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Build Back Better Working Party

Report on a holistic approach to equity of provision – post Covid-19

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Preamble:

In March 2020 schools were effectively closed to the majority of pupils with the advent of the Covid-19 pandemic. The Trust provided a virtual educational offer to all pupils and child care provision was provided to key worker children and pupils identified as vulnerable. On the 1st June the government announced that schools would re-open to pupils in nursery, reception years 1 and 6. Up until this point attendance at school for invited pupils and participation in online learning for all pupils was advisory with take up being varied. On the 17th June the government made a further announcement that from September mandatory attendance of all pupils would resume.

Between the start of the pandemic and the anticipated return to school in September teaching and learning has been disrupted by 5 months, with some pupils accessing only a minimal amount of formal education. The full impact is yet to be determined but early indications demonstrate that many pupils dip in attainment could be as much as 9 months progress with vulnerable and learners with additional needs impacted the most.

In an attempt to mitigate the impact on pupils the government made a number of announcements relating to how schools should support pupils 'catch-up'. In response our Trust brought together colleagues from a range of backgrounds and experiences to consider what would be the correct course of action that would support our communities, be backed by all stake holders and deliver on the Trust's charitable objectives.

Our agreed core drivers for this report are:

- Recognise that children deserve the best educational experience possible;
- That some 'catch-up' and additional time of quality contact will be required;
- That short-term, knee jerk, superficial interventions will have limited or no impact;
- The need to instil a passion for lifelong learning in all stakeholders is required;
- Our approach should follow our values and virtues, developing 'schools of character';
- Pupils need to be learn ready and have the time and space to rediscover these skills;
- A broad and balanced curriculum should have core skills running through everything we do;
- Content staff, support happy learners and in turn has the best impact on outcomes;
- All staff are expected to be flexible, child-focused, hard-working;
- All staff should expect to be respected, supported and cared for as professionals;
- Work life balance and limiting work-spread should be acknowledged and protected;
- Effective support, professional development and training for all staff;
- Equity of access to provision for all pupils;
- Strategic financial direction to maximise impact on pupil outcomes;
- Challenge why we do things, especially time hungry – low impact tasks and activities.



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What are we ‘catching up’ and how will we measure success?

The Working Party recognised that to ‘catch up’ effectively and sustainably the proposal in this report need to be for the medium to the long term, with no measureable impact being shown in less than two years. It was also important to ensure that recommendations were embedded into the Trust’s culture.

Stage one of catch up would be to build confidence with parents, improving attendance and creating a safe, welcoming working environment for all. This includes the provision of an advice-helpline throughout the summer period, staffed by the Trust’s central Inclusion team and outline as below:

Summer Holiday Inclusion Team rota

Over the summer school closure period we will be providing a basic service to pick up any children and families who need urgent support. We will also be keeping up communication with some families that we have had regular contact with over the past term.

We will keep a record on the G drive of all referrals and what actions have been taken. We will update MyConcern where needed and make any relevant referrals to other agencies for support. Please can any staff or families who need support use the advice email address as this can be monitored by the whole team. Any staff who need to contact us urgently can either call our mobiles or email. Please do not share our phone numbers with parents.

The email address is advice@consortiumacademy.org

Week beginning	Inclusion Team key contact
Monday 27 th July	Kathy Brooke or Gemma Bucklee
Monday 3 rd August	Gemma Bucklee
Monday 10 th August	Kathy Brooke
Monday 17 th August	Gemma Bucklee or Nigel Shaddick
Monday 24 th August	Kathy Brooke, Gemma Bucklee , Nigel Shaddick and Cherri Ward. All of us will help schools support transition back to school.

To ensure that we maintained effective communication throughout the summer the CEO would continue with all stake holder briefings, over the school closure period to keep colleagues, governance and parents informed of the latest information, particularly changes to PHE and DfE guidance on the opening of all schools. Briefings would be issued on the 7th and 28th August. It should be noted in line with the Trust’s out-of-hour communication statement, there is no expectation for staff to access or action anything in the briefings during the school closure period.



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Stage Two of catch up would be to ensure that staff and pupils have the space to develop and embed learning skills again, after the prolonged absence from school for many pupils. This would be in the form of two weeks of a timetable that is designed at school level that support reintegration, consider transition and focuses heavily on mental health, well-being and team building.

Stage Three of catch is to determine pupils starting points, see the Build back better Assessment schedule annex A. The Trust's expectation that schools will then work towards closing knowledge gaps and attainment will be inline or better with national by year three, 2022/2023.

Membership:

The Trust is grateful for the professional contributions to the working party, and support in producing this report:

- Mandy Fayers, Teaching Assistant, Helmingham Primary School.
- Liz Frere-Smith, Head of Service – People, Halesworth Central Office.
- Tom Hardy, Teacher, Rendlesham Primary School.
- Gail Jerman, Academy Head, Yox Valley Partnership and Trust Strategic Lead – Character Education.
- Tamsin Little, Director of Primary Education, Halesworth Central Office.
- Jo Newton, HLTA, The Borders Partnership.
- Caroline Richardson, Academy Head, Winterton Primary School and Head of Service for EYFS.
- Caroline Townshend, Senior Teacher, Henley Primary School.
- Joel Vaughan, Teacher, Rendlesham Primary School.
- James Vink, Senior Teacher, Waveney Valley Partnership, St Edmund's Primary School
- Dawn Carman-Jones, Chair of Trustees
- Andrew Aalders-Dunthorne, CEO and Principal, Halesworth Central Office [Chair of Working Party]

The Working Party was supported by Kirsten Ward, PA to the CEO, Halesworth Central Office.

Meetings:

The working party met, via google meet on the 29th June, 6th, 13th and 20th July 2020 each meeting lasting approximately 90 minutes. All members of the working party were also invited to feedback to the Chair of the Working Party, via email between meetings and a broad range of information and background material was circulated and reviewed.



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Considerations and recommendations:

The following considerations and recommendations have been agreed and will be implemented in a planned and timely manner, when the appropriate resources are available.

£350 million DfE Tutor programme:

- Support the CEO Network project to recruit, train and quality assure tutors, or select an appropriate agency.
- Evaluate the need at each school, assessing the most vulnerable pupils who benefit from the tutor programme. Initially considering up to 100 pupils to receive a 6 week intensive block
- Implement a tutoring programme across the Trust, where impact can be achieved.
- Identify the 25% commitment to the tutoring programme from the Catch up fund and or existing budgets.

£650 million DfE Catch up fund:

- The Trust will pool this additional funding and strategic review where and how this should be used to gain maximum impact for our pupils.
- It is unclear of the allocation yet, we are expecting approximate fund of in the region of £79,000
- Funds will be used to front-load the other recommendations in this report

Pupil Premium strategy:

- Schools will review the 2020/2021 pupil premium strategy and spend – redirecting available resources to support the ‘Build Back Better – catch-up’ programme.
- Support staff deployment will be reviewed in light of other recommendations in this report.

PE and Sports Premium strategy:

- The Lead Leader for PE and ODL will review the Trust’s 2020/2021 PE and sports premium strategy and spend - redirecting available resources to support the ‘Build Back Better – catch-up’ programme.
- ESC and sports coach deployment will be reviewed in light of other recommendations in this report.

Staff well-being, work life balance and work spread:

- Keep protected time protected, **reject weekend and school closure period working.**
- Develop ethical leadership at every level, recognising the ‘person’ in everything we do.
- Invest in our well-being provision.
- Provide the flexibility in our structure to acknowledge that life sometimes get in the way of work, wherever possible.
- Acknowledge the great and tackle the less than great before it becomes an issue.
- Further extension of the ‘Thank you Day’ scheme to reward staff through additional days.



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Professionalising and rewarding our classroom support staff:

- Full implementation of the teaching assistant standards, through monitoring and effective professional development reviews.
- Expect and insist on excellence of our support staff – tapping into potential and providing the opportunities to excel
- Complete the consultation to extend all educational based support staff to from 38 to 39 week contracts, to provide support staff with the same contracted Professional Development days and associated training.
- To raise expectations by streamlining the job specifications to (1) Teaching Assistant (2) Higher Level Teaching Assistant and (3) Specialist Teaching Assistant – matching expectations with a revised pay structure.
- To award above national pay agreements, wherever possible, over the next four years.
- Provide the opportunity for professional dialogue with teaching staff, briefing and debriefings.

Supporting attendance and reassuring parents:

- Make it clear that all pupils must re-engage with their learning and school.
- Build confidence with our parents, through sustained engagement.
- The effective deployment of our Inclusion Support Team.
- The effective use of time-limited 'flexi-schooling' for families that require additional support during the 2020 Autumn Term. Set up **Minimum Engagement Agreements** with families.
- Maintain an effective and responsive online service through our Virtual School and google-classrooms, to be used in the event of local lockdown and to move all homework/home learning to digital.
- Punitive measures including fining parents to be used in the last resort.

Pupil mental health, well-being and preparing to be learn ready:

- To empower Academy Heads and school staff to build on exiting excellent practice and further focus on a steady, progressive yet effective planned programme of study in the first half term focusing of pupil mental health, well-being and developing strong positives attitudes and behaviours to learning.
- Strengthen the Inclusion Team, improving the service to schools and providing prompt intervention for children.
- Launch the Trusts on Specialist Resource base 'no.13' to support inclusion and avoid exclusion.
- Further develop and invest in a robust, trauma informed and consistent approach to behaviour management, supporting pupils and staff while minimising disruption in the classroom.
- Ensure that playtimes are safe and effective – with sufficient adult supervision and engagement.



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Holiday school provision:

- There will be no ESCape Holiday school provision during summer 2020.
- ESCape Holiday school will return for Easter 2021 and summer 2021.
- Every Academy Head will commit to a quality provision under the auspices of the ESCape franchise.

Extending the school day:

- The school day will be extended by a maximum of 45 minutes per day from September 2020 for all year groups. 45 minutes x 190 days equates to 8550 minutes of additional contact time per year equivalent to an additional 24 days of teaching time for every children every year.
- Morning registration will open at 830am and close at 840am.
- End of the school day will be 330pm.
- Measure to be initially in place for two full academic years and monitor against pupil outcomes and staff well-being. If the intervention is successful will be considered to become permanent from 2022/2023.

Curriculum enrichment for all (330-430pm) – redressing the balance:

- It is recognised that there is an inequality of experience for children, with some children securing parental lead curriculum enrichment i.e. swim club, judo, guides/scouts, rugby, orchestra etc. While some children do not have the opportunity to engage in these activities.
- During the autumn term 2020 we will introduce a planned quality curriculum enrichment programme, which is optional and free. Provision through a mix of staff and external experts. The programme will be fully implemented and embedded by the start of the spring term (Jan 2021).
- Every FTE teaching post will be expected to deliver one session per week, as part of the professional expectations as laid down in the Teacher Standards [*8 Fulfil wider professional responsibilities ♣ make a positive contribution to the wider life and ethos of the school*] addressing a need identified and/or an interest or passion of the teacher.
- Support staff including hours redeployed to curriculum enrichment to support and/or lead on interest or passion. Appropriately trained and remunerated.
- Academy Heads will be responsible to ensure effective planning and quality assurance of provision.
- The programme development will be overseen and supported by the Head of Service for Curriculum Innovation.
- Cost effective use of external providers to be used to plug particular time or subject gaps, as agreed in the project budget
- Curriculum enrichment is NOT childcare and needs to be linked to clear curriculum targets- provision could include but not limited to: sports; languages; science club; poetry; art and design; cookery etc.
- An effective and planned curriculum enrichment programme would add approximately a further 180 hours equivalent to 30 additional teaching days for every child that engaged in the full programme.



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Extended School Clubs (Breakfast Club pre 830am and post 430pm):

- Introduction of Breakfast Club at all school sites from 8am (where there is parental demand)
- Introduction of Extended School Club from 430pm to 6pm (where there is parental demand).
- A standardised fee at all sites for ESC childcare provision (in 30min blocks) at a rate of £** per 30 minute block purchased.

** The rate will be agreed against sustainably targets and the wider market place.

Increasing contact time – losing time hungry – low impact activities:

- Using technology more to connect us.
- Shift all homework and home learning provision to the virtual google-classroom.
- Reduce the average travel time per week for a teacher by 1.5 hours that in itself could generate an extra 174420 minutes or 2907 hours or 485 days of extra teaching time - that's the same as recruiting as additional two and a half teachers.
- Schools to review 'administrative and organisational' daily routines, including wherever possible to reduce meetings, without losing effective communications. Academy Heads should carefully consider the impact, duration and frequency of staff and SLT meetings. Meetings wherever possible should be undertaken within the extended school day of 830am-330pm. The Trust has no expectation that staff meetings are held weekly and encourage Academy Heads to develop a schedule that is fit for purpose.
- While we acknowledge the legal requirement for an act of collective worship / assembly every day, a shift away from physical whole school assemblies for three or four days a week to technological methodologies could save on average 15 minutes of learning time per day, assuming 3 days per week, 114 days a year – this is equivalent to 1710 minutes a year or an additional 5 whole days of teaching.

Blocking time - pupils' deeper dive into subject matter, timetabling:

- We will look at the traditional primary timetable and review the impact.
- We will consider whether blocking 'learning intentions' into more project or topic based learning, linking learning to real life experiences wherever possible.
- Further consideration is to be made on whether a secondary model of timetables with certain subjects or areas of study are blocked together. For example two days of PE and ODL learning in week 1 with a three days STEM in week 2. Introduction of the two-week rolling timetable, where this improves provision.



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Curriculum review, explicit teaching of core skills of literacy, oratory and numeracy throughout a broad and balance curriculum:

- We reject any suggestion that we should narrow the curriculum as a methodology to 'catch-up'.
- We will develop and implement a broad and balanced curriculum.
- Increasing explicit extended core curriculum skills not through additional numeracy and literacy lessons, but by embedding literacy, oratory and numeracy skills throughout our curriculum and curriculum enrichment programme.
- We trust our teaching colleagues with Academy Heads to shape and lead on an engaging curriculum for their school and classes, including curriculum enrichment opportunities.
- All Academy Heads to present to the Trust Board (Education and Learning Committee) their curriculum and monitoring plans in the autumn term, for full implementation by the Spring term (January 2021)
- Trust to invest and develop a bespoke platform to capture, monitor and analyse progress and attainment against a range of academic and personal development measures. Further reducing the administrative workload on classroom staff.

Blocking time - staff CPD, development and reflection:

- Ensure the PDRs are valued, effective and rewarding
- Developing a bespoke learning pathway for every member of staff or professional development.
- The Trust to invest a significant amount of time and revenue spending in CPD.
- Academy Heads to publish a timetable of blocked development and reflection time for all staff, focusing on school improvement development areas.
- To move from 'small weekly' time allocations for management and subject leadership, consolidating into larger blocks of quality time of two-five days – with clear outcomes and impact required. Therefore limiting the short-term disruption to teacher flow and engagement in classes. With leadership development blocks to be covered by a planned curriculum enrichment activity, i.e. a three day Shakespearean Workshop, Design Technology project, Youth Social Action activity, sport tournament, STEM festival, drama or music rehearsal/performance etc.

The ethical trust: value driven actions:

- Develop an ethical Trust that is value driven.
- Next Strategic planning day to focus on the 'ethical trust'.
- Use the Association for Character Education (ACE) resources to create schools of character.

Task and Finish Group:

Members of the Working Party will consult with staff and report back successes and areas to develop through half termly review meetings in year 1 and termly meetings in year 2 the Trust is determined that we secure the positive impact on pupil and staff outcomes throughout this process.



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Financial and Resource Statement:

Assuming the considerations and recommendations highlighted in the report are implemented successfully, our pupils could potentially gain in the region of 68 days (6 hour days) in an academic year. This is equivalent to 13.5 weeks or a full term of additional quality contact time.

Broken down as follows:

Extending the school day by 45 minutes	= 24 days
Provision of curriculum enrichment activities	= 30 days
Reduction in teacher travel	= 9 days
Streamlining assembly	= 5 days

Financial contributions to the 'Build Back Better fund'

Fund	Narrative	Amount
£350 million Tutoring programme	Claim 75% of tutoring costs for around 100 pupils identified at most need. (100 pupils, 6 week, two session per week programme @£10 per session)	£9000
£650 million Catch-up fund	At the published pp rate	£79,000
Capital contribution	From pooled capital pot	£15,000
Pupil Premium	10% redirection from school allocations	£23,000
PE and Sports Premium	Allocation to support the SRB no13 Additional allocation include staffing	£20,000 £25,000
CPD Budget	Central CPD allocation	£19,000
IT and virtual learning grant	DfE funding	£10,000
Apprenticeship Levy and government scheme	@ £2000 contribution per apprentice taken on. Initially 4 posts	£8000 £8000
	TOTAL	£216,000



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Spending commitments to the 'Build Back Better fund'

Fund	Narrative	Amount
Tutoring (1:1 and small groups)	25% to the tutoring costs for around 100 pupils identified at most need. (100 pupils, 6 week, two session per week programme @£10 per session)	£3000
Contractual change	Remaining support staff to move from 38 to 39 weeks, affecting 10 colleagues	£5310
Contractual change	Support staff pay revisions, 0.5% above the anticipated pay award	£7000
Contractual change	Support staff increase in hours (estimate allowing for an additional 836 hours at average TA salary with on costs)	£11,210
Additional staff	Including four Apprentices, paid above the national apprentice wage.	£29,750
	Apprenticeship Levy towards training	£8,000
Inclusion	Allocation to support the SRB no13	£20,000
CPD	Central CPD allocation	£19,000
Equipment	Investing in IT infrastructure	£15,000
Development of google classroom, virtual school including CPD	DfE project	£10,000
Development of Curriculum IT platform	Tender for developer	£15,000
Curriculum enrichment activities	Additional provision during the school day Including sports provision (notional £2000 allocation per primary school)	£24,000
Curriculum enrichment 330-430	Revised, free to parent provision Including sports provision (Resources and external providers)	£30,000
Contingency		£18,800
	TOTAL	£216,000



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Reference material and written contributions:

Build Back Better (Catch-up) Working Party notes: (29th June, 6th, 13th and 20th July 2020)

Cambridge Assessment International Education: Great Teaching Toolkit Evidence Review (June 2020)

Confederation of School Trusts Information and Advice Paper: Covid-19 Catch up plan to tackle the impact of lost teaching time. (22nd June 2020)

Consortium Trust response to DfE Guidance (Andrew Aalders-Dunthorne): Full Opening of schools (2nd July 2020)

Core Values and Concepts in Outdoor Learning (Jo Newton) (July 2020)

Education Endowment Foundation: Extending school time, Teaching and Learning Toolkit (23rd January 2019)

Leading Character Education in Schools (Sam Cutler and Gail Jerman): Notes for Association for Character Education webinar (2nd July 2020)

Mathematics and Science in Primary Education with a subtext of integrating the new Ofsted framework into the school curriculum (James Vink) (January 2020)

Schools Week (Benjamin Cox): Investment and reform should level up out co-curricular offer (30th June 2020)

The effects of high quality professional development on teachers and students – A rapid review and meta-analysis (Fletcher-Wood and Zuccollo) (Feb 2020)

Working together for an effective use of the National Tutor Programme (July 2020)

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Individual written submissions were received by a number of the working party members and other consultees.