

APPLICATION OF CORONAVIRUS CATCH UP PREMIUM AT HINCKLEY ACADEMY AND JOHN CLEVELAND SIXTH FORM CENTRE

<p>Thinking Reading :</p>	<p>An intervention designed by linguists which forensically assesses the precise sounds and spellings a student knows or lacks – and teaches those they lack in a repetitive way which first builds accuracy and understanding, then fluency and speed.</p> <p>It also focuses on word, sentence and text reading, building vocabulary, comprehension and inference through a range of short fiction and non-fiction texts.</p> <p>It is designed for those with the largest reading age gaps and in a matter of months, can turn an illiterate individual into someone who is able to read and soon, can read at or beyond their chronological age. The intervention ends when the student has reached chronological reading age and therefore “caught up”.</p> <p>Repeated assessments each year have demonstrated that students who have made this progress using Thinking Reading maintain the gains – remaining at chronological reading age for the rest of their time at school, long after they “graduated” the Thinking Reading program.</p>
<p>Reading Eggpress :</p>	<ul style="list-style-type: none"> □ Reading Eggspress is an online reading/comprehension programme which provides lessons and materials for those with a reading age of 6/7 up to about 13/14. □ The students can learn through: <ol style="list-style-type: none"> 1. English Skills - short lessons that teach either a spelling or a grammar aspect through video, short practice games, and a quiz. 2. Stadium - play others at drills and skills such as spellings 3. Lessons – can be set by the teacher or students work through the lessons from their own starting point in a linear fashion. 4. Library – again, either the teacher can set a library book (comes with short lessons and comp question at the end of each section or chapter1) or the student can peruse the collection and select their own. They can review their progress against personal targets in 5. Targets. Not learning but boosting intrinsic motivation through reward and play. Students can spend their golden eggs in the Mall, collect their rewards such as clothes or pets or furniture in their Apartment and their certificates, trophies and playing cards (like Top Trumps) in the Trophy Room. □ There are teaching resources in the Teacher Toolkit to help with phonics, spelling, reading skills, vocabulary, grammar, model texts to support writing and more. □ Data from a Year 7 at BH : he started on the programme about 3 weeks ago, has read 5K+ words in under a month (5K+) and has a lexile growth of 270 (this equates to over 18 months improvement gain in reading capacity).
<p>PASS testing</p>	<p>What does PASS do? Uncovers emotional or attitudinal problems (such as low self-regard or attitudes to attendance) likely to hinder achievement at school.</p> <p>What does PASS tell you? Where there are potential, or actual, risks of disengagement in children, graded according to a simple traffic light system, and measured against national benchmarks. Green, yellow, amber and red flags provide an instant visual indication of problems and their severity.</p> <p>How do I use PASS? It’s a short self-evaluation digital survey which takes just 20 minutes. Pupils are asked to respond to a series of statements about learning and school,</p>

	<p>corresponding to these nine standardised factors proven to be significantly linked to educational goals:</p> <table border="1" data-bbox="379 159 1501 1272"> <thead> <tr> <th data-bbox="379 159 660 219">Attitudinal factor</th> <th data-bbox="660 159 1501 219">What it measures</th> </tr> </thead> <tbody> <tr> <td data-bbox="379 219 660 309">1. Feelings about school</td> <td data-bbox="660 219 1501 309">Explores whether a pupil feels secure, confident and included in their learning community.</td> </tr> <tr> <td data-bbox="379 309 660 405">2. Perceived learning capability</td> <td data-bbox="660 309 1501 405">Offers an insight into a pupil's level of self-respect, determination and openness to learning.</td> </tr> <tr> <td data-bbox="379 405 660 533">3. Self-regard</td> <td data-bbox="660 405 1501 533">Equivalent to self-worth, this measure is focused specifically on self-awareness as a learner, highlighting levels of motivation and determination.</td> </tr> <tr> <td data-bbox="379 533 660 667">4. Preparedness for learning</td> <td data-bbox="660 533 1501 667">This measure covers areas such as study skills, attentiveness and concentration, looking at the pupil's determination and openness to learning.</td> </tr> <tr> <td data-bbox="379 667 660 792">5. Attitudes to teachers</td> <td data-bbox="660 667 1501 792">This measures a young person's perceptions of the relationships they have with the adults in school. A low score can flag a lack of respect.</td> </tr> <tr> <td data-bbox="379 792 660 920">6. General work ethic</td> <td data-bbox="660 792 1501 920">Highlights the pupil's aspirations and motivation to succeed in life, this measure focuses on purpose and direction, not just at school, but beyond.</td> </tr> <tr> <td data-bbox="379 920 660 1016">7. Confidence in learning</td> <td data-bbox="660 920 1501 1016">Identifies a pupil's ability to think independently and to persevere when faced with a challenge.</td> </tr> <tr> <td data-bbox="379 1016 660 1144">8. Attitudes to attendance</td> <td data-bbox="660 1016 1501 1144">Correlating very highly with actual attendance 12 months later, this measure enables teachers to intercede earlier with strategies to reduce the likelihood of truancy.</td> </tr> <tr> <td data-bbox="379 1144 660 1272">9. Response to curriculum demands</td> <td data-bbox="660 1144 1501 1272">This measure focuses more narrowly on school-based motivation to undertake and complete curriculum-based tasks, highlighting the pupil's approach to communication and collaboration.</td> </tr> </tbody> </table>	Attitudinal factor	What it measures	1. Feelings about school	Explores whether a pupil feels secure, confident and included in their learning community.	2. Perceived learning capability	Offers an insight into a pupil's level of self-respect, determination and openness to learning.	3. Self-regard	Equivalent to self-worth, this measure is focused specifically on self-awareness as a learner, highlighting levels of motivation and determination.	4. Preparedness for learning	This measure covers areas such as study skills, attentiveness and concentration, looking at the pupil's determination and openness to learning.	5. Attitudes to teachers	This measures a young person's perceptions of the relationships they have with the adults in school. A low score can flag a lack of respect.	6. General work ethic	Highlights the pupil's aspirations and motivation to succeed in life, this measure focuses on purpose and direction, not just at school, but beyond.	7. Confidence in learning	Identifies a pupil's ability to think independently and to persevere when faced with a challenge.	8. Attitudes to attendance	Correlating very highly with actual attendance 12 months later, this measure enables teachers to intercede earlier with strategies to reduce the likelihood of truancy.	9. Response to curriculum demands	This measure focuses more narrowly on school-based motivation to undertake and complete curriculum-based tasks, highlighting the pupil's approach to communication and collaboration.
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Reading Inference	<p>Reading Inference training demonstrates key comprehension strategies through “instructional conversations” in groups to help boost reading comprehension. Through reading and interactive discussions, the group:</p> <ul style="list-style-type: none"> • Activate and apply prior knowledge to their reading and use title cues to predict • Identify key words and elaborate on them to enhance meaning, and develop vocabulary • Generate their own questions and answer them • Generate inferences and integrate meaning as they read to build a gist • Summarise a short text extract using visualisation, quick pictures, picto-words and a 10 word or less headline • Retell an extract to emphasise the gist <p>Inference training offers significant gains for pupils with weak comprehension skills. Research in mainstream primary and secondary schools, unit and specialist provisions and special schools over a three year period indicates that students made at least 12 months progress in 12 weeks, and autistic students increased their reading age by an average of 25.5 months.</p>																				
Fresh Start	Phonics reading programme implemented with considerable success in other trust schools																				

<p>Nessy Reading and Spelling programme</p>	<ul style="list-style-type: none"> □ Assessment Tools: Students begin by taking the Nessy Challenge to establish their baseline reading and spelling ability. The program then automatically assigns personalised reading and spelling targets. □ Reporting: Reporting delivers performance data and analysis in a simple to understand format, and colour-coding allows teachers to immediately identify and target areas of individual difficulty. What's more, the initial evaluation helps to create a baseline score upon which progress is measured. □ Individualised Approach: Working independently, students' progress through a series of strategy videos, games and worksheets to complete their personal targets. □ Rewards: Student progress is rewarded by completing fun game-like activities that then unlock new games, characters and magical worlds. □ Development: After completing initial targets, students are reassessed, and new targets are set. Students continue working through the ten islands rapidly developing essential reading and spelling skills, whilst having fun! □ Strategies: Within the animations, Nessy embeds memory strategies that help students encode important rules.
<p>Times Table Rockstars :</p>	<p>Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice. Each week concentrates on a different times table, with a recommended consolidation week for rehearsing the tables that have recently been practised every third week or so.</p> <p>This format has very successfully boosted times tables recall speed for hundreds of thousands of pupils over the last 8 years in over 14,000 schools - both primary and secondary - worldwide.</p>

