

## **Catch up report – Mathematics**

### **For Academic Year 2017-18**

#### **Overview of how it was taught.**

Twenty six students attended catch up classes in mathematics. They were withdrawn from other classes to attend mathematics. They were taught in small groups ranging in size from two to nine students per group, the size of group depended on the number of students in the tutor group who needed to attend catch up classes.

Students followed a scheme of work which focused on developing and embedding number skills and building strategies.

#### **Progress of the students involved in catch up.**

Students were assessed using the GL assessments and were put in a category of much higher, higher, expected, lower and much lower which related to the progress made by each child in year 7.

The table below shows the number and percentage of students in each category.

<b>Progress</b>	<b>#</b>	<b>%</b>
<b>Much higher</b>	1	4.7
<b>Higher</b>	5	23.8
<b>Expected</b>	11	47.8
<b>Lower</b>	2	9.5
<b>Much lower</b>	2	9.5
<b>No results</b>	5	

The percentages have been calculated using twenty one students, since there were five students with no results. This means that these students missed either the first or the second assessment and therefore no comparison was able to be made.

The table shows that 76.3% of students have made at least expected progress with 28.5% making more than expected progress and therefore catching up.

#### **Plans for 2018-19**

In 2018-2019 all students with a SAT score of less than 100 will have an extra timetable lesson in a streamed group. They will follow the KS3 scheme of work which will give them exposure to all mathematical topics, but with an extra lesson this means that there is more time to consolidate and embed understanding and enable the students to 'catch up' with their peers. Students will have regular checks on their understanding and opportunities to revise are built in to the scheme of work.

Since this 'extra' mathematics lesson will be incorporated into the timetable of the students, there will be standard Academy expectations regarding marking, feedback, presentation and homework for these lessons.

**Catch Up Report - English**  
**For Academic Year 2017-18**

**Overview of how it was taught.**

Each group has one catch up lesson per week. Each lesson is structured like the English lessons in Year 7 and start with ten minutes silent reading.

All catch up teachers were provided with two schemes of work to use with their groups as a starting point. One scheme was based around creating their own island and the other based around Roald Dahl's 'Boy'. Both schemes are fully resourced and the Boy scheme of work in particular has a focus on literacy skills and technical accuracy and students write sections of their own autobiography. The teachers were not directed to do these schemes, so that they could adapt the lessons to the needs of their group and to make lessons and resources bespoke to the students in their group. Catch up staff were actively encouraged to work alongside the class teacher for each group to focus on the individual needs of each student.

**Progress of the students involved in catch up.**

Within year 7, 24 students received one lesson of catch up English each week. At the end of the academic year, 18 out of the 24 students were on target to meet their target for the end of Year 8 and our half- termly assessments exhibited that the majority of students had made expected and good progress. On average, you would expect students to make nine months progress on the accelerated; students from of a lower reading age are obviously going to find this more difficult. If we look at the data from the star reading test taken in September and the one taken in July, 17 out of the 24 students made this progress and in many cases exceeded it with one student making one year and 8 months progress in reading.

**Plans for 2018-19**

All students requiring catch up are now in the same English group which makes differentiation for their learning needs much easier. Students are following the same scheme of work as the rest of Year 7 but they have extra time to embed the skills. There is still a focus on literacy skills but teaching these alongside the main scheme will make them more transferable to what they are studying.