



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.			From: Sept 20 - July 2021		Level: 000/000				
							 				
Issue	Action	Inputs	Outputs	Lead	Key Dates/Milestones	Review - August 2020	Review - MT 1	Review - MT 2	Impact and Evaluation	RAG	
					Start Point	End/Review Point					
Requirements of Learning and Management To support students, parents and staff during the transition back into college	Supporting students	A Recovery curriculum is in place for all students. Academic recovery plans are in place to allow students to follow a full curriculum, catch up with lost learning and make rapid progress moving forwards. Trauma informed approaches (tailored for learning policy and wellbeing support) will help to develop emotional resilience and re-orient mental health in students. Responses to the student survey (May) allowed staff to provide wellbeing support as well as work related advice.	Students are engaged in their learning and feel supported to make rapid progress. Students feel safe, they are able to regulate their emotions, build relationships with staff and students and make the right choices.	AQA, AWP, CICS	Jun-20	Jul-21	Finals Recovery curriculum. IT approach in place for Sept. Identified issues on 14 Sept for SAs to identify departments to ensure staff can articulate the plans in their subject areas.				
	Supporting staff	Create an INSET video aimed specifically at staff, outlining wellbeing support available and how to access this through the	Appropriate wellbeing support in place for staff and high levels of attendance achieved throughout re-orientation phase	SL	Sep-20	Dec-20	in place for Sept.				
	Supporting parents	Target support for parents who may need help accessing FSM provision - eligibility, filling in forms, FSM vouchers if appropriate	Ensure parents understand the support available to them, how to apply for this and receive benefits if Gov voucher scheme is still running the Autumn Term	FP	Nov-20	Jul-21	Issued mail push on FSM. Parental to be sent via. 2 IN 20 also with. Information of how to apply and encourage to contact school for advice further. Audit undertaken by HES				
	Supporting parents	Parent survey to elicit thoughts, feelings and any potential need for support to help prepare students for a September return	Parent survey analysis will highlight any general concerns and specific issues related to students/families. Support can be provided before the summer break.	ED	Jul-20	Sep-20	Complete - FAQs sent to parents in July responded to the queries/questions raised by parents.				

1	Issue	Inputs	Outputs	Lead	Key Dates/Milestones		Review - Aug 2020	Review - HT 1	Review - HT 2	Impact and Evaluation	RAG
					Start Point	End Point					
Behaviour and Attendance	Attendance	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	97% students attended face to face sessions. CCS has reviewed the data				
		Provide regular communication in August with parents and students about re-opening arrangements, uniform, equipment etc... P42 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				
		Ensure attendance interventions are both stopped and supportive - form tutor call, School Team call, Attendance Team homework, P42 forms valid prior to any formal action being taken	Vulnerable students attend college regularly	DPT	Sep-20	Oct-20	This system is in place - see Covid-19 Attendance spreadsheet				
		Target cohorts for 2020-21 are identified and plans are in place to ensure these students return to college and secure an attendance of 95% 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.	DPT	Jul-20	Oct-20	In place				
	Behaviour	Introduce punctuality intervention (3 chances before sanctioned) to support re-engagement with college daily routine	Students re-engage with attendance routines - evidenced by a reduction in late detentions compared to HT4 in 2019-20	DPT	Sep-20	Oct-20	In place - see Attendance policy V1022-21				
		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	Oct-20	In place				
		Develop 1st day plan for students - to include consistent key messages, form tutor time, reaffirm our standards and expectations	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	Sep-20	Ready to implement. Video needs to deliver it from content on the 1st day back				
		Plan Year 7 induction programme to ensure a smooth transition into Horizon	17 students feel confident about and make a positive start to the term, understanding and engaging with college expectations	DMN	Jul-20	Sep-20	This has taken place.				
		Review Form Tutor plan for the first half term (and then review) - ensure a focus on wellbeing, relationships and college/learning behaviours	Students re-engage with their learning environment and re-build appropriate relationships with their peers and staff.	MPT	Sep-20	Oct-20	In place and ready to implement.				
		Focus on praise culture - equip all staff with a 'praise toolbox' ready for the start of term; move Praise Thursday into college; introduce 'C1' 'star cards'	Student efforts and achievements are acknowledged appropriately. Students feel proud and positive about Horizon.	DMN	Sep-20	Nov-20	In place, communication taken place through the Praise aspect of BSA view.				
	Wellbeing	Emphasise 'connection before correction' concept to all staff when they are managing student behaviours, school teams to pro-empt potential concerns and check in with particular students each day (student welfare/support) to intervene with all students who require support (identified from the Behaviour dashboard)	Students are supported to make the right choices as expectations and standards are reaffirmed.	CCS	Sep-20	Oct-20	Plans to be shared and communicated - see Covid-19 Behaviour for Learning Strategy - Medical Liaison.				
		Collaborate with Mindspace to develop staff awareness and support students with their transition back to college; collaborate with MINDSPACE in regard of the 'Tone Project' - monitoring for 120 students missing into Y12; Continue with Mindspace mental health support.	Indiscreet students feel supported	PPF, PBN	Jun-20	Dec-20	Mindspace support to be in place from project (and) was successful - students engaged well, as expected				
		Develop student 'wellbeing hub' - for support students via access to online resources/materials	Students know how to access support independently	PPF	Jul-20	Sep-20	In place. To be communicated to staff and students.				
		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 staff view lockdown as a positive learning experience rather than focusing on the negative aspects	DMN	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	DMN	Sep-20	Oct-20	This will take place in Sept				
		Train 'wellbeing student ambassadors' to provide peer support through 1-1 and small group sessions	Students are able to access peer to peer support	DMN	Sep-20	Dec-20	This will take place in the Autumn term.				

To support the transition of students back into college we main them to be 'choke ready'

4	Issue	Inputs	Outputs	Lead	Key Dates/Milestones		Review - August 2020	Review - HT 1	Review - HT 2	Impact and Evaluation	RAG	
					Start Point	End/Review Point						
Personal Development	To support the transition of subject back into college and enable them to be 'fit to study'	Post-16 routes	Ensure Y11 leavers are given extra information and support in relation to Post-16 destinations and their sustainability.	To give the Y11 leavers 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.	PHS	Mar-20	Dec-20	Y11 Leavers - assistance on results day including follow up calls. Follow up on interviews.				
			Adapt the 1 to 1 guidance process to advise the new Y10 and Y11 around the new labour market and the impact of the pandemic on opportunities and options going forward.	To adjust expectations and being realistic about what their career paths may look like. Concentrating on employability skills and mental resilience in a challenging economic landscape to allow them to recognise opportunities and take them.	PHS	Apr-20	Sep-20	Careers curriculum adjusted and delivered in place including expanding virtual offer and classroom sessions with stronger year groups. Work experience offer being adapted and businesses being contacted.				
		New Arrivals	Provide access to language top-up classes for 'new arrivals', with low levels of verbal and non-verbal English, who do not have exposure to it at home	Ensure English language acquisition is recovered post lockdown, all students are able to communicate with their peers socially and able to access learning with the classroom	PPF	Jun-20	Oct-20	1:1 induction meetings have taken place with identified 40 students in preparation for Sept. Top-up classes delivered to existing students. Timetabled sessions in place for September too.				