

# Catch Up

A small number of pupils with the greatest need of catch up in literacy and numeracy are identified from KS2 data and information from primary schools. They are extracted from mainstream Ebacc subjects and taught in a small group (Access group) with a bespoke programme of study with emphasis on accelerating progress in literacy and numeracy. Literacy is delivered by specialists trained in the Ruth Miskin's Phonics programme and numeracy is delivered by maths specialists.

Other programmes for catch up are delivered by the English and maths faculties: –

## **KS3 Catch-up Programme in English at SJT**

### **What do we want for our students?**

- For all students to have a reading age at least commensurate with their chronological age
- To accelerate the learning and progress of students who did not meet expected standard at KS2
- To fill students' gaps in knowledge and understanding where they exist
- To allow all students to develop the literacy standard necessary to access their curricula in all subjects

### **What strategies do we use?**

- Students complete two base-line tests at the beginning of each year: a reading test to determine a reading age and a literacy writing test to assess their writing skills. We then use these data to ensure the right level of challenge and support for every child.
- Inclusive teaching strategies are employed in the classroom to allow all pupils to achieve. These include sharing of best practice amongst staff; drilling of key vocabulary and spellings; sentence starters to allow pupils to start writing; and individual feed-back using 'yellow box' marking. Phonics strategies are also used in lessons where students need extra support decoding vocabulary.
- Specialist staff teach all sets; there are smaller group sizes where students have lower prior attainment to allow for the best ratio of teacher to pupils.

## **KS3 Maths Catch-up Programme at SJT**

### **Aims**

- To address gaps in KS2 knowledge and begin to use KS3 skills successfully.
- To accelerate and maximise progress and minimise performance gaps for individuals.
- Empower them with the numeracy skills and fluency required to fully access GCSE Mathematics.
- Prevent any gaps students have in their basic numeracy strategies from becoming barriers to their learning.

### **What we do in maths**

- High quality, inclusive teaching, clearly targeted on all pupils' needs and prior learning.
- Base-line test undertaken to validate KS2 data.
- Specialist staff on all sets and smaller group sizes for students with a lower prior attainment.
- Mathematics teacher specialising in SEN works with Access Group

### **Who do we target?**

- Students who did not meet expected standard at KS2 for maths.
- Those who are at a significant risk of not meeting expectations of progress.

### **How do we do it?**

- SENCO identifies Access group, maths specialist delivers bespoke Scheme of Learning which has been developed based on pupils' additional needs.
- Some pupils not secondary ready in mainstream lessons are allocated maths mentors from year 9 and year 10 who work with them on a one to one basis during form time. They will work on key skills which will be needed in forthcoming maths lessons so that year 7 pupils will feel more confident in maths lessons.

### **Impact/Progress**

- Students will make gains in their mathematical (quantitative data to support)
- Students will be more self-confident and motivated in class
- Students will feel more in control of their learning.
- Students will feel more confident to work independently.
- Students will a much improved attitude towards numeracy and maths.  
(qualitative data will be collected to measure benefits of the mentoring programme)