

## Summer School 23<sup>rd</sup>-27<sup>th</sup> August 2021

Academy@Worden's Summer School week (30 hours) invited all pupils who were making the transition from primary school into year seven for a September start, 2021. Pupils were invited via letter (highlighting all events, to include the subjects to be taught) and were given an outline of a typical carousel-styled day. The intentions for Summer School were: for pupils to build a community with their fellow pupils, establish relationships with new teachers and familiarise themselves with their new school environment. Each day started at 8.30am and finished at 2.30pm. Staffing included: five subject specialists, five TA staff members (supporting the reading programme) a coordinator and the headteacher. Pupils leaving primary school this year will have missed out on a significant proportion of key stage 2 face-to-face and so by timetabling additional maths and English it would make it easier for students to access the secondary curriculum. Geography, history, PE and art were also taught, and pupils were offered creative opportunities to bring each of these subjects to the fore.

### A typical day:

Registration: 8.30am- 9.00am Monday 23 <sup>rd</sup> August (2021)	Session 1: 9.00am- 9.40am	Session 2: 9.40am- 10.30am	Break: 10.30am- 10.50am	Session 3: 10.50am- 11.40am	Session 4: 11.40am- 12.30pm	Lunch: 12.30pm- 1.10pm	Session 5: 1.10pm- 1.50pm	Assembly Presentation 1.50pm- 2.30pm
Group A:	Miss Law: (English) 6M	Mr. Gorrell (Geog) 41M		Mr. Davies (Maths) 13M	Mr. Martin (History) 11M		Miss Gardner (Art) 28M	
Group B:	Mr. Gorrell: (Geog) 41M	Mr. Davies (Maths) 13M		Mr. Martin (History) 11M	Miss Gardner (Art) 28M		Miss Law (English) 6M	
Group C:	Mr. Davies (Maths) 13M	Mr. Martin (History) 11M		Miss Gardner (Art) 28M	Miss Law (English) 6M		Mr. Gorrell (Geog) 41M	
Group D:	Mr. Martin (History) 11M	Miss Gardner (Art) 28M		Miss Law (English) 6M	Mr. Gorrell (Geog) 41M		Mr. Davies (Maths) 13M	
Group E:	Miss Gardner (Art) 28M	Miss Law (English) 6M		Mr. Gorrell (Geog) 41M	Mr. Davies (Maths) 13M		Mr. Martin (History) 11M	

### Student wellbeing

Worden's Summer School also offered an important pathway to support pupils' wellbeing. Enrichment activities, to include sporting shared participation and a daily 'Walk and Talk' initiative, were excellent opportunities to enable the enjoyment of outdoor space which might not have been accessed during lockdown. In addition, a presentational ceremony was held at the end of each day where pupils were awarded 'Star of the Day' and 'Reader of the Day' recognition. Bookmarks, pencils and resources were also given out to all students. Pupils were also able to join in with boot-camp singing, celebrate excellent work and join in with homework challenges. Students and staff members wore themed tee shirts and caps (in the school colours). This gave a positive, inclusive and welcoming identity to this Flying Start initiative.

### Reading programme

The Reading programme underpinned the entire thirty hours of Summer School. Staff members read and monitored reading understanding with every child each day. Pupils kept a home school reading diary where pupils' contributions were recorded, stickers were awarded and helpful comments made. Each child had access to a variety of reading genres through non-fiction and fiction cards which involved 'stretch' exercises for differentiation purposes. Pupils were nominated for 'Reader of the Day' status and were given a special mention in the celebratory session at the end of the day. A promotion of reading opportunities helped to engage with recommended novels. A Summer School reading book, 'A Long Walk to Water' by Linda Sue Park enabled pupils to further extend their reading habits in school and at home.

	Monday:	Tuesday:	Wednesday:	Thursday:	Friday:
Group A:	Non-fiction	Text Evidence	Fiction	Context	Inference
Group B:	Inference	Non-fiction	Text Evidence	Fiction	Context
Group C:	Context	Inference	Non-fiction	Text Evidence	Fiction
Group D:	Fiction	Context	Inference	Non-fiction	Text Evidence
Group E:	Text Evidence	Fiction	Context	Inference	Non-fiction

To celebrate the end of the programme, pupils participated in a fun quiz which earned the top scorer a special hamper of goodies. Several pupils from year 10 also supported Summer School. The pupils were a credit to their year group and their school, helping out with presentations, supporting students and preparing refreshments on a daily basis.

Several visitors came into the academy across the week to share their knowledge. This was a great opportunity for various charities to promote their work. St. Catherine's hospice worked with the pupils in two smaller cohorts, icing gingerbread biscuits and learning about resuscitation and PPE. The Guide Dogs for the Blind charity celebrated the work of the dogs and their handlers, with an appearance from Annie, one of the trainee dogs in the Leyland area. We also had a visit from the author, Nathan Parker. He had written a couple of novels

based on his growing up experiences in Blackpool. Nathan gave a motivational talk on the reasons for writing his stories, how to reach goals and ways to write for a specific audience. Lisa Halpin from Leyland library also visited Summer School. Lisa met with all groups, and she delivered sessions highlighting the services that Leyland library offered. Pupils really appreciated her knowledgeable delivery, and many youngsters intended to join the library as a result.

Summer School produced an informative daily newsletter. This celebrated the work of the pupils and encouraged youngsters to remain fully aware of events for the following day.

### Mathematics

The following topics were taught across the week: mental maths strategies, highest common factors, lowest common multiples, square numbers and square number roots. Pupils also studied the following: ratio and proportion, rounding whole numbers and negative numbers. Further enrichment covered the following themes: calculating percentages, using brackets, comparing decimals and rounding decimals, simplifying fractions, adding and subtracting fractions. A bespoke booklet supported the pupils in their learning across the week. Specific PowerPoints were crafted to enable pupil understanding.

### English

The curriculum for Summer School prioritised improving breadth of precise vocabulary choices (thesaurus work) to aid descriptive writing, to include: baseline writing in response to stimulus, word clouds activity with thesauruses, expanded similes leading to re-draft. It also promoted reading for meaning. The extended aim of the curriculum was to develop inference and deduction skills, to include: news prompt comprehension, inferring meaning from texts and evaluating, and explaining reading responses using structured clauses. Pupils developed analysis of the effect of a writer's language choices on the reader, to include: 'Baskervilles' extract reading /comprehension and analysis of effect of words and phrases. Pupils responded creatively to the text, emulating the author's style, language and technique, and pupils used sentence structure to develop descriptive writing. This included: expanding noun phrases, balloon pop clauses and summative writing in response to stimulus. A special prize was given for the best piece of work produced.

### History

The Battle of Hastings was thoroughly researched and facts were shared. Pupils were given a comprehensive introduction to the contenders to the throne. Students also received teaching around the exploration of the problems that the new king faced. Students looked at life after the battle using a present-day historian perspective. There was a detailed examination of historical sources, and the pupils made their own Bayeaux Tapestry. PowerPoints were employed to ensure good knowledge acquisition.

### Geography

Pupils became skilled in the understanding of how continents and oceans are mapped. There was an extensive study of grid references and some interesting follow-up work. The Ecosystem was studied fully, with a number of characteristics considered. Protecting the rainforest was of major interest to the students, alongside a detailed and interesting study of

Fairtrade. A number of resources were employed to enable a good understanding of the above themes.

### Art

Pupils were given a comprehensive introduction to Zentangle, doodle art and Jon Burgerman. Lessons across the week were focused on the following: exploring cartoon drawings, commercial art and looking at creative and contemporary drawing methods. Key tasks included: research skills and line drawing for effect; pupils discussed similar styles of art. Students were able to respond to the work of the artist. Creative thinking and spontaneous drawing methods were considered, and pupils created their own Burgerman-styled drawings for display.

### Sport and teams

PE lessons introduced the best practice in the game of rounders. Sessions covered the correct stance for each position, and pupils learnt how to hit, and throw the ball as successfully as possible. Pupils were taught how to throw and catch in a game of rounders (both require strong hand-eye coordination) as well as covering four very important positions in a game of rounders: batting, bowling, the backstop and the bases. Lessons encouraged all students to use both underarm and over arm throws depending on game situations. Pupils were also taught to understand the role of fielder. Pupils were able to understand what makes a legal ball and penalties for persistent no balls. The curriculum also looked at tactics to make winning possible, to include: the backstop throwing the ball straight back to the bowler for tactical reasons; throwing the ball to second base if the student knows the batter is usually an efficient runner; throwing the ball to fourth base once the batter has passed the third base, and considering where to place fielders when teams are fewer than nine in number. The delivery also covered sprinting advice since pupils have to run efficiently between posts to score points.

Summer School culminated in a final celebration on the last day where all pupils and staff members enjoyed a visit from the ice-cream van, contributed positively to a fun game of rounders and completed a fun-based competition. This final challenge reflected on all that had happened across what hopefully will be remembered as a happy and productive start to secondary school.

Mrs Gardner  
(Coordinator)

## Financials for summer school

Allocated places :	84 pupils
Pupils attended :	74 pupils (of which 16 were Pupil Premium)
Daily attendance :	Day 1 – 69
	Day 2 – 72
	Day 3 – 74
	Day 4 – 72
	Day 5 – 74

Department of Education allowance on initial booked pupils:	£25074.00
Revised minimum claim daily allowanace at £59.70 per pupil attended :	£22089.00
Amount claimed by the academy :	£21072.56

Breakdown of costs :	Staff salary costs	£13040.41
	Catering	£388.50
	Teaching resources / activities	£7643.65
	TOTAL	£21072.56