



St Joseph's Catholic Primary School Catch-Up Strategy 2020-2021

Lower Phase

Reception

The children starting in Reception in September will have been out of pre-school settings for 6 months and were unable to take part in the usual range of transitional events at the end of the summer term.

We will use an extended settling in period to re-introduce the children to our school setting so that the children and parents feel confident and comfortable about being in school.

Personal, Social and Emotional Development (PSED)

This will be an area of significant importance. Many of the children will have been without interaction with other children for a number of months, and even those in our Nursery will have spent a number of months at home with their family, and minimal contact with many other people. Key activities in the autumn term will be:

- Small group circle time, getting to know each other
- Small group game playing
- Getting to know each other and our family activities
- Getting to know the different areas of the classroom and outside area and the opportunities to play in each one
- Staff encouraging the children to play and interact with each other as many will have only had adult interactions recently

We aim to develop routines and boundaries quickly so the children understand what happens when, and are clear about the expectations of being in our Catholic school.

Communication and Language

Many of our children live in homes where English is not their first language and therefore will have had very limited exposure to the English language for six months. It will be important that we provide a range of activities to develop their confidence in spoken language and focus on developing their vocabulary.

If need be, children can work with a speech and language therapist to monitor the children's language skills and ensure that activities enable them to practice and extend these skills daily.

Reading

We will focus on developing an early love of reading through:

- Encouraging the children to look at books in the reading area, and in other areas of our learning environments
- Staff sharing stories with the children regularly
- Using well known stories and rhymes and encouraging the children to join in with the repetitions

Phonics

For the autumn term, the focus will be on Phase 1 initially, as much of this will have been missed due to children not attending Nursery since March.

Activities will include:

- Listening for sounds in the environment
- Making sounds with the body and other objects
- Rhythm and rhyme activities
- Introduction of Phase 2 initial sounds

Fine and Gross Motor Skills

Having missed several months of Nursery, the children will be provided with plenty of opportunities to develop and practise their fine and gross motor skills including:

- Threading
- Tweezer work
- Pattern tracing in sand, foam and on paper
- Activities to develop pincer grip and pencil control
- Running
- Climbing
- Physical exercise

Basic Maths

- Number songs and games
- Counting games
- Memory games

Year 1

Year 1 teachers will use the end of year Reception data, hand-over notes and early assessments to make judgements about starting points for their children, particularly around the phonic knowledge, reading, early writing and maths skills. It may be necessary to use some EYFS intervention programmes and strategies for individual children to ensure they are ready for Year 1 work.

The staff will assess the spelling and reading of Year 1 High Frequency Words (HFW) during the autumn term to help inform intervention groups.

All children will complete an independent writing task which will be assessed against prior moderated work from previous years to provide a baseline.

Some form of comprehension tasks will take place weekly, starting with basic retrieval and building up to inference-based questions.

Maths will need to include Year 1 objectives at least for the autumn term, and then be re-assessed for the spring term.

A strong focus on counting in 2s,5s and 10s.

Children will need to work on number bonds/ times tables and other basic maths tasks.

Middle Phase

Year 2

In Year 2, class teachers and support staff will use short assessment type activities to assess the abilities of the children and use this information to identify and address any gaps in learning across phonics, reading, writing and maths. Gaps in social skills will also be addressed.

Children who did not take the Year 1 Phonics test will take it in the autumn term.

Staff will assess the spelling and reading of HFW during the autumn term to help inform intervention groups.

Carry out reading and comprehension tests as a baseline assessment.

The children will complete an independent writing task which will be assessed against prior moderated work from previous years to provide a baseline so that progress can be determined and interventions put in place if need be.

Comprehension tasks will take place regularly to help with the children's understanding of what has been read.

Maths will need to include some Year 1 objectives at least for the autumn term, and then be re-assessed for the spring term.

Children will need to work on number bonds/ times tables and other basic maths tasks.

Year 3

In Year 3, class teachers and support staff will use short assessment type activities to assess the abilities of the children and use this information to identify and address

any gaps in learning across phonics, reading, writing and maths. Gaps in social skills will also be addressed.

Year 3 adults will assess the phonics skills of those children who did not pass the screening at the end of Year 1 and should have repeated the test in June 2020 but did not do so. Where necessary an intervention to close these gaps will be provided.

Staff will assess the spelling and reading of HFW during the autumn term to help inform intervention groups.

Carry out reading and comprehension tests as a baseline assessment.

Independent writing tasks will be assessed to provide a baseline so that progress can be determined and interventions put in place if need be.

Comprehension tasks will take place regularly to help with the children's understanding of what has been read and intervention groups created.

Maths will need to include some Year 2 objectives at least for the autumn term, and then be re-assessed for the spring term.

Upper Phase

Year 4, 5 and 6

Work scrutiny, pre-tests and quiz style activities will be used to assess the children's knowledge and understanding during autumn term. The main emphasis will be on Reading, Writing and Maths which may take up some extra teaching time, however we will continue to teach our whole curriculum offer.

Through all foundation subjects the children will be exposed to reading material and opportunities for extended writing will be provided to give additional practice of writing skills learnt, as well as enable children to develop fluency and stamina.

Carry out reading and comprehension tests as a baseline assessment.

All children will complete independent writing tasks which will be assessed against previously moderated work to provide a baseline.

In Year 5, the children will undertake the Year 4 times tables test to identify needs.

Four Rules of Number will be addressed in the autumn term.

Weekly Times Tables challenges will take place.

Catch-Up Funding

In addition to the above measures for all children, the school will also plan supplementary Catch-Up sessions using the money provided by the government Catch-Up funding scheme.

Supply cover will be used to either cover class teachers whilst they take children for their catch-up sessions or known supply teachers will be used to teach the catch-up programme.

Our principles for this work will be:

- All activities will be intense and time limited
- All activities will focus on key knowledge and concepts
- All activities will be targeted to fill specific gaps
- All activities will be regularly and closely monitored to evaluate impact
- Activities may be individual or in small groups

Senior leaders and class teachers will work closely together to consider:

- How to identify the children with the biggest gaps in learning? This may include the children who did not engage well with learning during lockdown, the children with limited access to technology at home, vulnerable children or children with EHCPs
- How to identify what the gaps are? Not the gaps which are common to all children and can be addressed through quality first teaching in the classroom.
- Which children are unlikely to be able to catch up in the pre-taught/consolidation lessons provided for all children?
- Who will be the best person to provide the catch-up sessions?
- What intervention programme will be used (if any) or will the programme be tailor made for individual groups of children?
- How frequently will children attend catch-up sessions?

Constant monitoring will be required to identify children who have 'caught up' and children who need input in other areas.