

NT PROBA TENE PROGRAMME

‘Hold fast onto that which is good’

TWO AREAS TO CONSIDER:

1) Work that is still incomplete – Classcharts work that students have missed and is still due from Summer Term: to be resolved by ‘Just Check...’ booklets and Study Support after school.

2) Work that teachers did not set during the Summer Term, but would have normally been covered: to be resolved through adapted Curriculum planning, interleaved starters and pause lessons.

-In September, teach September’s work – inspire with awe and wonder!

-Interleave Summer Term’s work by making links and recapping Distance Learning, and by having high expectations of the students – both in ‘Just Check’ completion and in the classroom.

-Use the ‘Just Check’ column on Sims to turn students green in your classes when they’ve done what is expected in their ‘Just Check’ booklets.

-Form tutors to monitor the ‘Just Check’ SIMs column and support in talking to students and phoning home.

-Just Check booklets are on the website and are available in all subjects in current Year 10, and Core subjects in current Years 7, 8 and 9.

-All students to be caught up by Christmas.

THE 'PROBA TENE' PROGRAMME RATIONALE

NT RECOGNISES:

- The ability and strength of our teachers to, with support and guidance, catch up all students by Christmas
- The importance of knowledge gap audits and knowing and prioritising missed learning
- That assessment is important, but should not be so time consuming that it detracts from teaching time. Low stakes, timely, frequent testing until calendared PEEs.
- That quality first teaching; targeted interventions, excellent pastoral support and consistent communication home is vital
- That the strategy is at a macro level. It is important to avoid making sweeping assumptions around students and how far they may have engaged with remote learning based, for example, measures of disadvantage – especially important for NT where some of our non-PP disengaged boys are a concern
- The need to be careful in our use of 'recovery', which suggests urgency and trauma. In our attempt to heal, we might, inadvertently, exacerbate the symptoms, might perceive suffering where there is none, and miss genuine need.
- We might also miss opportunities: we need to harness notions of independence, self-motivation, resilience, independent study in our young people
- Now is an ideal time to preserve what works and dismiss what does not
- We are not hopeless, we are hopeful.

A STRATEGY THAT'S NEEDED FOR NT:

- Newquay is likely to be the town hardest hit, economically, in the country
- Half our town's population works in areas that will be financially affected by Covid19
- Middle class families have spent / are spending more than twice the amount of money on online resourcing for their children as working class families (Muller, 2020, Chartered College)
- Students from independent schools are twice as likely to engage in online learning (Muller, 2020, Chartered College)
- Students from advantaged backgrounds are more than 60% more likely to upload work of a higher standard (Sutton Trust, 2020)
- Students from disadvantaged backgrounds are 60% less likely to have devices to enable them to learn (Muller, 2020, Chartered College)
- KS3 students make more progress in Maths and English in the Summer Term than the Autumn due to the 'Summer Holiday Learning Loss' and this is most detrimental in Maths (Cooper, 1997)
- The subject where students will find it hardest to catch up is Maths where it's estimated students will return with between 50% loss of learning, to 100% loss of learning from the previous year
- English estimated at a 70% loss of learning from the previous year (NWEA Project, 2020)
- Students will return with a more variability in their academic skill than before (NWEA Project, 2020)

- The average time a student at KS4 has spent on school work is 2.5 hours a day (UCL I of E, 2020)
- Across the country, online, live teaching has been minimal – 71% of children in secondary school have received no online teaching (UCL I of E, 2020)
- Nearly 80% of most work set has been worksheets and videos (UCL I of E, 2020)
- It's estimated that schools have regressed a decade of closing the gap work which attributes to the PP and non-PP gap being widened by 36% (one of the more conservative estimates) (EEF, Coe, 2020)

SO WHAT DOES THE EVIDENCE SAY WILL WORK?

- **Effective remote learning**, should it be needed (specifically live lessons; recorded lessons; clear instruction, scaffolded tasks, feedback; varied task setting) will go a long way to mitigate gaps (EEF, 2020)
- **Quality first teaching**: in class intervention; precise feedback; interleaving knowledge (Coe, R, 2012)
- **Extended school day** – could add 2 additional months of progress (and 3 additional months for PP students) (EEF, 2020)
- **Intervention: One-to-one or small group tuition** could add as much as 5 months' progress (EEF, 2020)
- **Parental engagement** as a whole school approach
- **Homework clubs** (where the online learning package continues?)
- **Transparent Curriculum** which confidently and precisely addresses the gaps, clearly transmitted to students
- **Conversation and student voice** about where the child is and how much has been missed

A HOLISTIC STRATEGY WITH SUSTAINED RHYTHM AND DURATION:

All of the above evidence and strategy can be seen in the practical detail under these key areas of the NT Proba Tene Programme:

- 1) **Well-being and relationships**: are the young people ready and able to return and learn?
- 2) **Transparent Curriculum**: does each subject area know where the knowledge gaps are?
- 3) **Community**: are the parents engaged and informed and ready to support?
- 4) **Teaching and Interventions**: do the teachers know best practice for accelerate progress?
- 5) **Targeted Catch-up**: are there practical platforms in place for students to complete missed work?

PROBA TENE TIERS

UNIVERSAL SUPPORT

60% of students following the NT
Proba Tene Programme

TARGETED SUPPORT

30% of students following the NT
Proba Tene Programme with
additional mentoring and
targeted first by class teachers'
interventions

ACUTE SUPPORT

10% of students
Learning Centre
provision

THE NT PROBA TENE PROGRAMME TO SUPPORT STUDENTS IS EVIDENCE BASED, WITH FIVE PILLARS

- **Well-being:** Are our students ready to learn? How do we successfully integrate the students into a learning routine?
- **Transparent Curriculum:** Does every student know what they've missed and how to catch-up? Which knowledge will be prioritised and for whom?
- **Community:** Are our parents fully informed and supportive?
- **Teacher interventions:** Are teachers upskilled in evidenced based, rapid progress pedagogy? What in class interventions and differentiations are present?
- **Targeted Catch-up:** Are the right students on the right catch-up package? Are our Tiers of support secure?



STRATEGIC VISION

Leadership

- Monitor and support expectations of Middle Leaders
- Ensure staff and student well-being
- Mentor target students
- Learning Walk and monitor progress
- Strategically lead Academic Reviews
- Evaluate and review

WELL-BEING

SENCO / Inclusion

- Identify students in need of additional support
- Engage parents of vulnerable students
- Oversee access to Learning Centre and support staff
- Offer personalised support
- Create and oversee well-being input into the assembly/tutorial programme and SMSC provision

TRANSPARENT CURRICULUM

HOD

- Identify target students
- Knowledge gap audit
- Re-write and re-sequence PLCs and Chronicles for staff
- Lead 'Just Check' support
- Lead Dept. interventions programme
- Support HODs and monitor catch-up programme

COMMUNITY

HOY

- Collate lists of students for concern – liaise with HODs
- Centralise messages for expectations evenings
- Autumn term Year 11 Parents' Evening
- Monitor catch up / intervention
- Academic Review / overview mornings and paperwork
- Contact home

TEACHER INTERVENTIONS

Teacher

- Know the student target list
- Ensure 'Just Checks' are completed
- In class / after school intervention – data
- Peer to peer support; low stakes testing; timely feedback
- Interleave and revisit weekly starter / pause lessons (min.)
- Liaise with Learning Centre as appropriate

CATCH-UP

Form Tutor/HOY

- Lead catch-up tutor programme
- Academic review – all years
- Ensure students have 'Just Checks'
- Monitor and chase 'Just Check SIMs' column
- Contact home
- Promote Study Support
- Monitor intervention attendance

WHAT CAN I EXPECT AS A STUDENT?

KEY AIM:

- I want to be caught up in all my subjects by Christmas

There'll be lots going on to help me:

At the start of term:

- Great lessons to get me back in the swing of things!
- Academic Overview Review with form Tutors
- Year 11 parents' evening / expectations evening
- Study skills support after school provision
- Tailored intervention programme

In the classroom:

- A 'Just Check' booklet for every subject to catch up Summer Term content
- In class intervention
- Starters / pause lessons covering Summer Term gaps in knowledge
- Peer to peer support
- Precise and timely feedback
- Formative, frequent, low stakes testing of knowledge

In form time:

- One-to-one pastoral care and support
- Form time catch up support using 'Just Check' booklets
- Tracking my progress on 'Just Check' completion
- Parental contact

After 3.00pm:

- Thorough and targeted subject intervention programme of 'Knowledge Fill Lectures' or of small group tuition
- Weekend catch-ups in some subjects
- Study Support after school