online learning
F.	Lockdown effect on engagement, motivation and well- being of students.	Councillor hours increased and impact report collected.

3.Impact	
<b>Chosen action/approach</b>	<b>Impact (Did you meet the success criteria?)</b>
A. Lack of formative and reliable summative assessment that identifies and addresses missing fundamental learning points numeracy and literacy.	CATS tests purchased and used to give retrospective KS2 data. All of Year 7 completed tests and data shared and used to set targets.
B. Poor literacy skills.	Reading programme implemented by SMG.
C. Poor numeracy skills	Face to Face tuition given by external tutor in Mathematics in the Autumn term.
D. Student not engaged in online learning and have gaps in knowledge	Tuition support provided online focused on KS4 as second lock-down interrupted tuition plan.
E. Access to appropriate ICT.	30 chrome-books purchased to support home learning all allocated to staff or students.
F. Lockdown effect on engagement, motivation and well- being of students	This allocation was spent on an extra day for the councillor each week to support students suffering from the consequences of lockdown.

