							Date: Sept 20 - July 2021 Leads : DBN/ASD								
College Recovery Improvement Priority:			To ensure there is sufficient support for students as they return to learning within the college environment	and enable them to feel they are in a position to make rapid progress.		Horizon									
									izon	HC AT					
	Issue	Action	Inquita	Outputs	Lead	Key Dates/Milesto	nes	Review - August 2020	Review-HT1	Review-HT2	Impact and Evaluation	RAG			
			****			Start Point	End/ReviewPoint								
Efectioness of Leadenhip and Management	the transition laste into college	Supporting students	Ancevery corriculum is in place for all students. Academic recovery plans are to place to allow students to follow a following control place to allow students to follow a following control place to allow students follow a following control place to the student control pages above. When the control place to the student survey (Meg) allowed staff to provide without support as well work related advices.	Students were engaged in their learning and find supported to make rapid program. Students find ands, they are able to regul die filter emotions, build relationships with saff and students and make the right in bicses.	top dry even y controlled to graph the second of the product to the self-of-the second of the product to the second of the product to the second of the product to the prod										
	Support of the state of the sta	Supporting staff	Create an INSST video airned specifically at staff, outlining wellbeing support available and how to access this through HR	Appropriate well being support in place for staff and high levels of attendance achieved throughout reacclimatisation phase	SGL	Sep-20	Dec-20	In place for Sept.							
	port students, parents and s		Teget spoor for prents who may need help accessing TSM provision—digibility, killing in forms, TSM southers if appropriate	tower parents understand the support auxiliate to them, how to apply for this and receive benefits if Gove voucher subsense is still number the Adutura Term	PSY	Sep-20	Jul-21	Social media push on FSM. ParentMail to be sent w/c 23/8/20 also with instruction of how to apply and encourage to contact school to discuss further. Audit undertaken by HoS							
	Tosupp		Parent survey to elicit thoughts, feelings and any potential need for support to help prepare students for a september reform	Parent survey analysis will highlight any general concerns and specific issues related to students/limities, Support can be provided before the summer break.	ASD	Jul-20	Sep-20	Complete - FAQs sent to parents in July responded to the worries/questions raised by parents.							

						Key Dates/Milesto	nes			Review - HT 2		
2	tssue	Action	Inputs	Outputs	Lead	Start Point	End/Review Point	Review - August 2020	Review - HT 1		Impact and Evaluation	RAG
			Enhance staffing within English, Matha and Science across all year groups, to allow for more focused teaching as a result of smaller group sizes. Enhance staffing to support the most vulnerable	Students will catch up more effectively and go on to make excellent progress in the core subjects	AAO	Sep-20	Jul-21	In place			impact and fooliast in	
			Create entra time within the timetable for '11 by cashing in Option 3, so relieving pressure on students and allocate additional periods in English, Matha, Separate Sciences, History, Geograph and MTL	Lost learning time for 711 will be recovered to ensure the course is finished before their exams start	AAO	Jun-20	Jul-21	In place				
		Curiculum	Datend the time new Y10 students will study their option subjects (to the end of Y11), allowing time to recover lost learning (3 year study rather than the planned 2)	Lost learning time will be recovered so that students get the guided learning hours required to complete the course and make excellent progress	AWO SIP-20 JU-22 In place	In place						
	Bujusa		Work with MCAT Directors of Teaching and Learning to develop an appropriate recovery curriculum to address potential gaps at the start of Y7	The college fully understands the needs of Y7 students and they (the students) are in a position to embed Y6 learning and begin their X53 curriculum	AAQ/AWO	Jul-20	Dec-20	This has taken place	prime program to the program of the			
	thom with h		Develop a nurtur ecurriculum within Year 7 and 8, to support the recovery of the vulnerable students. This type of structured intervention for the most vulnerable is stated as a high impact intervention (EEF COMD 10 Support guide for schools).	The most vulnerable students will follow a beapoke curriculum that meets their needs so that they recover lost learning and are supported to be successful in college.	PSY	Sep-20	Jul-22	YE nurture curriculum in place. Y7 pending as agreed and will evolve based on need throughold the year.				
	0 Mr. Mary 20 J		Revise practice at the start of lessons, to build in retrieval to improve space in students' working memory, identify apps in knowledge and understanding and use to inform future lesson planning as part to the recovery process	Learning time is gained for teachers and students to get cought up	AAO/AWO	Sep-20	Jul-20	In place				
	to colege and	Teaching and Learning	Implement a remote learning timetable with a proportionate curriculum, underplaned by best practice, to limit the impact of school closure.	Less learning loss occurs so that there is less to catch up on when we return to college	AWO	May-20	Sep-20	A system to deliver remote learning is in place				
don of students backint	ents backin		Datablish dear systems, routines and pedagogy for remote learning via Microsoft Tears from September (for students who cannot attend) - six up background infrastructure, agree and share expectations around pedagogy, train staff and students sound systems and routines.	We are prepared to deliver effective teaching and learning for all students regardless of the situation in September. We are prepared to deliver effective teaching and learning should a localised lockdown corne into force	AAO	Jun-20	Sep-20	Training before the summer break covered expectations and provided support for staff. To continue in Autumn				
	महत्व व संपर्ध		Implement a remote learning assessment strategy that allows Teachers to identify gaps in knowledge, so as to inform planning for Suptember and allow for effective responsive teaching. Subject specific assessments to identify gaps are also mentioned in the EET COVID 10 Support guide for schools' as having a high impact.	wor	AWO	Jun-20 Jul-20 This has taken place - Line managers to resist with 5ts						
	or the trans	Assessment and Progress	Carry out a programme of planned baseline assessment across Year 7 to establish their KS3 starting points, identify gaps and inform planning	The baseline for Y7 is established so the curriculum meets their needs from the earliest opportunity allowing students to make rapid progress over time	AWO	Sep-20	Sep-20	All Y7 students undergo CAT4 testing. En, Ma, Sc, Hi, Ge, PE will use specific baseline assessments.				
	ddhs O1		Introduce a revised assessment calendar, with fewer summative assessments, to provide more time for focused teaching	More time to focus on teaching and learning and filling pips	AWO	Sep-20	Jul-21	In place				
			Bovies subject planning, both long term and medium term, to reflect and respond to lost learning time. The length of recovery planning will depend on the year group in question	Effective recovery curriculums are in place and students do not miss out on learning over time	AAQ/AWO	Jul-20	Sep-20	Line managers to discuss with SLs and ensure this is in place		·		
		Subject Leadership	Train subject leaders in pedagogical approaches to effectively support remote learning, so they can successfully support and develop staff in their dept.	We are prepared to deliver effective teaching and learning regardless of the situation in September. We are prepared to deliver effective teaching and learning should a localised lockdown come into force	AAQ/AWO	May-20	Oct-20	Mas this taken place ? Will this continue via St meetings ?				
			Bevise approach to INSET, to provide subject teams more regular opportunities for the development of teaching and learning	The quality of teaching and learning across the school improves, better supporting students recover lost learning	DBN	Jun-20	Jul-21	Twilights to be finalised				

						Key Dates/Milesto	ines					
3	Issue		Inputs	Cutputs	Lead	Start Point	End Point	Review - Aug 2020	Review-HT1	Review-HT2	Impact and Evaluation	RAG
			Offer face-to face form tutor sessions, to alleviate concerns and anxiety prior to summer holidays; parent survey to identify concerns about children returning to college	Students feel confident about their return to college and attendance is 97% or above.	ccs	Jun-20	Jul-20	679 students attended face to face sessions. CCS has evidence for this.				
			Provide regular communication in August with parents and students about re-opening arrangements, uniform, equipment etc FAQ on website;	Students arrive to college looking smart and fully equipped for lessons.	ccs	Aug-20	Aug-20	This has taken place and will continue until students start college.				
		Attendance	Emure attendance interventions are both stepped and susportive -form tutor call, School Team call, Attendance Team home visit, EWO home visit prior to any formal action beng taken	Vulnerable students attend college regularly	ZHT	Sep-20	Oct-20	This system is in place - see Covid-19 Attendance appendix				
			Target cohorts for 2020-21 are identified and plans are in place to ensure these students return to college and secure an attendance of 93% in half term 1.	Students with historical attendance issues and those at risk of poor attendance return to college in September and secure an attendance of 95%+ in half term 1.	ZHT	Jul-20	Oct-20	In place				
	ype wedy		Introduce punctuality intervention (3 chances before sanctioned) to support re-engagement with college daily routines	Students re-engage with attendence routines - evidenced by a reduction in late detentions compared to HT4 in 2019-20	ZHT	Sep-20	Oct-20	In place - see Attendance policy 2020-21				
d Amitudes	an to be 'so		Provide support with uniform, shoes and equipment - lending where families are experiencing financial difficulties	Students arrive to college looking smart and fully equipped for lessons.	ccs	Sep-20	Jul-20	In place				
	d enable the		Develop hit day plan for students - to include consistent key messages, form tutor time, resifirm our standards and espectations	All students watch a video explaining standards and expectations at Horizon, during form period. Students make a positive start to the term and re-engage with college expectations	ccs	Jul-20	Ready to Implement. Video ready to deliver in Form period on the 1st day back. Sep-20 This has taken place.	ready to deliver in Form				
	o colege an	Behaviour	Plan Year 7 Induction programme to ensure a smooth transition into Horizon	Y7 students feel confident about and make a positive start to the term, understanding and engaging with college expectations	CMN	Jul-20						
Rehaviour a	Rs back into	SHOWOU	Revise form Tutor plan for the first half term (and then review) - ensure a focus on wellbeing, relationships and college/hearning behaviours	Students re-engage with their learning environment and re-build appropriate relationships with their peers and staff.	NPT	Sep-20	Oct-20					
	n of studer		Focus on praise culture - equip all staff with a 'praise toolbox' ready for the start of term; move Proud Thursday into college; introduce CLT har cards'.	Student efforts and achievements are acknowledged appropriately. Students feel proud and positive about Horizon.	in place, communication taken place through the Preise appear of BEA-video.							
	the transitio		Emphasiar "consection before correction" concept to all staff when they are managing student behaviours, school teams to pre-empt potential concerns and check-to-with particular students each day, student welfare/support to interview with all students who require support (plentfiled from the Behaviour dashboard).	Students are supported to make the right choices as espectations and standards are reaffirmed.	ccs	Sep-20	Oct-20	Plans in place and communicated - see Covid- 19 Behaviour for learning appendix, Tarilisht training				
	To support		Collaborate with Mindipace to develop staff awareness and support students with their transition back to collago: cell illoration with SHI J APP In respect of the 'Grow Project' - mentoring for YIO students moving into YII]. Continue with Mindipace remails health support.	Vulnerable students feel supported	PSY, PWN	Jun-20	Dec-20	Mindspace support is in place. Grow project (July) was successful - students engaged fully. To continue in				
			Develop student 'wellbeing hub' - to support students via access to online resources/materials	Students know how to access support independently	PSY	Jul-20	Sep-20	In place. To be communicated to staff and students.				
		Wellbeing	Introduce a positivity wall where students and staff can share positive learning experiences from lockdown*. Staff to populate on first day before students return	Students and staffview lookshown as a positive learning experience rather than focusing on the negative aspects	CAN	Sep-20	Dec-20	Plans in place. Ready to implement.				
			Undertake student voice - mid September - to allow students to express thoughts and feelings about their return to college	Analysis of student survey indicates students feel their voice is heard and they are supported appropriately	CMN	Sep-20	Oct-20	This will take place in Sept.				
			Train 'well being student ambassadon' to provide peer support through 1-1 and small group sessions	Students are able to access peer to peer support	CMN	Sep-20	Dec-20	This will take place in the Autumn term.				

			Paperts Octobris Garden	Key Dates/Milestones		Review - August 2020	Review - HT1	Review-HT 2	Impact and Evaluation	gag.		
	11100			Lutpots		Start Point	End/Review Point	NEVIEW - August 2020	KOVIEW-HI I	NEWEW-RIZ	impact and Evaluation	IOAG
Personal Development	t them to be 'life		Ensure YII Leavers are given extra information and support in relation to Post 16 definations and their sould inability.	To give the YII leaves further options and access to support to mean that they are on an appropriate route or they have an alternative if a course changes that supports their future career.	SHN	Mar-20	Dec-20	Y11 Leavers - assistance on results day including follow up info. Follow ups underway.				
	f students back into collage and enabl	Pail-16 routes	Adapt the 1 to 1 goldenor process to adole the new 192 and 11 around the new lideour market and the impact of the pandamic on appartunities and aptions gaing forward.	To adjust expectations and being realists about what their caver paths may lost like. Concern using on emphysiolist addition it medial residence in a challenging as ments is included as them to recognize apportunities and due to the concern and the conce	SHN	Sep-20	Sep-20	Careers curricilium adjusted and review in place including expanding virtual offer and classroom sessions with younger year groups. Work experience offer being adapted and businesses being contacted.				
	To support the transition of	New Arrivals	Provide access to larguage top-up classes for hower annuals, with low levels of weekal and non-verbal English, who do not have appround to it of home	forume for gifth language acquisition is recovered good backdown, all shuderts are able to communicate with their para- cessally and didn'ts access learning with the Clearcoom	P5Y	Jun-20	0-4 30	1:1 induction meetings have taken place with identified. You detail in preparation for Sept. Top-op classes delivered to existing students. Tiresthaled sessions in place for September too.				