



KS4 Catch-up Plan – English & Literacy

Issues identified from September 2021 as barriers to learning e.g. curriculum gaps / literacy / attendance / wellbeing
Lack of exams skills and experience. Gaps in knowledge are evident in English and skills are rusty. Students lack confidence.
Poor grasp of content in what should be secure areas.
Weaker literacy, reading and comprehension skills than there should be at this point.
Variable gaps in curriculum knowledge - having 'done it' via distance learning is not the same as having 'learned it' . Many students have not engaged in any learning when not in school. Gaps evident in English include vocabulary, techniques and extended writing.
Wellbeing and mental health concerns - particularly Year 11 - connected to pressure and being overwhelmed.

Teaching & Whole School Strategies

Actions	Impact
Strategic timetabling of Teaching Assistants to ensure the right staff are supporting the right students.	Students receive high quality, targeted teaching and support, with experienced teachers and TA's.
Develop opportunities for 1:1 literacy support for students identified as requiring it. Use targeted TA support for 1:1 interventions and record progress.	Reading comprehension ages will improve and students become more confident and competent readers.
Update subscription to Literacy Assessment on line to assess reading and spelling ages of all students.	Reading materials can be targeted appropriately and students stretched and challenged according to individual need.
Purchase Dyslexia and Dyscalculia screening tools from GL Assessment	Identify indicators of specific learning needs and plan teaching accordingly. Students who require further diagnosis to be signposted for additional support.
Purchase age appropriate reading books for targeted 1:1 sessions.	Students with lower reading ages will be encouraged to read age appropriate material with support.
Introduction of Whole school reading programme for tutor time.	All students can access ambitious and appropriately pitched texts in tutor time. The exposure to a high number of tier 1 and 2 words will support students' understanding and ability to learn more effectively across the curriculum and will encourage them to become more fluent readers.
Revision guides for GCSE English Language and Functional Skills to be purchased for students.	Students have access to high quality revision materials to support with preparation for exams and to assist with knowledge gaps.
Focus on Rosenshine strategies	Retrieval practice in particular to ensure that knowledge is reviewed to ensure it sticks with students.
SEND Interventions for literacy to be collated and shared with all teaching staff	Differentiation can be planned for effectively and all students enabled to maximise their potential.

Targeted Strategies	
Action	Impact
LA online reading tests (start and end of the academic year for all) Utilise the National Phonics Tests for identified students following baseline reading and spelling assessments.	Reading Test will identify students' current reading age and provide support on how best to improve this. Catch up and intervention will focus on reading age support. The end of academic year test will provide an impact report and view improvements made and next steps.
1:1 reading interventions	Focusing on students with significantly low reading ages for regular intervention.
Targeted Homework Strategy	Focused approach to homework to support literacy. To be set regularly to support catch up with a focus upon reading.
Functional English skills qualifications to be provided for targeted students.	All Students are able to access a formal English qualification. SEND focus for Functional Skills.
Creation of a library to facilitate reading lessons, and also to ensure a love of reading and access to books for all students. To include new reading books, magazines and newspapers.	Ensures all students access books to read for pleasure. Students are exposed to new words and ideas and staff can ensure they are accessing challenging material and point them in the right direction.
Provide twilight revision opportunities for exam practice in spring term.	Enable students to raise aspirations.
Regular communication with parents regarding progress and support for learning at home.	Involve parents in learning opportunities at home with students and ensure that they are aware of the teaching and learning focus in order to support their child.
Stretch and challenge opportunities for all students to raise aspirations with additional focus upon higher achievers to be targeted by the specialist teacher.	Raise aspirations and achievement for all.