



CLIFFE V.C. PRIMARY SCHOOL

MAIN STREET, CLIFFE, SELBY, NORTH YORKSHIRE, YO8 6NN

ADMIN @ CLIFFE.N-YORKS.SCH.UK

01757 638426

Accelerated Learning Provision.

A plan to help pupils who've fallen behind **catch-up**.
Revised post Lockdown 2

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Aims:

At Cliffe VC Primary School we acknowledge that all pupils have suffered a detrimental impact upon their learning caused by a further protracted period away from school. We also recognise that some pupils have lost more learning time than others during coronavirus and have fallen further behind than the rest.

It is the aim of this plan to compensate for this lost learning in all pupils, whilst particularly identifying and supporting those with the greatest areas of need.

Identifying the pupils likely to have the biggest gaps in knowledge:

Discussion has taken place between all involved staff in a hope to best identify those pupils potentially vulnerable to a greater proportion of lost learning. In identifying those pupils the following factors have been taken into consideration.

Pupils who:

- Have seemingly missed a lot of work, didn't engage with or access remote learning.
- Noted they did not have access to the technology needed and did not access resources offered by school.
- Those with home lives which could potentially make home learning difficult.
- All those seen as vulnerable or have EHC plans, so learning from home may have been challenging.
- Have experienced difficult family circumstances, such as illness / bereavement that may have got in the way of their learning.

Whilst it is not assumed that all of these pupils will have significant gaps, or that they'll be the only ones who do, these identified pupils will be subject to closer scrutiny in the hope of identifying any needs quickly.

See Attachment 1 for details of these pupils.

Initial 'low-stakes' assessments.

Our initial concern upon the wider return of pupils was to ensure our children were **emotionally settled and feeling secure at school**. The first week of their return was given over to a variety of activities to support this, including but not limited to –

- Increased time for team building / social skills sessions within lessons.
- Lessened focus on academic coverage.
- A continuation of wider topics begun during 'remote learning' to provide a sense of continuity.

Such work continues as an ongoing thread throughout the curriculum and is addressed more specifically during 'learning for life' (previously PSHCE) lessons. Opportunities for curriculum enrichment to support pupil engagement and well-being are also being utilised, these include –

- Whole school 'outdoor learning week'.
- Ongoing use of peripatetic teachers for music and PE.
- Scheduled visitors to provide curriculum enrichment in place of off site visits.
- 'Science week' to support quality teaching in broader subjects.

Throughout weeks two and three our focus will be shared between activities such as those detailed above, alongside a move back towards the more 'formal' curriculum. Throughout this time teachers will be informally assessing work to ascertain where the gaps are in key concepts and knowledge for **all** pupils. Our initial focus here will be upon Mathematics and English. While it is recognised that pupils must access a broader curriculum and this will remain a concern here at Cliffe just as it always has, for this term the focus may be deliberately narrowed.

This 'informal assessment' has been used to gather initial judgements on where pupil's current attainment levels lay in comparison to age related expectations. From here staff can begin to identify which broad curriculum areas will need to be a key focus for each individual age group.

See Attachment 2 for details of these.

Initial 'formal' assessments.

Whilst teachers are looking for common gaps in knowledge among all pupils, we will also be beginning to assess which individuals seem to have **significant and specific** gaps. This means:

- Pupils who have more gaps in their knowledge and skills than others (if all or most pupils have significant gaps, the teacher will adjust their normal planning to account for this)
- Pupils who are unlikely to catch up with the consolidation lessons planned for all pupils within that class. Professional judgement and discussion with colleagues of individual pupils is likely the best way to ascertain this.

When it is appropriate to do so pupils will access 'formal' assessments to better ascertain their current levels of working, as described by our established achievement descriptors.

In order to facilitate this assessment the following approaches will be taken;

- Maths – Rising Stars 'PUMA' standardised tests.
- Writing – Teacher Assessment.
- Reading – Rising Stars 'PIRA' standardised tests.

The tests administered will be those planned for as standard for this point in the year.

The outcomes and analysis of these assessments should help us better identify areas of 'missed learning' for all pupils, as well as those individuals that have specific areas of need in given subjects.

Approaches to 'catch up' support.

From here it is hoped year group level analysis should help to identify a variety of 'pupil threads' requiring support –

- Large groups or whole year groups – where curriculum coverage within a subject can be tailored within standard, whole class sessions to generally meet the needs of the pupils.
- Small groups with common gaps - groups of 4 pupils max for whom the same needs may be present and whom can be taught together to address this. This teaching may be led by the class teacher / suitable member of support staff. May take place within the normal school day or take place outside of the school day led by a teacher in the role of 'tutor'.
- Individuals with pronounced gaps – those pupils whose needs are greater than the majority of their peers and significant and specific gaps are evident. These pupils will be best 'tutored' outside of the traditional school day, by a qualified teacher or HLTA acting as 'tutor'.

Each pupil thread will likely require a different approach and method of intervention. However a number of key principals will apply to all;

- **Intervention will be intense and time-limited:** our aim is for pupils to fill in the gaps as quickly as possible, so they can start doing the same work as their peers. This support should not be seen as long-term. Ideally, catch-up will finish by the time other pupils have finished consolidating the learning they missed.
- **It will focus on key knowledge, concepts and skills:** each block of intervention will be planned around the specific and most important things they need to know. These will be captured on a clear intervention plan prior to the work commencing.
- **Staff who deliver this catch-up will be well-trained:** high-quality teaching and modelling is key - catch-up will be ran by a qualified teacher or suitably skilled HLTA.
- **Pupils will experience success early on:** pupils will feel that what they're doing is making a difference - this will motivate them to continue. SMART targets will be set frequently with pupils and the success of achieving them celebrated.
- **Pupils will be given the opportunity to practise what they're learning and show that they understand:** catch up sessions will be a suitable balance of 'teaching' and 'doing'. Tasks set will support rapid progress and feedback received on them will further this.
- **Avoid adding to teacher workload:** the content of catch-up teaching and consolidation teaching will not differ drastically from the main stay of classroom practice. Teaching and modelling will however be in more depth.
- **When pupils finish catch-up, provide 'pre-teaching' and 'post-teaching':** if pupils have been in separate intervention groups, away from main classroom lessons they will be prepared to re-enter the classroom. Provide some pre-teaching on the topic a lesson is going to cover before the lesson, and post-teaching support afterwards to make sure they've understood

Pre-prepared programmes of intervention

If appropriate pre-prepared, purchased intervention packages may be used. These may be particularly suited to small group intervention programmes being ran by TA's / HLTAs.

- Parklands Primary School's [maths programme](#) – trialled in Year 4/5.
- Other TBC

'Catch-up' in the classroom.

Each class group will prioritise core curriculum subjects on a basis of need. Class timetables will reflect this, with a deliberate 'narrowing of the curriculum' throughout the first term to allow us to focus upon key areas of lost learning.

See ['Catch up Planning by Class' documents for further detail on this.](#)

Staffing timetables will be adjusted to support this work. All PPA will be taken in afternoon sessions to allow mornings to be dedicated to quality first teaching in core subject areas. All morning sessions will be supported by TAs / HLTAs.

Before / after-school small group sessions.

We will look to run additional teaching and learning sessions for those pupils seen as having the most significant learning needs in any of the core subject areas.

This approach will be taken when -

- We feel it essential to support pupil progress and do not believe we can fully address individual pupil's needs within the mainstay of lessons.
- A small number of pupils can be seen as working at a very similar level of attainment and with similar areas of knowledge deficit.
- We believe particular teachers / staff are best suited to carry out these interventions and they would not otherwise have capacity to do so.
- We have staff who are happy to run sessions at these times and can financially compensate them for doing so.

These lessons will be:

- Learning-focused and well-planned.
- Aligned with the learning that is going on during wider school life.
- Arranged as an extension of the classroom with expectations set at similar high standards.
- Age-appropriate: timing and duration of such sessions should be planned with reasonable expectations of what pupils at each age group can achieve in addition to the regular school day.
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Small group or one-on-one tutoring.

Evidence shows that such **tutoring** can effectively support pupils who have fallen behind. We will look to take this approach when we identify individual or very closely matched pairs of pupils with pronounced learning needs. Specifically when we do not believe we can fully address these individual pupil's needs within the mainstay of lessons.

To make sure tuition is effective it will:

- Be one-to-one or one adult to a group no greater than three pupils.
- Be intensive: focused around key concepts, and take place over a short period of time. Likely for a session no more than 1hr in duration, ideally more than once per week and for a duration of no more than 15 sessions.
- Targeted at pupils' specific needs - tutors will know exactly where pupils have gaps, work to address these and constantly assess progress towards this.
- Be carried out by well trained staff, likely teachers, with regular communication happening between tutors and parents
- Aligned with learning that's happening in the classroom

Attachment 2 – Most evident area of need per year group

Year	Core Curriculum Area of Greatest Need
1	Writing
2	Writing
3	Writing
4	Maths
5	Reading
6	Writing

Spending

Spending will reflect ongoing needs as identified by assessment and as such presented below is our rolling record of spending – Detailed below – Autumn 1st Half Term spending -

Who / what	Why	Time	Duration	Session cost	Total cost
Mrs Moulds	To cover the Y6 PPA slot – allowing Mrs T to split Y4/5.	1HR	9 Weeks	£47.00	£423
Miss Rose	Group of four Year 6 pupils – Maths and Writing catch up – after school	1HR	6 weeks (est)	£21.00 est	£126
Mr Hedges	Group of four Year 6 pupils – Maths and Writing catch up – after school	1HR	8 weeks (est)	£21.00 est	£168
Mrs Hartshorne	Group of four Year 6 pupils – reading	1hr	8 weeks (est)	£9.55 est	£76.40
Louise Donnelly – Teaching Personnel / NTP	Group of 3 – Year 5 - Maths	1hr	15 weeks	£14.25	£213.75
Louise Donnelly – Teaching Personnel / NTP	Group of 3 – Year 5 - Reading	1hr	15 weeks	£14.25	£213.75
Louise Donnelly – Teaching Personnel / NTP	Group of 3 – Year 4 - Reading	1hr	15 weeks	£14.25	£213.75