

Catch up – update April 2022

We inform parents and stakeholders about catch up through letters home and regularly on the newsletter. However, to summarise:

- We have used formative assessment in lessons to continue to identify gaps in learning resulting from the pandemic. We have then planned our lessons and sequences of lessons to address these gaps in learning.
- We have used national guidance on having a recovery curriculum, for example NCETM materials to help us plan long term recovery and prioritise key areas of learning and skills.
- Our curriculum has been adapted and strengthened to facilitate improved retention and memory of what has been learned.
- Our curriculum has been adapted and enriched to facilitate the well-being and good mental health of our children, including addressing issues arising from the pandemic in terms of lost opportunities to develop skills in teamwork, personal resilience and so on. This is supported by Commando Joe's character education in school and for club, working outdoors including forest school provision, mindfulness and PSHE work on well-being as well as pastoral support underpinned by Thrive approach techniques which address emotional and developmental needs.
- We have altered our timetable to allow for small group work and more flexible groupings in the school day to enable focused and bespoke catch up work.
- We have introduced new interventions such as mastery of number and continued to use existing interventions effectively to ensure core skills in reading and number are in place.
- 1:1 and very small group work such as 1:2 or 1:3 are used as needed across the school through having an additional teaching member of staff to tutor or to enable others to tutor children who require extra support.

Impact

- Phonics reading assessments show that children are making accelerated and strong progress and children are actually performing above averages for previous years.
- Practise key stage 1 SAT papers show that children's performance is in line with practise papers taken in years previous to the pandemic for the time of year.
- SEND children are making accelerated progress from their starting points.
- Work in books and pupil discussion about their learning, conducted by our School Improvement Partner, show that the children are making strong progress in reading, writing and maths. The children were able to discuss their learning across the curriculum (linked to our school theme) in detail and with enthusiasm.

Still ongoing:

- Continue to work on ensuring coverage of full curriculum, including covering areas which received less time than usual due to lockdown – this is ongoing with extra sessions but will take time to bring us into line to the time before lockdowns began. Currently, a broad curriculum is being taught and catch up time for core subjects is being done by reducing group sizes and extra interventions which are timetabled so that they do not take children out of other subjects.
- Continuing work on skills which were not prioritised initially, particularly in foundation subjects.
- Embedding work on 'How Children Learn' to encourage greater metacognition in the children and to combat memory issues, including issues arising post Covid infection affecting memory, resilience or reasoning.
- Considering, based on research evidence, changes to the curriculum planning for 2022/2023 to incorporate interleaving, spaced learning and pedagogical approaches to support greater progress / retention of learning.