

# Madani Schools Federation | Recovery Overview & Covid 19 Catch Up Plan

## Quality of Education

<b>SCHOOL PRIORITIES/ AREAS</b> (What have we done, what are we doing and what do we intend to do for ALL students?)	<b>PUPIL PREMIUM</b> (How is this different for the most disadvantaged students)	<b>SEND</b> (How is this different for Special educational needs & disabilities students)	<b>KS3</b> (Specific to year groups 7 – 9 including transition Y6)	<b>KS4</b> (Specific reference to year groups 10 – 11 including leavers Y12)
<p><b>INTENT:</b> Curriculum design, coverage and appropriateness <b>KP/LT</b></p>	<p><b>PP/FSM:</b> Offer disadvantaged students the opportunity to aspire and achieve beyond social and mental barriers through a broad and balanced curriculum spirited within MSF HEART principle</p> <p><b>SCIENCE:</b> MSF science department aims to provide coherently connected well balance catchup curriculum to enabling all vulnerable learners (PP/FSM) to catchup with practical work and understand how to work in a lab safely to reach their personal excellence offering extra-curricular opportunities to develop cultural capital to appreciate science beyond the curriculum and to understand career opportunities to become members of the scientific community.</p> <p><b>PE:</b> PE provides catchup practical opportunities to develop mental and physical wellbeing through sport and physical activity with a priority for PP/FSM students through enrichment activities.</p> <p><b>Hums:</b> As identified in department curriculum intent - <i>To plan for issues such as more frequent absence and lower quality of homework topics are organised as enquiries with linked lessons – recap or connecting activity at the beginning and frequent opportunities to make connections between lessons. In this way if students have missed some aspects of the lessons, they are not lost or unable to proceed. Strategic and regular use of key word lists and knowledge organisers to provide students with opportunities to build vocabulary and background knowledge to address any areas affected by challenges with accessing remote learning. Where possible seating plans which allow easier access to PP students who have been identified as requiring further support</i></p>	<p><b>Ansaar-</b> To increase reading/comprehension ages of SEND students to enable them to access the full curriculum offer similar to their peers.</p> <p><b>SCIENCE:</b> MSF science department aims to provide coherently connected well balance catchup curriculum to enabling all vulnerable learners (SEN) to catchup with practical work and understand how to work in a lab safely to reach their personal excellence offering extra support through the catchup program working with EHCP students through LSAs to develop targeted support.</p> <p><b>Computing/Business:</b> SEND students will require support with catching with missed content or content learned via lockdown. Maximise use of LSA where available.</p> <p><b>Maths:</b> SEND might have fallen behind due to missing the close support they are accustomed to and that they rely on in their lessons. We aim to focus on basic skills and ensure they are secure before moving on to other topics. First, we must assess where they are in their learning to get a sense of how much of the work during the closure period has been gripped and mastered, before determining where we go next.</p> <p><b>Comms:</b> Our faculty recognises the importance of reintegrating all pupils regardless of background but ensuring we do take account of how the pandemic might have inequitably disadvantaged those already at a disadvantage. We recognise the need to plan in Oracy to unpick stories and to provide space to discuss themes of bereavement and loss.</p> <p><b>ADT:</b> In practical subjects, those</p>	<p><b>SCIENCE:</b> MSF science department aims to provide coherently connected well balance catchup curriculum to enabling ALL learners to catchup with practical work and understand how to work in a lab safely to reach their personal excellence offering extra-curricular opportunities to develop cultural capital to appreciate science beyond the curriculum and to understand career opportunities to become members of the scientific community.</p> <p><b>PE:</b> PE provides catchup practical opportunities to develop mental and physical wellbeing through sport and physical activity.</p> <p><b>Computing:</b> Access to the ICT lab is a priority so that students can use computers to continue delivery of the normal curriculum (which has not been covered due to pandemic). Curriculum will need adapting so content could be moved to next academic year – however students will have missed out on key areas by the end of Year 9.</p> <p><b>Hums:</b> Sensitivity in approach to certain topics such as the Black Death and World War I which takes bereavement issues into account. Planning time to reinforce oracy and discussion skills as well as subject specific skills into lessons. Continuing to slim down topics to focus on key knowledge and skills – some topics will not cover as much as in other years but will still deliver essentials necessary to overall curriculum progression. Revisiting sections of current topics to determine where time needs to be spent reinforcing concepts and skills covered in remote lessons.</p> <p><b>Maths:</b> Ensure that the fundamental skills that these students need to secure in GCSE are embedded, based on the desired endpoints/targets of individual groups. In LA sets this might be ensuring</p>	<p><b>SCIENCE:</b> Our KS4 science catchup curriculum will focus on a knowledge-based curriculum, empowering students to develop a scientific understanding of Biology, Chemistry and Physics through. The catchup curriculum will be designed to develop strong academic outcomes through building on foundation knowledge at KS3 to lead onto KS4.</p> <p><b>PE:</b> PE will provide a catchup curriculum with a focus of practical opportunities to develop course work. Core PE will be offered practical opportunities to develop mental and physical wellbeing through sport and physical activity.</p> <p><b>Computer Science:</b> Recap of parts of programming and use the lessons to focus on practice and further development of programming. Catchup will take place in the form of revision lessons (Y10). Y11: To continue with revision.</p> <p><b>Business:</b> Retrieval/revision will be embedded into lessons with settling in time embedded as part of students return (Y10). Y11: To continue with revision.</p> <p><b>Hums:</b> Identify key knowledge necessary for each topic and streamline the curriculum to reinforce key ideas and concepts. Identify opportunities for retrieval practice and plan extra time for this into the remaining new material to be covered. As with KS3 revisit areas of current topic taught using digital remote lessons to identify areas where time needs to be spent reinforcing key knowledge from sections taught as remote learning as remaining new material is covered – maximise links with previous lessons to cover previous material again.</p> <p><b>Maths:</b> Year 11 – keep them motivated and focused for upcoming assessments to prevent them from being overwhelmed by the amount of work, given the impact of school closures. The aim is to prepare year</p>

	<p><b>Maths:</b> Pupil premium students might have suffered during the closure period due to inconsistent use of technology. We need to assess where they are in their learning and what they have retained throughout the closure period so that we can prioritise solidifying gains before moving on with the curriculum. The prerequisite knowledge needs to be secure before moving on through the scheme of work. Students who have gripped the content that was taught need to be given extension work so that they are not just repeating topics that they already know.</p> <p><b>Comms:</b> Our faculty recognises the importance of reintegrating all pupils regardless of background but ensuring we do take account of how the pandemic might have inequitably disadvantaged those already at a disadvantage. We recognise the need to plan in Oracy to unpick stories and to provide space to discuss themes of bereavement and loss.</p> <p><b>ADT:</b> The disparity in access to materials, equipment and software will likely have broadened gaps between peers and student the development of the growth of practical skills. Equipment sets have been shared will students with a key focus on their individual topics and aligning resources. Industry standard software has been gained with a 90-day free licence, subject to student device. Students will be provided with the opportunities to facilitate an exploration of practical skills to catch up in circumstances where resources may not have been available during blended learning. Strategic and regular use of key word lists and knowledge organisers will be used to provide students with opportunities to build vocabulary and background knowledge to address any areas affected by challenges with accessing remote learning.</p>	<p>students with identified and specific needs are often the first to be impacted by the absence of a consistent routine or lack of regular opportunities to hone and sharpen practical skills. With less opportunities to retain knowledge of how to apply techniques or skills, curriculum development and reshaping will maximise collaboration opportunities with the LSA/ Ansaar team. Blended learning provides the immediate challenge of working in a more independent way and learning with less familiarity of expectations. Where available, LSA support will be built into planning, supporting successful interventions including the use of small group and one to one tasks designed to support the scaffolded learning and development the ability for SEND students to start working with others.</p>	<p>that they have gripped number and proportion. In HA groups it might be ensuring that they are confident with algebraic manipulation and rearrangement.</p> <p><b>Comms:</b> Our faculty recognises the importance of reintegrating all pupils regardless of background. We recognise the need to plan in Oracy to unpick stories and to provide space to discuss themes of bereavement and loss. We recognise the importance of structure and routine in creating security for students and thus will endeavour to create plans which move towards the normal curriculum offer.</p> <p><b>ADT:</b> ADT The curriculum has been sequenced to focus on theory and non-practical topics during blended learning, where possible. This has caused a deficit in experiential knowledge as well key insights into the disciplines across creative subjects. As a matter of priority students will be given access to materials and equipment in a practical environment with links to industrial practice. Some of the previously planned practical content will be scheduled for the following academic year, to ensure a broad and balanced curriculum experience. Y9 students will have a deficit in their experience, and this has/ will impact their options selections, focus going forward will be on embedding an understanding of career prospects and transferrable skills.</p>	<p>11 as much as possible for the demands of college/work and to make their end to a turbulent and disorienting period of their lives as positive and secure as possible. Our focus moves on to year 10.</p> <p><b>Comms:</b> Our faculty recognises the importance of reintegrating all pupils regardless of background. We recognise the need to plan in Oracy to unpick stories and to provide space to discuss themes of bereavement and loss. We recognise the importance of structure and routine in creating security for students and thus will endeavour to create plans which move towards the normal curriculum offer; this is especially important for our year 11 cohort who need to plan for next steps.</p> <p>Focus on completing coursework where necessary Identifying key skills and knowledge and reinforcing to provide foundation for post-16 Opportunities for portfolio of evidence for CAGs – provide preparation before assessments</p> <p><b>ADT:</b> Opportunities for retrieval and revision will be built into lessons. A focus on low stakes reengagement with practical elements will facilitate a period of settling in enabling independent and team based work. Y11 students will study connected projects to reinforce understanding. Greater connection between disciplines will support retention of knowledge, underpinned by theory lessons delivered remotely. One to one meetings will be scheduled for teacher feedback to discuss each students project. Dedicated sessions with software packages and practical skills which was not possible during remote learning sessions will prepare KS4 students for NEA study.</p>
<p><b>Summary:</b> <b>KS3 &amp; 4</b> <i>Identify areas of the curriculum where further support or reinforcement is needed - allow time to revisit previous topics covered while learning from home as part of this process</i> <i>Identify key subject skills and knowledge and slim down content to focus on embedding these aspects of each topic</i> <i>Incorporate time into SoW and lessons to reinforce skills such as oracy and practical skills to ease transition back to face-to-face lessons and integrate into planning for new year</i> <i>Provide access to equipment where possible and ensure students are well versed in procedures for use where they might not yet have had access at all (eg Year 7) or have not had access over the period of learning from home. This will apply to science labs, computer labs, DT &amp; Food</i> <i>Awareness of topics with links to bereavement and adjusting approach to take bereavement training into account</i> <i>Retrieval practice will be especially important at KS4 as well as reinforcing exam style questions and strategies prior to assessments necessary to determine CAGs</i> <i>Consistency with routines and structure to provide security and confidence in students as they return to the classroom</i></p> <p><b>PP/SEND:</b> <i>Focus on developing reading ages and oracy skills of disadvantaged groups who may have been disproportionately disadvantaged during period of Covid conditions</i></p>				

	<p>Assessing levels of learning as students reintegrate to the school environment. There may be issues with technology, illness or the home learning environment  Careful planning and communication with LSAs  Use of knowledge organisers, key word lists, etc to build and reinforce key knowledge to ensure students have foundation to build from. Frequent use of recaps and links between lessons in line with Rosenshein's Principles to ensure students with absences have frequent opportunities to address any issues due to absences</p>			
<b>EBacc - KP/LT</b>	<p>PP/FSM supported with more enrichment at KS3 for languages to increase the take up at KS4</p>	<p>Creating 2 sets for year 9 languages where possible, to allow for smaller sets with lower ability and SEN students.</p>	<p>Ebacc choices discussed as part of GCSE Options choices process – in Options Assembly, workshops with careers advisor  Choice of subjects in options blocks promotes increased take-up of EBacc</p> <p>Restructure of options blocks informed by mock options activity, have provided greater potential for EBacc study, with a minimum of around 2/3 of students entered for EBacc subjects.</p>	
<b>Options - AA/KP</b>	<p>Options blocks arranged for a higher uptake of PP/FSM students to take EBacc Subjects Supported through activities designed to advise choices including pre-selecting languages in year 8 and providing an introductory KS3 short course for Urdu.</p> <p>Almost all students have access to the internet at some point, online form produced that can be completed during weekends, before or after school without limitation. Paper copies of online resources shared in extreme circumstances.</p>	<p>Creating 2 sets for year 9 languages where possible, to allow for smaller sets with lower ability and SEN students.</p> <p>Provision for SEN students to receive one to one guidance when discussing, considering options subjects. SEN students also given early access to materials to provide a less time pressured process.</p>	<p><b>PE:</b> More enrichment at KS3 for a greater uptake in options block 3  Several stages of support in making GCSE</p> <p><b>Options choices</b> – Extensive preparation in lead up to Options Deadline to help inform students choices including workshops with careers advisor, careers lessons in all subjects and recordings for Options evening delivered remotely, assembly on day students are in school with opportunity for Q&amp;A.</p> <p>Online resources produced to supplement annual options evening, sharing key information and insight via school website multimedia presentations, without time limited access.</p> <p>Paper based forms were replaced with online equivalents with examples shared beforehand. For the sake of security, parents were provided with a separate form to be completed online only expressing their confirmation that they had discussed their child's option choices and support their decisions.</p> <p><b>Languages:</b> Students pre-selected languages in year 8 to allow for higher uptake of languages and to allow for more lesson time in each language including with an Urdu introductory KS3 short course.</p>	<p><b>PE:</b> A greater uptake in options block 3 at KS4. Support new arrivals in year 11.</p>
<b>STEM - AA/IE/NA</b>	<p><b>STEM</b> coordinator provides inspiration through STEM days and enrichment activities for PP/FSM student to aspire into STEM subjects</p>	<p><b>STEM</b> coordinator provides inclusion for STEM days and enrichment activities with support of LSAs</p>	<p><b>STEM</b> coordinator provides inspiration through enrichment STEM days for KS3 student to aspire into STEM subjects.</p> <p><b>Computing:</b> Year 8 enrichment @ DMU – opportunity for Year 8 students to attend a ½ day workshop virtually with DMU focussed on Cyber security with potential links to Technology and design and Maths.</p> <p><b>ADT</b> KS3 specific STEM challenges and</p>	<p>Higher uptake of STEM subjects at post-16 college applications</p> <p><b>ADT</b> KS4 specific starter tasks across all subject areas providing key STEM links and raising awareness of potential areas for future study and career paths.</p>

			potential STEM day towards the end of the academic year to reinforce teamwork, leadership and STEM links. Use of cross curricular links to accelerate progress and aid recovery process across STEM subjects.	
<p><b>IMPLEMENTATION:</b> Curriculum delivery, Teaching (pedagogy)- <b>LT</b></p>	<p>Barriers to learning identified and overcome through effective use of school resources such as Mytutor, equipment, seating plans and effective use of LSAs</p> <p>Encouraging independent study opportunities using knowledge organisers and GCSE Pod, doddle etc.</p> <p>Target students who would benefit from further support with learning mentors in Life Skills lessons</p> <p><b>Maths:</b> Modelling "I do, we do, you do." Ensuring guided practice, opportunities for a variety of questions and problem solving and reasoning opportunities. Frequent checks for understanding. Don't rush through the scheme of work if students aren't ready to move on. Confidence building using Knowledge organisers, matching card activities, treasure hunts, ski runs, brainstorming, colouring in answers from a grid. Boost students' self-esteem by starting with basics and then taking them further. Use of variation questions.</p> <p><b>Comms:</b> Students offered additional resources to support learning e.g., revision guides and dictionaries. In Arabic the purchase of headsets and keyboards.</p> <p><b>ADT:</b> Seating plans have been reconsidered to allow where possible - easier access to PP students who have been identified as requiring further support. PP students have also been paired up with more able students where appropriate to facilitate peer assessment. A broader range of resources have been prepared and shared to support student learning and facilitate oracy/ class discussions.</p>	<p><b>SCIENCE/PE:</b> effective use and deployment of LSA for EHCP students</p> <p><b>Ansaar</b> – Inference Training, which is a comprehension-based intervention proven to increase reading ages of pupils.</p> <p>Target students who would benefit from further support with learning mentors in Life Skills lessons</p> <p><b>Maths:</b> Modelling "I do, we do, you do." Ensuring guided practice, opportunities for a variety of questions and problem solving and reasoning opportunities. Don't rush through the scheme of work if students aren't ready to move on. MBS: Use SD and TA's wisely to focus on students who are struggling. Consider using SD to work one to one with students under the guidance of the teacher. MGS: Use LSA's and NF to support targeted intervention</p> <p><b>Comms:</b> Remedial literacy support through catch up and promotion of Bedrock to support reading. Use of immersive reader in lessons.</p> <p><b>ADT</b> To reintegrate students successfully back into group work, small opportunities including the use of small group and one to one tasks resulting in scaffolded learning will be developed to enhance the ability for SEND students to start working with others and independently. liaising with LSAs effectively to cover what has been missed and provide LSAs with key knowledge and understanding of strategies that can be used for both theory and practical elements.</p>	<p><b>SCIENCE/PE:</b> readjust the curriculum to compensate for lost learning during lockdown</p> <p><b>Computing:</b> Adapt teaching to cover non-computer-based tasks in the interim period</p> <p><b>Hums:</b> Focus on reinforcing oracy discussion skills and subject specific (source skills, interpreting maps and data, etc) skills during lessons - providing scaffolding to facilitate this where necessary. Increasing opportunities for low stakes retrieval practice to reinforce knowledge from sections of current topics (and to some extent previous where necessary) taught through digital remote learning</p> <p><b>Maths:</b> Start with half term 3 topics that we have not yet covered. Follow the scheme of work. Check for understanding regularly (MBS). Use of knowledge organisers to help students recall information/facts more readily. Use of treasure hunts to help engage pupils with prior learning. (MGS)</p> <p><b>Comms:</b> Bedrock promotion across all year groups and Oracy built into both English and languages to support reintegration.</p> <p><b>ADT:</b> Key knowledge and skills broken down and taught as smaller more manageable chunks to allow for more refined identification of any deficits in learning and to ensure opportunities for practise and retrieval. Once embedded, curriculum concepts will be tested across multiple contexts to build up ability to respond in a range of scenarios – e.g. problem solving – responding to a brief, etc/ to encourage greater independence including within blended environments.</p>	<p><b>SCIENCE/PE:</b> extra intervention the curriculum to compensate for lost learning during lockdown</p> <p><b>Hums:</b> As with KS3, reinforcing subject specific skills in first weeks back. Opportunities for feedback and low-stakes testing in the first weeks back before any exams take place. Focus on exam style question structure and skills in lessons before setting assessments in exam style conditions. Identify knowledge areas as a focus for reinforcement and link to relevant GCSE pod videos and activities to encourage personalised study to build knowledge base in key areas</p> <p><b>Maths:</b> Focus on topic tests. For year 10 focus on key GCSE skills given the ability grouping. Foundation: Number and proportion Higher tier: Algebra, number and proportion Try to give the students questions that link different topics together and show connections between topics. Give students opportunities for exam-style questions.</p> <p><b>Comms:</b> Oracy built into both English and languages to support reintegration.</p> <p><b>ADT:</b> Using interim period to accurately identify of areas of deficit and engage in practical activities with a focus on embedding subject specific skills – paper engineering, analysis of the work of others for example. Aligning identified class and individual targets with resources to enable students to re-establish their knowledge in order to re-engage with course study.</p> <p>Working towards moving resources online with a focus on allowing students to identify their own learning targets, and areas of development with specific exemplars – videos demonstrating techniques which would traditionally been carried out in class.</p>
	<p><b>PP:</b> Barriers to learning identified and overcome through effective use of school resources such as Mytutor, equipment, seating plans and effective use of LSAs Encouraging independent study opportunities using knowledge organisers and GCSE Pod, doddle etc. Target students who would benefit from further support with learning mentors in Life Skills lessons</p>		<p>Promoting resources to build oracy and reading skills, for example Bedrock Reinforcing oracy strategies and subject based skills as students return to the classroom Opportunities for retrieval practice and low stakes testing before full assessments to build skills and increase confidence Considering level of scaffolding and support necessary as students return to school environment to support rebuilding key skills across the curriculum</p>	

	<p>Focus on strategies for effective instruction based on Roshenshine's Principles and Walk Thru series, for example, modelling (I-We-You), and frequent checks for understanding and AFL activities as students return to the classroom  SEND: effective use of LSAs  Developing inference skills to develop reading ages  Use of learning mentors in Life Skills lessons to ease Year 11 transition of post-16 education and training and to support preparation for exam period</p>		<p>Use of knowledge organisers to reinforce learning, recognise links between lessons and increase independence  Reinforcing exam skills and strategies with KS3 students before assessments</p>	
<p><b>IMPLEMENTATION:</b> Assessment (formative and summative) - LT</p>	<p>Through low stakes test and baseline assessments identify and close the gap between PP vs Non-PP.</p> <p><b>Maths:</b> All students should sit an assessment within the first few weeks of coming back/ before half term. We need some way to know whether they have learned what we taught them over lockdown. Try to determine whether PP students have gaps in their learning compared to the rest of the group. Use this as the basis for intervention. Use data appropriately. Be mindful of the fact that these students might have fallen behind. Know who your PP students are and act/question accordingly. Allocate SD (MBS) and NF (MGS) accordingly.</p>	<p><b>SCIENCE/PE:</b> Through baseline assessments identify learning needs for EHCP students and liaise with LSAs to identify recovery learning needs after lockdown</p> <p><b>Maths:</b> All students should sit an assessment within the first few weeks of coming back/ before half term. We need some way to know whether they have learned what we taught them over lockdown. Try to determine whether SEND students have gaps in their learning compared to the rest of the group. Use this as the basis for intervention. Use data appropriately. Be mindful of the fact that these students might have fallen behind. Know who your PP students are and act/questions accordingly. Allocate SD (MBS) and NF (MGS) accordingly.</p>	<p><b>SCIENCE/PE:</b> Through low stakes test and baseline assessments identify starting points and catchup curriculum needs</p> <p><b>Computing:</b> End of Term assessments to continue but will be delayed and moved to HT5</p> <p><b>Hums:</b> frequent opportunities for low-stakes testing and feedback on assignments to determine current levels of skills and knowledge and adapt lessons and curriculum accordingly. Extra preparation for summative assessments which will take place during Half-Term 5 after students are able to build confidence and adapt individual learning based on retrieval practice and low stakes quizzing</p> <p><b>Maths:</b> Use in-class formative assessment techniques (Class quizzes/ low stake quizzes) to find out who needs extra help and find out if there are any misconceptions/misunderstanding/weaknesses arising from the closure period in terms of what topics were covered.</p> <p><b>Comms:</b> Assessment opportunities take a variety of forms in remote and blended learning, with an emphasis on whole class feedback and modelling with students. More time allowed to prepare for in school HT5 assessments.</p> <p><b>ADT:</b> Regular class feedback with opportunity to act on and identify student understanding before progressing with planned strategies. Projects extended from HT4 with diversified content to allow for less obvious assessment though introduction of new theme/ topic. HT5 projects designed to allow students to gain a strong experience of KS3 in ADT prior to moving into options groups.</p>	<p><b>SCIENCE/PE:</b> Collate as much evidence for CAG in the form of mocks, assessments and CW</p> <p><b>Computer Science:</b> Y10: End of Term assessments to continue and will take place in HT5. Y11: Paper 1 and paper 2 to be assessed  Low stakes testing to continue (quizzes, etc)</p> <p><b>Business:</b> Y10: End of Term assessments to continue and will take place in HT5. Y11: Paper 1 and paper 2 to be assessed  Low stakes testing to continue (quizzes, etc)</p> <p><b>Hums:</b> As included in curriculum delivery, focus on low stakes quizzing and reinforcing exam style question structures, strategies and practice before any summative assessments are scheduled.</p> <p><b>Maths:</b> Use in-class formative assessment techniques (Class quizzes/ low stake quizzes) to find out who needs extra help and find out if there are any misconceptions/misunderstanding/weaknesses arising from the closure period in terms of what topics were covered.</p> <p><b>Comms:</b> Assessment opportunities take a variety of forms in remote and blended learning, with an emphasis on whole class feedback and modelling with students. More time allowed to prepare for in school HT5 assessments.</p> <p><b>ADT:</b> During period of blended learning, adaptation of smaller mini projects to allow key principles/ building blocks to be focussed on, with feedback supplied via teams to individuals and regular class feedback with a focus on course structure. On return to school students will be in a position to continue with NEA and build on and apply key principles in assessment style activities feeding into own individual project study.</p>

	<p>Use of baseline testing to assess levels of learning after period of learning from home - use to identify topics / areas which need reinforcement as well as individual students who will require further support / scaffolding</p> <p>Delaying summative end of term assessments where necessary to provide time for AFL and feedback to build skills and identify and address misconceptions</p> <p>Frequent use of retrieval practice and low stakes activities and quizzes to build key knowledge</p> <p><b>KS4:</b> Building on assessment which has taken place during remote learning period</p> <p>Building up to full assessments with smaller chapter exams</p>			
<b>IMPLEMENTATION:</b> Assessment/ Feedback (formative and summative) - <b>LT</b>	<p>Identify barriers to learning and how close the gap between PP vs Non-PP across the subjects</p>	<p><b>Ansaar-</b> Identify students in need of inference Group intervention by completing Standardised Reading tests i.e., NGRT. This will be completed twice a year to track progress, evaluate and provide feedback.</p>	<p><b>SCIENCE:</b> Using TEAMS assignments to offer feedback</p> <p><b>PE:</b> Head, Harts &amp; Hands to develop assessments at KS3</p> <p><b>Hums:</b> as above</p> <p><b>Comms:</b> as above</p> <p><b>ADT:</b> As above</p>	<p><b>SCIENCE:</b> GCSE workbooks and mocks</p> <p><b>PE:</b> Course work and Exam</p> <p><b>Computer Science/Business:</b> Feedback to be provided and ongoing to allow for progress to be made</p> <p><b>Hums:</b> as above</p> <p><b>Comms:</b> as above</p> <p><b>ADT:</b> As above</p>
<b>Subject knowledge - LT</b>	<p>To identify barriers to learning and what support there is to compensate for lost learning.</p> <p><b>ADT:</b> Department review/ case studies of students to identify and share good practices for re-engagement, and understanding of needs of PP students. Time to refine curriculum to ensure reflects all learners. CPD</p>	<p><b>Ansaar –</b> LSAs to access Studio-TV free training and implement strategies to support SEND transition back into school.</p> <p>LCI team to provide training on Inference for LSAs during twilight.</p> <p><b>ADT:</b> Department review/ case studies of students to identify and share good practices for re-engagement, decide next steps in collaboration with Ansaar team</p>	<p><b>SCIENCE/PE:</b> Observations, Learning walks and recruitment</p> <p><b>Computing:</b> to continue to develop subject knowledge via engagement and lesson visits</p> <p><b>Hums:</b> Encouraging collaboration in curriculum development, reading lists and continued access to professional subject associations</p> <p><b>Maths:</b> Regularly share resources and discuss effective pedagogies for the topics where are covering. Create a culture of discussion and collaboration where we share what has worked well in various contexts.</p> <p><b>Comms:</b> all staff complete a GCSE and A level paper in the subject to support ongoing SK development. Teachers take ownership of curriculum planning and share in dept meetings.</p> <p><b>ADT:</b> Continued sharing of key subject information, reading materials linked to individual and subject CPD targets, engagement with Walkthru/ adapt model, collaboration across the faculty to share challenges and good practise in solving problems.</p>	<p><b>SCIENCE/PE:</b> Observations, Learning walks and recruitment</p> <p><b>Computer Science/Business:</b> to continue to develop subject knowledge via engagement and lesson visits</p> <p><b>Hums:</b> as in KS3 column</p> <p><b>Maths:</b> Regularly share resources and discuss effective pedagogies for the topics where are covering. Create a culture of discussion and collaboration where we share what has worked well in various contexts.</p> <p><b>Comms:</b> all staff complete a GCSE and A level paper in the subject to support ongoing SK development. Teachers take ownership of curriculum planning and share in dept meetings.</p> <p><b>ADT:</b> Continued sharing of key subject information, reading materials linked to individual and subject CPD targets, engagement with Walkthru/ adapt model, collaboration across the faculty to share challenges and good practise in solving problems.</p>
<b>Reading including library provision - CR</b>	<p>Specific strategy to target PP students based on borrowing patterns; reading ages and library usage.</p> <p>CPD promotion of Immersive reader through staff to support students with</p>	<p>Catch up literacy with a focus on reading through use of Bedrock and reading aloud.</p> <p>CPD promotion of Immersive reader through staff to support students with</p>	<p>Bedrock literacy with reading across a range of subjects and topics. Reading is offered across the curriculum as evidenced by the QA process.</p> <p>CPD promotion of Immersive reader</p>	<p>Reading is offered across the curriculum as evidenced by the QA process.</p> <p>CPD promotion of Immersive reader through staff to support students with reading in lessons.</p>

	reading in lessons. Promotion of e-library with specific students targeted.	reading in lessons. Promotion of e-library nad move to Myon system of AR.	through staff to support students with reading in lessons. Promotion of e-library	Promotion of e-library
<b>Oracy Strategy - CR</b>	Students approached to encourage engagement with opportunities outside of the classroom e.g. Public Speaking; Performing Shakespeare etc.	Students supported through use of LSAs in school and remotely through break out rooms.	Dedicated Oracy lesson in year 8. This is a once-a-week lesson where students learn to develop a speech by analysing great speeches from history and through using different speech formats.  Breakout room guidance offered in CPD guidance to support oracy for these year groups.  Promotion of national Oracy competitions.	Breakout room guidance offered in CPD guidance to support oracy for these year groups.  Promotion of national Oracy competitions.
<b>IMPACT - AA/KP</b>	Identify and close the gap between PP vs Non-PP across the subjects  Ensure all staff are clearly aware of the impact of blending learning on PP learners.  Provide range of enrichment opportunities designed to reenforce learning and build on cultural capital	Review and share the common findings of the impact of the pandemic on the education of ansaar students.	Move into options groups in Y9, to begin to learn and establish prerequisites of subject to be able to engage with subject content in Y10 and Y11	Engage with MyTutor provision to provide support and additional learning opportunities based on learner profile and progress.  A clear and coherent shared strategy in place and communicated with all stakeholders to enable Y11 students to engage with opportunities to demonstrate progress.
<b>Intervention – LT</b>	<b>SCIENCE/PE:</b> More opportunity from practical work through enrichment  <b>COmms:</b> Reintegration work through Oracy and enrichment; these pupils have been targeted.  <b>ADT:</b> Use of enrichment activities to re-establish learning.	<b>Ansaar</b> – Target SEND students for after school recovery lessons by utilising LSA hours available.  <b>COmms:</b> Reintegration work through Oracy and enrichment  <b>ADT:</b> Use of enrichment and reintegration activities to re-establish learning.	<b>Ansaar</b> -External assessor to assess individual learners in order to identify specific needs e.g. Dyslexia. Strategies and recommendations to be shared with staff.  <b>COmms:</b> Reintegration work through Oracy and enrichment  <b>ADT:</b> Working towards moving resources online with a focus on allowing students to identify their own learning targets, and areas of development with specific exemplars – videos demonstrating techniques which would traditionally been carried out in class. Use of enrichment activities to re-establish learning.	<b>Computer Science/Business:</b> assess the need for intervention on an individual basis (targeted tasks, etc)  <b>COmms:</b> Reintegration work through Oracy and enrichment  <b>ADT:</b> Working towards moving resources online with a focus on allowing students to identify their own learning targets, and areas of development with specific exemplars – videos demonstrating techniques which would traditionally been carried out in class.
<b>Destinations/ NEET - MC/KP</b>	Remote appointments with Careers advisor for Yr11 students during Autumn and Spring Term – PP students who were identified as needing further guidance with applications were prioritised for second appointment. Those who would benefit from support with transition to Post-16 will receive further support in summer term	Remote appointments with Careers advisor for Yr 11 students during Autumn and Spring Term – SEND had been prioritised to receive early appointments and then had follow up appointments in January. Those who would benefit from support with transition to Post-16 will receive further support in summer term		All students supported through post-16 applications process with appointments with careers advisor (delivered remotely once students learning from home). Those identified as needing further support with transition or choices received extra appointments. One to one discussion and support from LS teacher. Opportunities to come into school for extra support from LS teacher for those struggling

## Behaviour & Attitudes

<b>SCHOOL PRIORITIES/ AREAS</b> (What have we done, what are we doing and what do we intend to do for ALL students?)	<b>PUPIL PREMIUM</b> (How is this different for the most disadvantaged students)	<b>SEND</b> (How is this different for Special educational needs & disabilities students)	<b>KS3</b> (Specific to year groups 7 – 9 including transition Y6)	<b>KS4</b> (Specific reference to year groups 10 – 11 including leavers Y12)
<b>Behaviour &amp; conduct - MC/RM/YZ</b>	Identify and close the gap between PP vs Non-PP with mentoring program to identify barriers to learning.	Revised A2L policy from remote to in-school behaviour Phased return all staff reiterate.	Revised A2L policy from remote to in-school behaviour	Revised A2L policy from remote to in-school behaviour
<b>Expectations - MC/LT</b>	Raise expectations of PP/FSM through tutor time and mentoring program enshrined in the schools HEART principles.	<b>Ansaar</b> - LSAs to offer support to EHC/Autism students by providing constant prompts and reminders throughout the day as students settle back into school routine.	Tutors to revisit expectations of behaviour in and around the school during tutor time. All staff to share expectations, re-visit walkthrus.	Tutors to revisit expectations of behaviour in and around the school during tutor time. Year 10 – tutors to highlight mock importance. Year 11 – tutors to continue guiding related to interviews. Looking at life beyond Madani in HT6
<b>Relationships - MC/MG</b>	A focus on positive relationships despite adversity at home through mentoring program supported by Tarbiyyah program.	<b>Ansaar</b> - Initiate the social communication programme for students who are isolated and struggle to socialise. Autism students to be included as part of their social development.	Referrals to mentor via HofH as students have experienced various circumstances. Re-connecting during onboarding day.	Referrals to mentor via HofH as students have experienced various circumstances. Re-connecting during onboarding day.
<b>Pupil safety/ voice - MC/IE/YZ</b>	Tutor focus on PP/FSM students to identify physical barriers to learning such as family breakdowns due to economic loss from pandemic.	Ensure SEND students are nominated for student council roles.	<b>Online Safety:</b> Work from this term to continue via reminders on key aspects of e-safety. Focussed opportunities such as: Year 8 enrichment @ DMU – opportunity for Year 8 students to attend a ½ day workshop virtually with DMU focussed on Cyber security with potential links to Technology and design and Maths. This has an element of safe use of technology embedded. PASS Assessments during onboarding phased day School council elections HT6	<b>Online Safety:</b> Work from this term to continue via reminders on key aspects of e-safety. Creative opportunities to be explored. PASS Assessments during onboarding phased day Year 10 - School council elections HT6
<b>Bullying - RM/MC/YZ</b>	PP/FSM Students are not targeted because of economic status and monitored through tutors/staff using bullying reporting forms.	Support students to encourage communication in any regard.	Anti-Bullying policy shared with staff. KS3 Anti-bullying ambassadors training to take place HT6 - Dianas award	Anti-Bullying policy shared with staff.
<b>Attendance - RM/MC/YZ</b>	Identify and close the gap between PP vs Non-PP across the school	Refer any concerned SEND pupils to the SENCO	Monitor attendance across all year groups. Continue with weekly attendance meetings. EWO Referrals	Monitor attendance across all year groups. Continue with weekly attendance meetings. EWO Referrals
<b>Exclusions/ Sanctions - RM/MC/YZ</b>	Identify and close the gap between PP vs Non-PP across the school		Follow A2L policy Remind students and include parents. MCAS engagement	Follow A2L policy Remind students and include parents. MCAS engagement

## Personal Development

<b>SCHOOL PRIORITIES/ AREAS</b> (What have we done, what are we doing and what do we intend to do for ALL students?)	<b>PUPIL PREMIUM</b> (How is this different for the most disadvantaged students)	<b>SEND</b> (How is this different for Special educational needs & disabilities students)	<b>KS3</b> (Specific to year groups 7 – 9 including transition Y6)	<b>KS4</b> (Specific reference to year groups 10 – 11 including leavers Y12)
<b>Enrichment/ Experiences - NA/KP/MC</b>	HT5/HT6 Enrichment Calendar will be provided to all faculties to provided activities for 21/22 at KS3/KS4 such as Languages, Spots Fixtures, DoFE.  Summer school for year 6 to 7 and KS3 with summer activities	World Book Day author event.  World Book Day competitions- these students were actively encouraged to participate.  Onboarding activities such as baking, plant potting, team building activities 7-	Remote assemblies for World Book Day. Enrichment activities during recovery curriculum week to ease transition back to school Stephen Lawrence Day activities including workshop from Stephen Lawrence Research Centre planned for Summer Term	Careers activities continued remotely – mock interviews and apprenticeships assembly for Yr11s in autumn term – planned for Yr10s in summer term. Remote assemblies for World Book Day See Stephen Lawrence – KS3 Islamic Awareness week - Ramadan links KS4 Students to take active role HT5



	<p>World Book Day author event.</p> <p>World Book Day competitions- these students were actively encouraged to participate.</p> <p>Spanish enrichment to begin September 2021 with HA PP students being prioritised.</p>	stones.	<p>Islamic Awareness week – Ramdan links HT5</p> <p>World Book Day author event to promote links to heritage and writing.</p> <p>World Book Day competitions- with a focus on wellbeing.</p> <p>Spanish enrichment to begin September 2021 with HA PP students being prioritised and then HA students.</p> <p>Onboarding activities such as baking, plant potting, team building activities 7-stones.</p>	<p>World Book Day author event to promote links to heritage, writing and careers.</p> <p>World Book Day competitions- with a focus on wellbeing.</p> <p>Speech making, debating and other oracy based enrichment to be offered.</p> <p>Onboarding activities such as baking, plant potting, team building activities 7-stones.</p>
<b>Careers/ Preparation for next steps - KP/MC</b>	Increase PP/FSM student confidence and awareness of strengths and areas of development – link to employability skills. Monitor engagement in careers activities and school trips using Unifrog. To provide more intensive guidance and support for post 16 options	LSA'S to support students with next steps with option choices. Year 9, 121 career sessions with careers adviser.	<p><b>Increased use of Unifrog</b> as easily accessible platform when learning from home. Usage and completion of activities has increased for all year groups. All students in Year 8-11 now registered on platform and activities tracked and monitored</p> <p>Life Skills curriculum in HT4 focused on careers education with updates to website</p> <p>Use of national careers week website. Links provided to talks from employers</p> <p>Year 9 lessons greater career</p> <p>Options assembly during onboarding day</p>	<p><b>Careers activities continued remotely</b> – mock interviews and apprenticeships assembly for Yr11s in autumn term – planned for Yr10s in summer term.</p> <p><b>Promotion of GCSE Pod</b> leading to increased use across most subjects at yr10&amp;11. Students also using GCSE pod independently assignments set by teacher. MGS streaming second in region out of 20 and third in Nova Trust group of 8. MBS fourth and seventh respectively but some teachers use as downloads rather than streaming</p> <p><b>Unifrog – As KS3</b></p> <p><b>Increased communication:</b> Summary email of activities and updates from colleges every week /2 weeks during Spring Term</p> <p>Plans continue for <b>work experience</b> – possibilities of remote work experience also explored in case June placements are not possible</p> <p>KS4 Interview skills discussed during HT5</p>
<b>SMSC broader development</b> , including their <b>spiritual, moral, social and cultural development - RM/MC/KP/MG</b>	Through enrichment activities PP/FSM students are actively encouraged to develop their cultural capital through seeking other opportunities beyond their immediate communities and economic barriers.	LSA's support students to have a wider understanding. Onboarding activities provide SMSC opportunities.	Embedded in curriculum and continues as lessons are delivered remotely and with return to face to face lessons. HT Assembly linked to HEART Value & SMSC Onboarding activities provide SMSC opportunities.	Embedded in curriculum and continues as lessons are delivered remotely and with return to face to face lessons. HT Assembly linked to HEART Value & SMSC Onboarding activities provide SMSC opportunities.
<b>Ethos - MG/RM/MC</b>	An enriched Tarbiyah programme (spiritual recovery) and preparation for Ramadaan would be an ideal opportunity to develop their self-confidence and assist in removing some of their challenges. Identifying students who may need assistance in understanding faith.	LSAs will be making a great contribution to their spiritual recovery through various activities. LSAs will identify students who need assistance in understanding their faith and if a need arises, they may refer them for mentoring. Spiritual recovery during onboarding week.	Increase an awareness of faith and God consciousness through various Tarbiyah activities which will help develop their character and connection with God. Islamic Awareness week HT5 Spiritual recovery during onboarding week.	Identifying students who are spiritually at risk and continue mentoring them. Increase an awareness of faith and God consciousness through various Tarbiyah activities. Preparing students for life beyond Madani. Islamic Awareness week HT5 Spiritual recovery during onboarding week.

<p><b>FBV</b> preparing pupils for <b>life in modern Britain</b> by developing their <b>understanding of the fundamental British values of democracy, the rule of law, individual liberty and respect.</b></p> <p><b>RM/MC/MG/KP</b></p>	<p>Through enrichment activities PP/FSM students are actively encouraged to develop their understanding of British values by developing cultural capital through seeking other opportunities beyond their immediate communities and economic barriers.</p>	<p>Embedded in curriculum and has continued during period of remote learning.</p>	<p>Embedded in curriculum and has continued during period of remote learning. British values embedded within HT Assembly</p>	<p>Embedded in curriculum and has continued during period of remote learning. British values embedded within HT Assembly</p>
<p><b>Equality and Diversity</b></p> <ul style="list-style-type: none"> <li>By <b>promoting equality of opportunity and diversity</b>, the school ensures that pupils understand, appreciate and respect difference in the world and its people, celebrating what we have in common and promoting respect for the different <b>protected characteristics</b> as defined in law. <b>LT</b></li> </ul>	<p>PP/FSM are not discriminated because of economic status. PP/FSM are actively encouraged to overcome social, physical and mental barriers to achieve the best possible outcomes.</p>			
<p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, <b>active citizens</b>, who contribute positively to society. <b>LT</b></li> </ul>	<p>Through charity work PP/FSM students are actively encouraged to become charity ambassadors and support the community through charity events in and around the school.</p>		<p>Network event held for students with Council of faiths 'Youth coping with the pandemic'</p>	<p>Network event held for students with Council of faiths 'Youth coping with the pandemic'</p>
<p><b>Health and wellbeing</b></p> <ul style="list-style-type: none"> <li>The curriculum and the school's wider work support pupils to develop <b>resilience, confidence and independence</b> and lead a <b>healthy and active lifestyle</b>, helping them to know how to keep <b>physically and mentally healthy.</b> <b>NA/ZP/NR</b></li> </ul>	<p>Through extra-curricular activities such as DofE, PE fixtures, lunchtime and afterschool activities/sports clubs PP/FSM will get the opportunity to develop health and wellbeing. E.g., Cory Fitness, cooking, science club, learning languages, visits and trips. A focus on health and wellbeing despite adversity at home through mentoring program supported by Tarbiyyah program</p>	<p><b>Ansaar</b> – Allow targeted students to spend more time at school during the phased return period in order to nurture them back into school routine and to increase their confidence.</p> <p><b>Ansaar</b> – Provide specific mentoring support to SEND students that are identified via the PASS assessment analysis.</p>	<p>'Treat bags' hand delivered to students – concerns with poor mental health – identified by PD team. Mental health theme explored weekly during tutor time.</p>	<p>'Treat bags' hand delivered to students – concerns with poor mental health - identified by PD team. Mental health theme explored weekly during tutor time.</p>

## Leadership & Management

<b>SCHOOL PRIORITIES/ AREAS</b> (What have we done, what are we doing and what do we intend to do for ALL students?)	<b>PUPIL PREMIUM</b> (How is this different for the most disadvantaged students)	<b>SEND</b> (How is this different for Special educational needs & disabilities students)	<b>KS3</b> (Specific to year groups 7 – 9 including transition Y6)	<b>KS4</b> (Specific reference to year groups 10 – 11 including leavers Y12)
<p><b>CPD/ Professional Development - RL/KP/NR</b></p>	<p>In-house or external CPD will be provided for staff to understand the barriers to learning for PP/FSM students during the pandemic.</p>		<p>Programme of CPD using Walk Thrus introduced and monitored throughout Terms 1 &amp; 2. Whole school sessions in INSET and twilights followed by areas of development identified and pursued by curriculum areas. Process supported by time in department meetings as well as lesson visits. Instructional coaching cycle on weekly bases as part of NQT training and CPD through Ambition Institute. Mentors receive training through programme. Learning mentors established and supported. Individual CPD opportunities identified by staff members</p>	
<p><b>INSET/ TWILIGHT - RL/KP/NR</b></p>	<p>2X Twilights will be used for CPD to inform staff of PP students</p>	<p>2X Twilights will be used for CPD to inform staff of SEN students</p>	<p>Utilised for delivery of CPD programme. Feedback sessions from curriculum leads during ELT meetings. Sessions included with guidelines for logistics and control measures</p>	
<p><b>Staff Subject knowledge - RL/KP/NR</b></p>	<p>As part of recruitment candidates undertake lesson observations to ensure extensive subject knowledge and is also explored during interview</p>			
<p><b>Teacher literacy</b> their own <b>speaking, listening, writing and reading of English</b> support pupils in developing their language and vocabulary well. <b>CR/NR</b></p>	<p>Teacher literacy developed through CPD offer:</p> <ul style="list-style-type: none"> <li>Planning reading across the curriculum (August)</li> <li>Literacy/ Reading/ Oracy and Vocabulary strategies twilight in October</li> <li>QA process with middle leaders to review use of literacy/ Reading/ Oracy/ Vocabulary across the curriculum</li> <li>CPD promotion of Immersive reader through staff to support students with reading in lessons.</li> </ul>			

	The above impacts all groups and learners. Moving forward the results of the QA process will be used to develop a 3 year literacy development plan in June to commence from August 2021.			
<b>Recruitment - RL/NR</b>	As part of recruitment candidates asked questions about PP/SEN and SEN to ensure they understand vulnerable groups with DBS and reference checks.			
<b>Staff health and wellbeing - NR/RL/MG</b>	To ensure staff are prepared for students coming back into school. Staff have had bereavement, safeguarding, update on systems of control, reminder of access to amica counselling service, staff continue to receive free lunches and phased return. Staff have also been offered access to home test kits.			
<b>Staff engagement - NR/RL</b>	Staff have had Monday morning briefings, ongoing system of control updates and whole staff CPD training. Emails have been sent to update staff of systems, structures, processes and procedures.			
<b>Stakeholder engagement - LT</b>	<b>PP:</b> Promotes PP through Parents coffee mornings and parent carer mornings. Engage with link governors.		<b>COMMS:</b> stakeholders invited for national competitions and oracy day. Using online platforms	
<b>Finance - NR</b>	Budget holders for all subjects will be given to opportunity to bid for next year's budget, including specific plans for PP/FSM and SEN students. Access to catch-up fund will be available for interventions during summer, extra sessions and summer school.			
<b>Pupil Premium - NR/NA/AA</b>	Please see PP Action Plan 20/21 for justification of spend on T&L, Attitude & Behaviour, Barriers to Learning and Aspirations.			
<b>Catch-up - CR/SA/NA</b>	PP/FSM with underperformance will be targeted through catch-up after school to close the achievement gap between PP vs Non-PP	SEND have missed out on Accelerated Reader sessions this year, and the intention is to kickstart the programme once again with targets for the summer break too.	Students to continue with the lunch time and after school catch up sessions for both Literacy and Numeracy	

### Pupil Information:

### Identified Barriers

- Attendance
- Underachievement at KS2
- Under-developed study skills
- Low aspiration, independence and resilience

### Strategic Aims for 2020-2021

- Narrowing the attainment gap between students in all subjects across the school
- Improve attendance for all students including PP and SEND to become in line with or better than the national average
- Developing a research informed curriculum to allow for all students to experience a wide breadth of opportunities in and out of lessons.

### Proposed Spending Plan

- Opportunities for all staff across the school to make bids for the usage of funding to provide equality of opportunity for PP students
- Funding of 1-1 and small group tuition in Reading and Maths
- Counselling provision for PP students to provide support with mental wellbeing
- Tutoring provision from 'YipiYap' tutors
- Tutoring provision from 'MyTutor'

- Breakfast club to provide support from subject experts and pastoral support for students before school
- Funding for targeted enrichment opportunities