

Paper Number (Agenda Item):	
Board / Committee:	Governing Body
Date of meeting:	3 rd December 2021
Subject:	Treloar School Covid catch up fund report: July 2021
Author:	Previous Deputy Head of School – Helen Dignum
Date of Paper:	July 2021
Key Points to Note:	<ul style="list-style-type: none"> • Number of students: 80 • Amount received: £4800 • Total per student: £60 <p>Strategy statement: Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus.</p> <p>Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit.</p> <p>We must use our expertise and knowledge to ensure that we have a planned response designed to enable our students to overcome barriers to progress.</p> <p>A key focus for targeting this resource for our students at Treloar School has been on literacy development.</p> <ul style="list-style-type: none"> • Pop Up Literature author day: £1041.60 • Nessy licence for 15 users: £315 • Allocated towards purchasing a Boardmaker online package: £3443.40
Linked to which of the Treloar’s Values:	<ul style="list-style-type: none"> • We are Inclusive • We strive for Excellence
Linked to which of the School and College Strategic Plan Aims	1. To deliver outstanding provision that enables students to achieve the best possible outcomes
Recommendation:	Members are asked to: <ul style="list-style-type: none"> • Note

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Working with Pop Up Literature to arrange an author day	Positive feedback from students and staff linked to student engagement levels linked to reading, stories and storytelling.	This organisation work with schools around the author visit to ensure it is tailored made to suit the student interests and abilities. Three groups selected as ones who would gain most from this experience and whose literacy levels are broadly in same range. Teachers selected the author from a short list and then the book they each wished to focus on. The school received copies of these books for students to study and enjoy in class before the visit. Each teacher had planning time with the author to ensure the visit day was successful.	Coordinated by deputy head as link between teachers and organisation. Planning kept Covid safety very much in mind.	Deputy Head	July 2021

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Purchase licence for Nessy: spelling and reading software	To provide identified students with this structured approach to reading and spelling development	Identified as a potentially useful resource initially by SLT to support and develop literacy skills. Information from website: Nessy Reading & Spelling adheres to the Orton-Gillingham approach, meaning that each child receives instruction tailored to his or her specific needs. Flexible enough to be adapted to how the individual learns. Every resource is graded so the student is not expected to know anything that has not yet been taught. Multisensory activities are used to teach reading and spelling at the same time. A highly structured, sequential, cumulative and systematic phonics based learning program. A trial period was organized and set up by the ILT lead. Feedback was very positive for specific students in three groups. Based on this fifteen students have been identified for continuing to use this resource next year.	Product was trialled first and feedback gained. School teacher champion has been identified for next year to fully explore the software, meet with teachers using it half termly as minimum and support as required.	JN as identified champion supported by ILT lead	June 2022

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Purchase licences for Boardmaker online	<p>Increased staff efficiency and access to Boardmaker symbols in order to create resources and support the literacy development of students.</p> <p>Access to resources for teachers to support the literacy curriculum</p>	<p>The package comes with Boardmaker Instructional Solutions are a collection of pre-made print and interactive programs that help all students learn and grow with activities that are accessible, aligned, and evidence-based.</p> <p>The package also includes a reading program called Reading Avenue, an accessible, all-inclusive, learn-to-read program for all students. It includes 1,000 pre-made activities to teach reading, writing, letter & word sounds.</p>	<p>Boardmaker online was piloted as a trial by the SLT team who were clear about the value it could offer.</p> <p>Teachers had a demo of reading avenue is the Spring term of 2020, before lockdown and the feedback was very positive about the opportunities this resource could offer students and teachers.</p> <p>The working group, in liaison with Sally, will discuss and plan an appropriate training and introduction to this resource, identifying champions, to ensure its potential is well understood and used.</p>	Sally Mosely (supported by the teacher/SLT working group of Jenny Steele, Agi Kovacs, Caroline Weighton and Claire Hartley)	June 2022

Impact of Pop-Up Literature Author Day



Want to write story
next time



Funny,
mad,
silly

Liked asking
questions!! Need more
time to ask more!

Want to read
his new book

It was great for the students to meet the author of the book and find out more about how they write. The students were also able to ask questions that had arisen during reading the book

The class have not had a visitor into the class this year due to Covid restrictions so this was a very special visit. The class learnt about the writing process which then inspired them to write a short story for a book in class.

I liked the book. I liked his guitar and song, it's funny.

it was good. Funny, the book. I found him interesting. He was very good at his acting.

I like book.

Book good



Appendix 1: Feedback gained from Nesy trial

We have been using Nesy each week for the second part our double English lesson. We have found it to be age appropriate for our students.

The students all enjoyed using it as they love being on the computer. It is great that you can use touchscreen and mouse to activate activities.

Each time they finish a target they can print a certificate with words they got correct/didn't. Great for seeing problem areas and strengths.

Very helpful that it assesses each student at the beginning and sets targets automatically from their scores.

The only issue we found – which is only due to not knowing the website and it being new to us- is that every time we logged in the students were directed straight back to an assessment screen again rather than going straight to where they finished last time. This is probably easily fixed in settings or something though!!

It is definitely something we have found worthwhile and a real positive in embedding ICT in the lesson and engaging the students.

Student accessibility – Student was able to easily access this on his iPad.

Appropriate range of levels – The app was well organised, it does an initial assessment to identify specific student targets and student was suitably challenged with it being too stressful for him. It was good practise for him to use his phonics and reading skills.

Age appropriate – completely age appropriate, it was entertaining enough that the student was able to engage really well even though it was pushing him to recall previous knowledge learnt

Tools for recording student work and progress with specific objectives – unfortunately due to student period of absence during the trial, we didn't quite have enough time with the app so were not able to use this function much. We were able to see him become more confident with the app as he used it, which meant that as he became more confident, he was able to answer more questions correctly so we saw progress.

Ease for staff to learn how to use to support students well – I was set up a trial account for me to practise with and it was very good. After the assessment it tells you what the next step is without you having to find it, It's a nice automated app but also has the ability to choose what to teach as well, which makes it flexible.