

# Year 7 Catch up - Numeracy and Literacy Intervention PLAN 2020-21



ST JOHN FISHER CATHOLIC HIGH SCHOOL

**Vision:** Learning Together as a Community in Christ

**Year 7 Numeracy and Literacy Plan 2020-21 Strategic Priorities**

| Objective   | Lead                         | Key Actions to be undertaken  | When              | Success Criteria  | Monitoring & Evaluation |  |
|---|------------------------------|---|-------------------|---|-------------------------|--|
|   |                              |   |                   |   | Who                     | When/How   |
| <b>What do you want to improve?</b><br>Lit level<br>Numeracy levels |                              | What will you do to help improve the outcome or meet the objective?<br>Targeted intervention for pupils using age and ability programmes<br>Soundwrite, Word shark, and IDL                       |                   | Pupil progress data   | R.Cropper               | Ongoing assessment with final data July 2021             |
| <b>In class / Registration literacy intervention</b>                | KS3 TA's and Rosella Cropper | Ticking Texts: 5 – 10 minutes either in Lesson or in registration for 25+ selected students who scored below 84 in CATS or have previously received literacy intervention. Students are in KS3.   | 3 times per week  | To develop reading and comprehension levels.  | R.Cropper               | Assessed in November and June via YARC.                  |
| <b>In class / Registration numeracy intervention</b>                | KS3 TA's                     | Maths Mats: 5 – 10 minutes either in Lesson or in registration for several targeted students who scored below 84 in CATS or have previously received Maths Recovery support. Students are in KS3. | 3 times per week  | To develop numeracy skills and aim to move from concrete towards abstract thinking. | R.Cropper               | Reference to the age-related progression chart.          |
| <b>Session - Literacy</b>   | Carol Giddings               | Ticking Texts: Withdrawal session Monday's Period 2 with 10 targeted students who scored below 84 but were borderline to being within target in CATS. Students are in KS3.                        | 1 hour weekly     | To develop reading and comprehension levels.  | R.Cropper               | Assessed in November and June via YARC.                  |
| <b>Session - Literacy</b>   | Rosella Cropper              | IDL: Withdrawal session weekly with 5 targeted students who scored below 84 in CATS and are also in the Route 627 group.  | 20-30 mins weekly | To develop overall literacy levels.   | R.Cropper               | Assessed in September and June via IDL tests and Salford |

**Commented [A1]:** What objectives need to be fully met to meet this priority?

**Commented [A2]:** Who in your department (and remember it does not have to be the HOD!), is responsible to lead on this objective?

**Commented [A3]:** What are the main, key actions needed to ensure this objective is met? Which of these objectives need to be closely tracked and monitored?

**Commented [A4]:** What is the timescale for the key actions to be completed? You will be asked for an update in your LMM and QA meetings. Those on thematic TLR (literacy, numeracy. HAP., SMSC, Careers, will be asked to provide a report to governors)

**Commented [A5]:** What will success look like? What can you measure to monitor and evaluate the improvement and impact of this objective?

**Commented [A6]:** Who in your department is responsible for monitoring and evaluating progress against the success criteria?

**Commented [A7]:** When (QA meet, LMM meet, Dept, meeting??) and in what form (written report, quantitative analysis, presentation etc???) should the impact be monitored?

|                             |                                   |  |                           |  |           |   |
|-----------------------------|-----------------------------------|--|---------------------------|--|-----------|---|
|                             |                                   |  |                           |  |           | Sentence tests  |
| <b>Session - Literacy</b>   | Rosella Cropper                   | Lucid Comprehension Booster: Withdrawal session weekly with 5 targeted students who scored below 84 in CATS and are also in the Route 627 group. | 20-30 mins weekly         | To develop reading and comprehension levels. | R.Cropper | Assessed in September and June via IDL tests and Salford Sentence tests |
| <b>Session - Numeracy</b>   | Rosella Cropper                   | Maths Recovery: 1-1 Withdrawal session weekly with 4 targeted students who scored below 84 in CATS and are also in the Route 627 group.          | 2 x 20-30 mins weekly     | To develop overall numeracy levels.          | R.Cropper | Assessed in September and June via Maths Recovery interviews            |
| <b>Form Time - literacy</b> | Rosella Cropper and Andrea Taylor | Group reading of an Accelerated Reader text appropriate to the 2 group levels.   | 15 min Weekly (Thursday)  | To support whole school literacy programme   | R.Cropper | Accelerated Reader test as each book is completed.                      |
| <b>Form Time - Numeracy</b> | Rosella Cropper and Andrea Taylor | Differentiated Numeracy supporting coordinating with Numeracy Ninja whole school programme.  | 15 min Weekly (Wednesday) | To support whole school numeracy programme   | R.Cropper | On going monitoring – form tutors informed of scores attained.          |