READING GIRLS' SCHOOL

COVID-19 PROVISION STRATEGY

A Measured Approach

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STRATEGY RATIONALE

"There cannot be a **'one-size-fits-all'** approach where the system of control describes every scenario. School Leaders will be best-placed to understand the **needs of their schools** and communities, and to make informed judgements about how to balance delivering a broad and balanced curriculum with the **measures needed to manage risk**"

(Department of Education, 2.7.20)

In light of Government guidance, in his book, *Start with Why*, Simon Sineck stresses how it is more important to focus on why you are doing something, rather than what you are doing. The 'why' is your purpose, belief and **MOTIVATIONAL DRIVER FOR ACTION**. It is a very relevant concept and indeed one that influenced our response to provision throughout lockdown and into academic year 2020/21.

At Reading Girls' School, we put our students and their education at the forefront of our response. We made a clear decision that our lockdown provision was never going to be a 'summer camp' or work set for pupils to complete in isolation and have teachers available online if needed.

THE AIM OF OUR LIVE ONLINE FACE-TO-FACE LESSONS strategy was to not lose the momentum built up, therefore, allowing us to be able to easily reconnect with pupils whenever schools fully reopened.

As you will see form the IDSR below, our school has made significant progress on all national measures since it's reopening in 2017, most noticeably holding its place in the top 1% of all schools in England. We did not want our current pupils to miss out on the same opportunities as their peers who have gone before them. For that reason, we do not share the same opinion as most of the Country on the matter of lockdown denying pupils an education.

See Appendix A for our 2019 IDSR

IDSR 2019.pdf

OVERVIEW

Following the government promise to provide financial aid to support any students where there had been a loss of learning, we quickly developed our comprehensive catch up plan, summarized below:

2019/20 Lockdown provision
- Online face to face lessons for all students with in-class TA support
- Attendance monitored
- Literacy & Numeracy interventions continued
- 1-2-1 tutoring for Yr 10 in Core, 1-2-1 meetings with all Yr 10 & subject teachers
- Yr 7 & 9 online parents evenings
- Online digital praise reward cards
- Virtual Pastoral office & Counselling support
- Virtual Coffee morning
- Online weekly assemblies
- Issued 53 Chromne books and 1 wifi dongle
- Weekly Contact for vulnerable students
- Weekly Newsletter
- Wellbeing Day each week
- Year 11 Provision
- SOW continued
- Student, staff & Parental survey

Lockdown Evaluation
- Teacher RAG on students' gaps in knowledge
  - outcomes of purple marking tasks, exit tickets, online quizzes, online platform data, meetings with students and parents, pariticpation in discussions, homework, video & photo evidence from students, feedback from TA
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- Student survey responses

2020/21 plan
- Subject to give work based on gaps in knowledge
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- NGRT
- CAT 4
- Expected outcomes of interventions

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- Evidence based inclusion interventions
- Counsellor
- Family Liaisin interventions

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- Subject Leader
- SENDCO
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- Attendance interventions
- 1-2-1 review meeting with SLT
- Linked assessment for specific interventions

SECTION A: LOCKDOWN

2.1 Lockdown Provision

In launching our online live face-to-face lessons with pupils and parents, ***it was made clear that we expected pupils to attend all lessons,*** unless there was a valid reason for their absence.

Significantly, for the period of school closure, attendance was recorded on a lesson by lesson basis and not twice daily as per the normal school. The reason for this was because we wanted to ensure that pupils attended all lessons and not just the am and pm lessons. Using the 'meeting chat' function in Microsoft TEAMS, teachers took the register and passed to our central attendance support team.

In addition, parents were asked to send notice of absence or request for absence to our administration email address in the same way they would in normal circumstances. Our parents were very supportive and informed us of absences or requested absences as appropriate.

Significantly, we were the only school in Reading, delivering full normal timetabled lessons. The highlights of our provision for which positive feedback was overwhelming, included:

- Delivery of **+5000 online live face-to-face normal timetabled lessons**
- **Recording of all lessons** so that pupils and parents could review content
- **1-2-1 face-to-face year 10 pupil-teacher GCSE guidance reviews**
- **Online year 7 & 9 parent-teacher evenings**
- **Year 8 assessments** to inform 2020/21 GCSE options process
- Recorded r**egisters** for each lesson and follow-up any non-attendance
- A COVID-19 five-phase **absence system** to address non-attendance to lessons
- **x53 Chromebooks** were issued to pupils without devices to access lessons
- **Weekly phone calls** to vulnerable and key worker students to check on progress
- Continued contact with **social care** by attending remote multi-agency meetings
- Weekly communication with parents via our **newsletter**
- **Teaching assistants** allocated to online lessons to offer additional academic support
- Continuation of our additional literacy and numeracy **interventions** remotely
- Regular 1-2-1 **school counsellor** sessions
- **Weekly year group online assemblies** to maintain contact with all students
- A weekly rolling **wellbeing day** for all pupils and staff to have a complete break away from online work for a day.
- A direct designated **safeguarding line**
- Continuation of our y**ear 11 lessons for all students** until the end of the year
- Online **Year 6 transition explorer programme** led by our Student Leadership Team
- A virtual **talent show** led by our Student Leadership Team

- Hosting **virtual coffee mornings** for prospective Year 6 parents to support transition
- Distribution of Easter and Summer holiday **wellbeing activities** booklet to all students
- **Edinburgh Wellbeing scale** completed by Year 10 girls
- Participation of all students took part in the **Oxford Wellbeing survey**
- Virtual planning meetings were held with the **Educational Phycologist** to discuss support for **SEND** students
- Formal **RGS COVID-19 quality of education survey** for all pupils, parents and staff

See Appendix B – Virtual Coffee Morning leaflet

Reading Girls'
Virtual Coffee Morn

See Appendix C – Educational Phycologist meeting notes

EP Meeting
Notes.docx

Our provision roadmap from lockdown to full reopening

Example of our term 6 provision

After using term 5 to settle into online learning, we increased the pace of our programme for term 6 2019/20 with a view to helping pupils get ready for a return to school in September 2020.

See Appendix D for our 2019/20 term 6 provision.

Term 6 201920
provision.docx

2.1:1 Lockdown provision for vulnerable students

The school created three categories of 'vulnerable' students. The first category was defined by the government upon entering lockdown and the other two were *defined by Reading Girls' School based on our contextual information of our pupils*.

- *Category 1* – students with an EHCP or current social care involvement and pupils of key workers. There were 11 students listed in this category who were contacted twice weekly by telephone, in addition to attending their online lessons.

- *Category 2* – students with previous/recent social care involvement or a high level of SEND/emotional or mental health need. There were 58 students listed in this category who were contacted weekly by telephone, in addition to attending online lessons.

- *Category 3* – students with low level external factors which may have an impact on engagement, such as SEND/medical or home circumstances. There were 22 students listed in this category who were contacted fortnightly by telephone or email, in addition to attending online lessons.

See Appendix E for our 'Lockdown' Contact Log

UPDATED Contact
log (Anon).xlsx

In addition to the type and frequency of contact made with these pupils, our virtual 'pastoral office' was open every day at lunchtime for pupils to contact the Pastoral team.

Moreover, our *safeguarding team attended 22 online multi-agency meetings during the lockdown period*, in continued support of families who are known to our Local Authority.

On Friday 20th March 2020, following the Prime Minister's announcement that schools would close during lockdown for all pupils with the exception of category 1 pupils listed above, Reading Girls' School identified these pupils and created a staff rota to cater for their provision. Parents were contacted to inform them that we were ready to receive the pupils on Monday 23rd March 2020, outlining our provision and social distancing practices.

On Monday 23rd March, the following communications and events took part during the course of the day:

Pupils 1 & 2 (sisters) – upon speaking to Mum she had chosen to send them in albeit she was at home and could care for them. Upon realising that we were not "teaching traditional lessons" and strict social distancing was in place the family decided the girls should be at home and working safely.

Pupil 3 – X's father was working at home and family chose to have X working at home to be safe once we spoke to him and explained the system at school.

Pupil 4 - X and her family chose for X to work from home due to strict social distancing in school and to be safe.

Pupils 5 & 6 (sisters) – Step-mum delivered the girls to school. SEL met with her and she explained that dad is a key worker. Girls stayed in school but then informed SEL that step-mum was home and not working. SEL then spoke to both parents and the girls were collected. Both girls were supplied with school Chromebooks in order to have full access to online lessons. The school also supplied the family with a dongle.

Pupil 7 - Mum is a key worker, working in a nursery. At 11am mum contacted SEL as the nursery had taken the decision to close, so mum came and collected her.

Pupil 8 – Mum is a social worker. However, mum was working from home so X returned home to work from there. The school is financially supporting Mum with internet access costs.

Pupil 9 – X was in school due to mum working in a school. Mum sent X in as she felt she would be better in lessons. DJE spoke to mum and explained the school's social distancing measures. Younger sister was working from home so X returned to work with her.

Pupil 10 – Came into school, parent was a key worker. After extensive attempted contacts mum confirmed she had two younger siblings with childcare and was happy for X to work at home and be safe as she leaves her frequently and she can be trusted. X was taken home by school minibus.

Pupil 11 – parent and older sibling able to be home so X returned home.

Consequently, as a result of those parent-led actions and decisions, the 11 category 1 pupils remained at home and have been part of our online live face-to-face lessons.

2.2 **Lockdown attendance strategy**

One may argue that there is no truly direct comparison between the number of absent lessons defined at each phase and a normal attendance record. ***However, we adopted the mind set that phase 5 is the 'persistent absenteeism' category for COVID-19 provision purposes***. With that in mind, 6.6% of the school would be classed at PA during COVID-19 provision. In ordinary circumstances, national average PA is 12.7% a figure which Reading Girls' School has been below for the past three years.
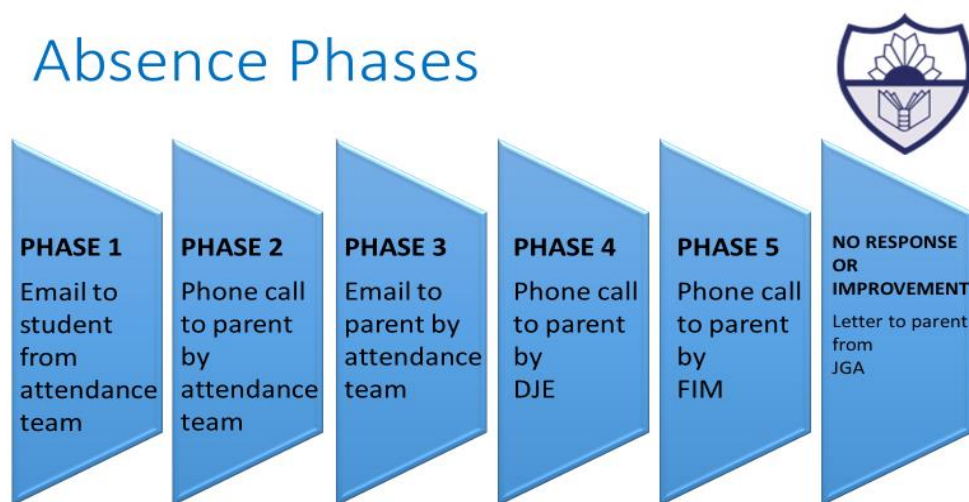
In upholding the standards set, we established an attendance monitoring system, specifically for COVID-19 online live face-to-face lessons provision. ***Our five-phase 'absence phases' were defined by the high standards that we expect***.

- Phase 1: 0-5 lessons absent
- Phase 2: 6-11 lessons absent
- Phase 3: 12-17 lessons absent
- Phase 4: 18-29 lessons absent
- Phase 5: >30 lessons absent.

Some of the reasons for absence from a lesson have included initial technical issues. Over the first 3 weeks **18.8%** of absences were due to technical issues. ***We addressed these issues by providing x53 Chromebooks and/or paid for dongles, prior to the government announcement of the laptops programme.***

Each phase was defined by a set number of lessons that ***a pupil may have been cumulatively absent, from the beginning of term 5 (23rd March 2020) to the end of the academic year***. The action was carried out by a member of our attendance team and extended support staff. The action following **phase 5** is a letter, phone and a virtual attendance meeting. **32** virtual meetings were held with parents to discuss engagement in learning.

2.3 Evaluation of lockdown provision

Following our comprehensive provision during lockdown, we implemented a triangulated approach in assessing where our support for September should reside. We asked teachers to assess gaps in knowledge (not the ability) of the students they taught over the lockdown period, we considered each students' attendance phase during lockdown and finally, students' responses to specific relevant questions in the end of term survey following lockdown. The attendance phase and teacher assessments were double weighted in order to reflect the importance of these aspects as part of the triangulation.
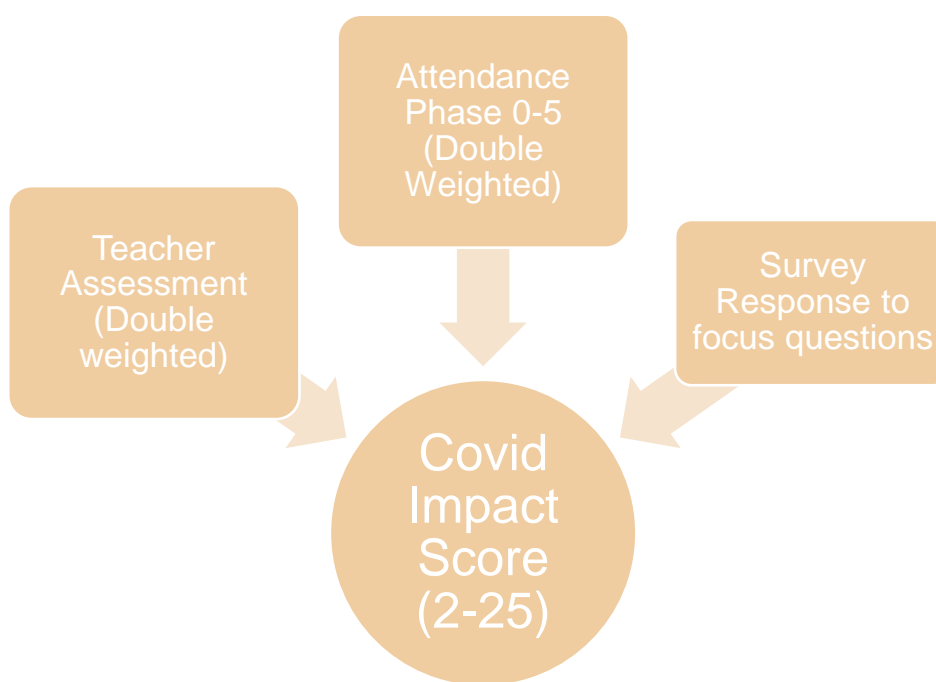
2.3:1 Evaluation of academic progress (teacher assessment)

Teaching staff were given the following guidance to evaluate progress:

(i)   Year 9 and 10 – all subjects:

Please score the students in Year 9 and 10, from 1 to 5, based on their **GAPS in KNOWLEDGE and SKILLS** from TERM 5 & 6 only. **NOT** their **GENERAL ABILITY** in your subject.

To support your judgment, use any evidence you feel is relevant (you will not be asked to provide this). This could include the following:
- Outcomes of purple marking tasks
- Exit tickets
- Online quizzes (e.g. forms)
- Online platform data (e.g. Tassomai, Hegarty Maths, Bedrock, Seneca etc.)
- Parent consultations
- 1-2-1 student meetings
- Student participation in lessons and/or contributions to discussions
- Homework
- Video performances
- Photos of completed activities (e.g. food, artwork etc)
- Work completed above and beyond expectations
- Feedback from Teaching Assistants

Please use the scale below and indicate the best fit number for each student that you teach based on the above evidence and place this under the column with your subject heading.

1	2	3	4	5
More than 75% of knowledge or skills taught in term 5/6 are missing	More than 50% but less than 75% of knowledge or skills taught in term 5/6 are missing	More than 25% but less than 50% of knowledge or skills taught in term 5/6 are missing	Up to 25% of knowledge or skills taught in term 5/6 are missing	No gaps in any knowledge or skills taught in term 5/6

(ii)   Year 7 and 8 – Core subjects only:

Please use your online platforms to apply the same scale for Year 7 and 8
Please use the scale below and indicate the best fit number for each student that you teach based on the above evidence and place this under the column with your subject heading.

1	2	3	4	5
More than 75% of knowledge or skills taught in term 5/6 are missing	More than 50% but less than 75% of knowledge or skills taught in term 5/6 are missing	More than 25% but less than 50% of knowledge or skills taught in term 5/6 are missing	Up to 25% of knowledge or skills taught in term 5/6 are missing	No gaps in any knowledge or skills taught in term 5/6

See Appendix F for our evaluation of academic progress:

subject scoring for
Covid - ANON.xlsx

2.3:2 Evaluation of attendance

Year group breakdown, from the start of lockdown, to the end of the academic year was as follows:

Year group	Number of pupils at Phase 5	Percentage of the Year group at Phase 5
7	9	5.8%
8	5	5.7%
9	7	8.5%
10	5	6.4%
All	**26**	**6.6%**

2.3:3 Evaluation of pupil survey responses to focus questions

See Appendix G for analysis of pupil survey responses.

graphs from survey
questions used.docx

2.3:4 Staff's evaluation of our lockdown provision

See Appendix H for staff survey responses to our quality of lockdown provision

Staff lockdown
provision survey resp

2.3:5 Parents' evaluation of our lockdown provision

See Appendix I for our Parents' feedback during lockdown provision

Parental
Feedback.docx

See Appendix J for Parents' survey responses to our quality of lockdown provision

Parent lockdown
provision survey resp

SECTION B: 2020/21 PROVISION (CATCH UP)

1. ### School reopening plans

We have taken the following headline steps to ensure that all staff, students and visitors feel safe whilst on site:

- Each year group has a designated area for social times
- Staggered start and end times for break, lunch and end of the day
- Face coverings to be worn in communal areas, with the exemption of within bubbles and at the discretion of the teacher in classrooms
- Different entrances and exits for each year group
- Each year group received an induction on the first day, whereby they were able to 'walk-through' the building to see all relevant changes
- Sanitising stations are placed at the entrance to each room and designated year group area.

See Appendix K for our full September 2020 reopening document:

September
reopening plans DRAI

See Appendix L for our reopening risk assessment

RGS covid 19 risk
assessment.docx

See Appendix M Visitor Protocol

RGS visitors
protocol.docx

2. <u>Academic catch-up</u>

The combination of the three assessment elements in Section A above, enabled us to accurately identify students who will have suffered the greatest loss of learning during lockdown. We categorised these students into 3 distinct groups:

Tier 1 – The most affected with a score greater than 10 (11 students)

Tier 2 – Those who were scored between 7 and 10 (46 students)

Tier 3 – Those who were scored between 4 and 7 (26 students)

Where students had a total impact score of less than 4, it was decided that classroom-based interventions would be sufficient.

Following the identification of the students in each tier, each student will receive intervention for a one hour period according to the following time scales:

Tier	Maximum Group Size	Frequency
1	3	Twice a week
2	3	Once a week
3	6	Once a fortnight

Intervention sessions will be delivered by our 'COVID Catch-Up Teacher', in addition to our usual 1-2-1 tuition programme in core subjects for year 10 &11 students and Inclusion-led evidence-based intervention to support students with additional learning needs.

The sessions delivered by our catch-up teacher will support the initial discussions had with subject leads; in order for this to have the greatest impact, the subject leads will remain an integral part of the process, maintaining a dialogue with the catch-up teacher to monitor progress and work completed.

Timetable of interventions will fall in non-core and non-option subjects, completing tasks for areas detailed below –

Year	Targeted Subjects
7	Classroom based remedial tasks built into individual subject delivery Conventional inclusion led interventions
8 & 9	Core subjects
10 & 11	Option subjects (with the exemption of Food Technology as the scheme of work has already been modified to take into account any gaps in knowledge)

The NGRT and CAT4 will essentially be used as an initial screening tool for year 7 students to allow targeted intervention to be put in place.

2.1 Our COVID Catch-up Teacher timetable

See Appendix N for our Covid-19 catch-up teacher timetable

COVID - EED
Timetable WB 21-09

3. Wellbeing

To continue to support the emotional and mental wellbeing of our students the counsellor will deliver small group sessions, as well as 1-2-1 therapeutic sessions on a case by case basis. Specifically, small groups sessions for years 7 and 8 were built into our Explorer programme to support with transition and returning to school.

As a school, we share the understanding that emotional and mental health and academic 'gaps' are equally as important; therefore, we apply a similar approach to ensure that any gaps are identified and relevant provisions are then put into place to support a broad range of needs.

To this end, a range of screening tools and information sources will be used, including:

- Family Liaison Worker feedback
- Pupil Attitudes to Self and School (PASS) – used for year 7
- Revised Children's Anxiety and Depression Scale (RCADS)
- University of Oxford Mental Health and Wellbeing Online Pupil Survey June-July 2020
- ImpactED Wellbeing Tool

- Educational Psychologist service strategies

- School Counsellor strategies and student self-referral

- 15-minute physical activities

See Appendix O for University of Oxford Mental Health survey report

Reading Girls' School
(Reading)_Preliminary

Screening Overview

Screen Tool	Year Group	Feedback Type
PASS	7	Individualised
RCADS	ALL	Individualised
University of Oxford Mental Health and Wellbeing Online Pupil Survey	ALL	Anonymised
ImpactED Wellbeing Tool	ALL	Individualised

3. Human behaviour, not behaviour systems

Our first day of term assemblies in September delivered workshops focusing on the adaptation of our behaviours, to manage within the current climate, rather than the rewriting of current systems. These workshops were centred around how we behave around the school and whilst in lessons - see appendix for workshop slides.

Our team of Positive Mental Health Ambassadors have worked together to develop a student-led charter, to further promote the importance of positive behaviours and a positive mind set, in relation to our approach to the pandemic.

Aspects of the charter are based around the presentation that was delivered to all students when we returned to school in September. The charter will work in tandem with others systems that are currently in place to encourage students to support each other in times of need – this will be linked to the collection of citizen coupons, whereby students will be able to collect signatures from our Student Leadership team if they exhibit an outstanding effort of **patience**, **empathy** or **cooperation**.

See Appendix P for our workshop on our positive behaviours

Sep start of term
assembly.pptx

See Appendix Q for Wellbeing Charter

Wellbeing
Charter.docx

SECTION C: HYBRID MODEL

This section outlines how we intend to balance pupil incidents of COVID-19 related absences and our continued provision of education.

4.1 Covid-19 Symptoms

- A high temperature (at/above 37.8 degrees)
- A new continuous cough. This means coughing a lot for more than 1 hour or three or more coughing episodes in a 24-hour period.
- A loss or change to sense of smell or taste. This means you cannot smell or taste anything or that food and/or liquid smell or taste different.

In line with Government requirement, absence due to any of the above symptoms will be recorded as code 'X' in the school register.

4.2 What we do if a pupil is displaying COVID-19 symptoms in school?

- The pupil will report to our medical room via reception.
- The school will contact parents and arrange for the pupil to be taken home.
- Parents will be advised to book a COVID-19 test and the pupil to self-isolate until the results of the test are received. Thereafter, follow Government guidance.
- If parents do not wish to book a test for the pupil, they will be required to keep the pupil away from school for 10 days in line with Government guidance.

See Appendix R – COVID Symptoms Flowchart

covid symptoms
flowchart.docx

4.3 What we will do in the event of a positive test for Covid-19?

As per Government directive for all schools across the country, we will immediately report to our designated Health Protection Team and follow their advice and guidance.

See Appendix S – what do we do if a pupil tests positive for COVID-19

What to do if a
pupil tests positive f

4.4 How will pupils access their lessons from home?

We have a very successful model of live online face-to-face lessons via Microsoft TEAMS that we used to great effect during national lockdown. We will use a slightly adapted version of this model **to ensure that pupils who are required to self-isolate at home** can still be a part of their lessons that are taking place in school with their teacher and classmates. In the event of full classes, Year groups or the whole school being required to stay at home, we will revert to our lockdown provision of live online face-to-face normal timetable lessons.
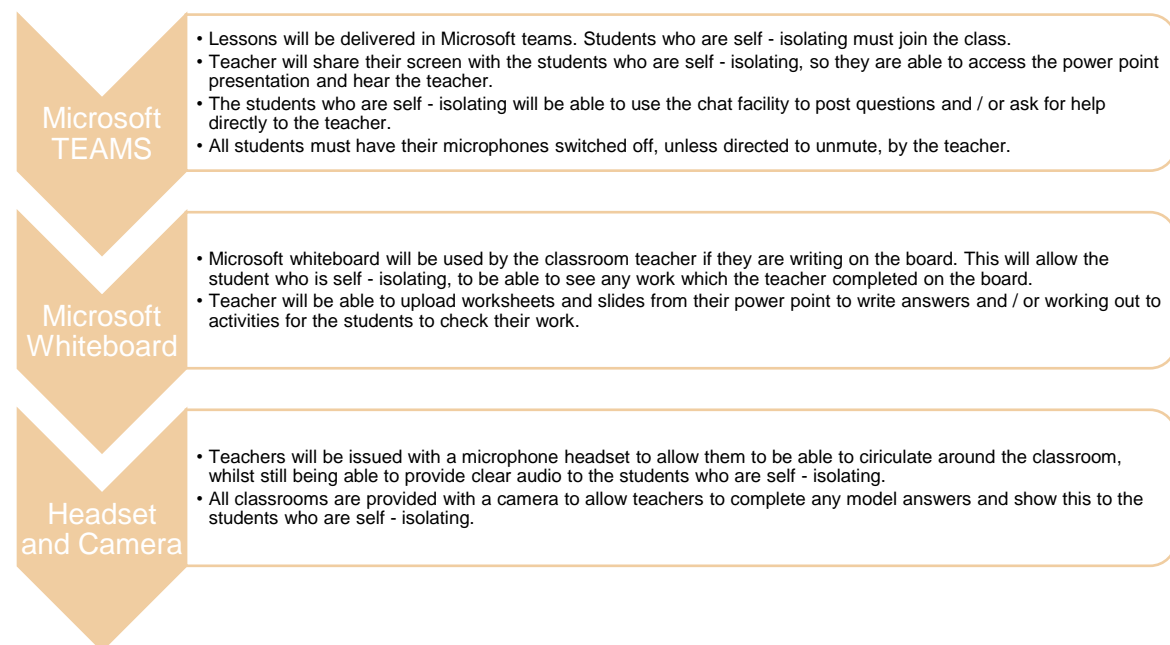
- Firstly, all Year groups will receive an induction to recap how to use Microsoft Teams.
- If needed, pupils who are sent home displaying covid-19 symptoms will be issued with a Chromebook plus instructions on how to access Microsoft teams.
- If needed, for those pupils who report from home that they are displaying COVID-19 symptoms and will not be coming into school, will deliver a Chromebook plus instructions of how to access Microsoft Teams.
- Unless the pupil is too ill to work, we would expect their participation in online lessons. Once again, as per our practice during lockdown, we will monitor their attendance through our class register.

   Preparation for another national lockdown

- Plans are in place to revert to an online delivery of normal timetabled lessons
- An audit has been carried out to identify students who do not have access to a device – we have 98 students who do not have access to their own device and 1 student who does not have access to the internet
- A device will be issued to all students who require one.

4.4:1 How will our Hybrid Lessons work?

Students having to self-isolate will still attend lessons through TEAMS. The following flowchart outlines how staff will deliver their classroom lessons and students who are self – isolating will be able to attend and continue their learning.

Microsoft TEAMS
- Lessons will be delivered in Microsoft teams. Students who are self - isolating must join the class.
- Teacher will share their screen with the students who are self - isolating, so they are able to access the power point presentation and hear the teacher.
- The students who are self - isolating will be able to use the chat facility to post questions and / or ask for help directly to the teacher.
- All students must have their microphones switched off, unless directed to unmute, by the teacher.

Microsoft Whiteboard
- Microsoft whiteboard will be used by the classroom teacher if they are writing on the board. This will allow the student who is self - isolating, to be able to see any work which the teacher completed on the board.
- Teacher will be able to upload worksheets and slides from their power point to write answers and / or working out to activities for the students to check their work.

Headset and Camera
- Teachers will be issued with a microphone headset to allow them to be able to ciriculate around the classroom, whilst still being able to provide clear audio to the students who are self - isolating.
- All classrooms are provided with a camera to allow teachers to complete any model answers and show this to the students who are self - isolating.

4.4:2 Pilot Online Provision

- A selection of students from years 10 & 11, who are currently self-isolating, have been identified to be a part of our pilot online provision
- Each student was contacted to establish if they had access to a device and instructed to join the lesson via Microsoft TEAMS, ensuring that there is no significant loss of learning time whilst isolating, if well enough to join the lesson
- Engagement with the lesson is logged with the attendance team
- The pilot took place throughout the week of the 21st September.

Name	Year	Days remaining
P C	11	4
S A	11	4
K G	11	4
A W	11	4
L H	11	4
R L	11	4
A R	10	4
H A	10	4
E K	10	4

| M-L T-C | 10 | 5 |

4.4:2 Tracking attendance to Hybrid lessons

Following the pilot provision, we have made amendments to how attendance is tracked for students who self-isolate.
Students who self-isolate are coded as 'X', as per the Government guidelines
Whilst self-isolating, students who actively engage in our online provision will be marked as present on our COVID-19 Lesson Engagement Tracker.

See Appendix T – COVID-19 Lesson Engagement Tracker

Lesson
Engagement Tracker

SECTION D: MONITORING & EVALUATING OUR 2020/21 PROVISION

Throughout the intervention period, progress will be reviewed on an ongoing basis, with each Subject Leader having a full oversight of tasks being completed and outlining next steps to be taken. Each student will have an individual profile, outlining the work to be completed. The duration of the intervention period will differ for each student, dependent on the work that they are required to complete to reduce their gaps in knowledge.

A range of review systems and stakeholders will be instrumental in ongoing monitoring and evaluation of our provision. They include:

Monitoring

- Head of Year and Attendance Team

    o Monitor any external contextual factors that may hinder progress/engagement and feed this back to the intervention teacher to support with further strategies to be employed. All information will be logged in a central document, accessible to the intervention teacher.

- Subject Leader & Class Teacher

    o Review and assess any work which has been completed, having an ongoing dialogue with the intervention teacher and student to ensure that the next steps are clearly outlined to maximise progress.

    o The intervention teacher will feedback to subject leads periodically, depending on the tier of the student, as below, taking the form of an interim review:

Tier	Feedback Period
1	Every 2 weeks
2	Every 4 weeks
3	Every 6 weeks

See Appendix U – Interim Review template

COVID Intervention
Interim Review.docx

- o Assessments will be completed to establish the progress that has been made.

- o The Access Maths Test and NGRT4 will be used as a baseline to measure progress for years 8 and 9.

- SENCO

  - o Through line management of the intervention teacher, progress of students will be discussed to identify additional supportive strategies, conduct further assessments and onward referrals to specialists, where relevant.

  - o The impact of the provision will be analysed with the intervention teacher, when reviewing assessments which have taken place.

Evaluation

- 1-2-1 review meeting with head of year, middle or senior leader

  - o At the end of the intervention period, work completed and progress made will be discussed with a relevant member of staff, dependent on tier, ensuring that gaps in knowledge have been sufficiently filled and any outstanding work is now up to date in line with target grades.

  - o In preparation for the meetings, students' work will be signed off by staff to indicate that gaps in knowledge have now been filled.

  - o The intervention teacher will coordinate meetings with the relevant member of staff.

Tier	Review Lead
1	Senior Leadership Team
2	Middle Leaders
3	Head of Year

Subject Lead review of intervention

Head of Year feedback on wellbeing interventions

Intervention Teacher feedback to subject teacher

Final intervention review

Review of assessment data
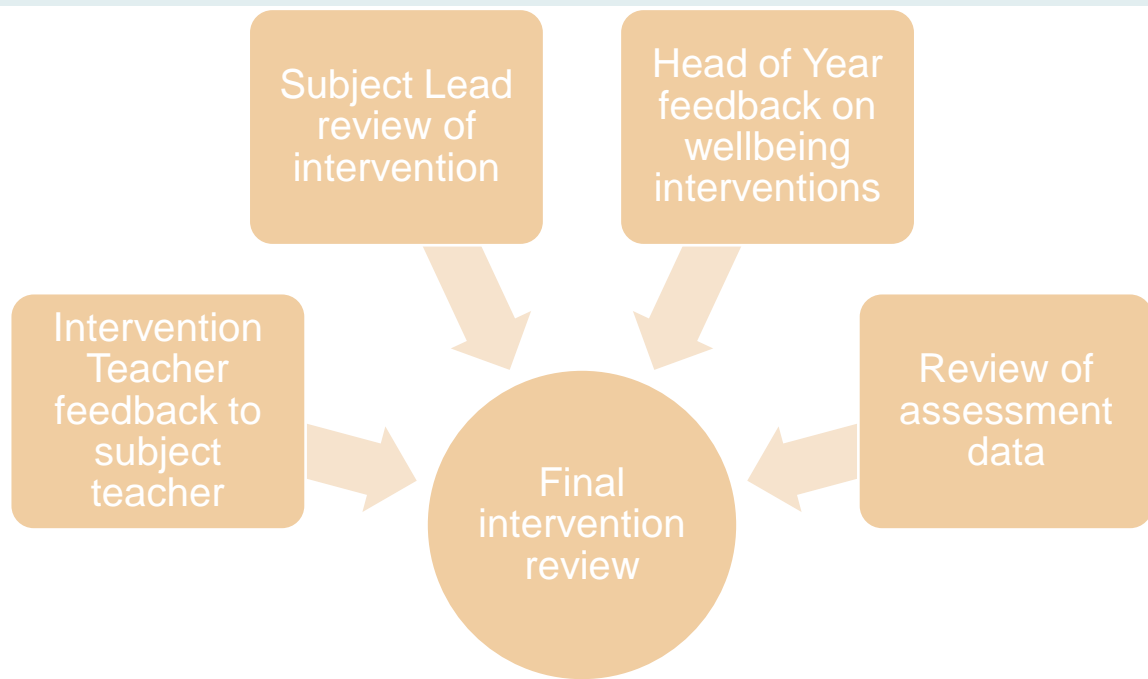
See Appendix V – Evaluation Template

COVID Intervention
Evaluation Template

SECTION E: GOVERNMENT CATCH-UP FUNDING

Our allocated Catch Up COVID funding is **£36,880**.

The use of this funding will be mapped on our provision map, to clearly detail how the funds have been used.

Catch-up Covid
Projected Expenditure

SECTION F: COMPARISON TO OFSTED'S PILOT STUDY BRIEFING NOTES

During the Autumn term Ofsted is carrying out a series of 'interim visits' to schools. Schools will be randomly selected and will not receive an Ofsted 'grade' based on these visits. The purpose is to inform parents, via a published letter, how schools are responding to reopening.

Before they began these visits, they conducted a pilot on 121 schools across the age spectrum between 14th and 18th September 2020. Those schools volunteered to participate in the study. Subsequently, Ofsted produced 'briefing notes' on their study. As part of the term 1 review of our very own RGS Covid-19 provision strategy, we compared our provision to their findings.

Main findings

Ofsted findings	RGS provision
• Most schools' attendance was back to normal	• Our attendance is above normal
• Schools are teaching most of the subjects they usually teach.	• We are delivering our **normal full curriculum**
• Remote learning materials were in many cases not fully aligned with the regular curriculum	• Our **Hybrid Classrooms** provides girls with full access to their normal lessons

The current state of children's school education

    (i)   Returning to school

Ofsted findings	RGS provision
• Children seemed to be happy back at school and had missed their friends.	• (we will report the findings of our parent, pupil and staff surveys upon completion on 21st Oct 2020)
• Over a third of the schools reported that some parents had removed	• No RGS parents have yet removed their daughter to home educate

their children from school to electively home educate.

- Leaders described the many changes they had made to their daily routines to make the school safe for pupils to return.

- Our **safety steps for inside and outside the classroom** were shared with all parents, pupils and staff in our 'reopening document' via our newsletter before and during the summer holidays.

(ii)   Returning to the curriculum

Ofsted findings	RGS provision
- Practical aspects of subjects such as physical education (PE) and music were sometimes not being taught - Most schools reported that pupils are continuing with all their GCSE courses, although a few suggested that some pupils may need to drop an option subject	- We are delivering these subjects in full with sensible safety adaptations. **Pupils need to enjoy their learning**. - Because of our lockdown provision, we are **delivering our full suite of subjects** and no pupil has dropped an option subject.

(iii)   Remote learning

Ofsted findings	RGS provision
- Occasionally, leaders said they were using live online lessons.	- Our **Hybrid classrooms allow full access to live online lessons** for every pupil who is self isolating, quarantining or stranded abroad. Girls can connect to their lessons and interact with their peers and teachers

• Many schools are working on what content they can best use to align their remote learning with their existing curriculum. Leaders reported that in some subjects their remote education was only aligned with their pre-existing curriculum to some extent.	• Our Hybrid Classrooms **aligns directly with the live timetable**.

(iv)   Staff training and recruitment

Ofsted findings	RGS provision
• Many schools said that they had continued to recruit staff during the summer term. This was generally done through online interviews. The biggest concern expressed by leaders was not being able to see a prospective teacher teaching.	• We conducted two-stage interviews online. The first stage was a general discussion and the second stage was a **30-minute live online lesson delivered through our guest platform**. This already us to experience candidates' creativity and how they interact with pupils.

How were children affected by the partial school closures?

(i)   Learning through national lockdown

Ofsted findings	RGS provision
• There were significant challenges for the schools when they wanted pupils to use information technology, as many families did not have devices or internet access. Most of the schools had at least some pupils who did not have devices or access to the internet.	• We audited our pupils and subsequently **delivered x53 IT devices and x2 internet dongles** so they could access lessons.

• Overall, these challenges meant that many pupils missed out on much of their learning last term. • Many leaders said that it was too early to have identified specific gaps in pupils' learning or have a detailed picture.	• Our attendance **to online lessons was higher than normal attendance to school** • We **completed our knowledge gaps analysis in July** so that any catch-up needed began week commencing 21st Sep 2020

Pupils' physical, social and emotional health

Ofsted findings	RGS provision
• Many leaders told us that pupils had generally settled back into school well	• (we will report objective findings of our parent, pupil and staff surveys upon completion on 21st Oct 2020)

Safeguarding

Ofsted findings	RGS provision
• Leaders said that having cross-agency meetings online had improved communication and strengthened relationships. However, a few other schools had found that some external agencies were operating at lower capacity than usual.	• Our **safeguarding team attended x32 online mutli-agency core group meetings** during the lockdown period in support of individual pupil cases.

How schools plan to maintain high standards in education

(i)   Planning full recovery

Ofsted findings	RGS provision
• Generally, the schools visited are aiming to return to their normal	• There has **no need to adjust** our normal curriculum provision.

curriculum by the summer term 2021.	
• Some secondary schools had decided to concentrate on 'refreshing' or 'revising' important knowledge across the curriculum for the first few weeks.	• Again, our live lessons during lockdown means that **this is not necessary for RGS.**

(ii) Settling back in

Ofsted findings	RGS provision
• Many leaders described their schools as 'calm'	• (we will report objective findings of our parent, pupil and staff surveys upon completion on 21st Oct 2020)
• Leaders described how they had gone out of their way to find the best ways to communicate with families during the lockdown period.	• We used our **weekly newsletter** throughout lockdown to update parents on our provision and including during the summer holidays

(iii) Challenge for Leaders

Ofsted findings	RGS provision
• Schools expressed concerns about the likelihood of Year 11 pupils being 'exam ready'.	• **We are not concerned** about this because of our live lessons during lockdown. • (we will report objective findings of our year 11 pupil survey upon completion on 21st Oct 2020)

(iv)   Mitigating the impact of Covid-19

Ofsted findings	RGS provision
• Some schools had introduced new staff training to help teachers to identify and provide the right support to pupils in need. Some schools had introduced well-being 'hubs'.	• All of our pupils completed **professional well-being surveys** that will signpost counsellor referrals.

(v)   How is the clovid-19 catch-up premium being used?

Ofsted findings	RGS provision
• Some of the schools had tentative plans to use COVID-19 funding to support their curriculum work. On the whole, leaders were not planning to use the funding to support pupils' behaviour or attendance, though they said this might change if pupils' needs changed during the term	• 100% of our covid-19 catch-up funding has been **spent on curriculum provision.**