



Bagthorpe Primary School

Covid Catch Up Evaluation 2021

September 2021

Covid Catch-Up Evaluation – June 2021

The summary below, is based on individual feedback from all teaching staff, which was of a high quality, being both detailed and specific. We have tried to capture the main points conveyed, under subheadings and have used all of the information received, to form recommendations for the next phase of catch up, in the forthcoming academic year.

Small Groups

All teachers recognised the benefit of the small groups offering more opportunity for focus and attention on individual children. Children are more confident and willing to answer questions and teachers can probe more. Children enjoy the groups and are feeling a sense of achievement.

Teamwork

Teachers commented on the positive aspects of teaching other year groups, planning collegiately, and rotating teachers and input in a cycle.

Group Organisation

Whilst staff enjoyed teaching children from other classes, they also recognised the drawbacks of not being able to join together, for example, not being able to link the learning with the ongoing learning in the main class.

Quality of Teaching

There was some variation in the quality of teaching across the adults, which impacted outcomes and progress and it was recognised that well-paced, quality first teaching needs to be evident in every group, so that the teacher does not have to rectify issues.

In response to this, one colleague reflected that next time, they would teach their class but have the other two staff in to work with groups after the main delivery.

Classroom management around transitions and resources having a negative impact was mentioned, as was some children's reticence when working with a teacher with whom they were less familiar.

Focus

Staff valued the opportunity to focus exclusively on writing and on finding creative ways to deliver these skills. Some staff said they felt that the quality of the writing in the groups they had taught has improved and that the amount of time allocated for catch-up has worked well. One teacher commented, "It feels like we have been able to cover a lot and the children have enjoyed the more targeted work."

Differentiation

This area received the most significant comment. As a whole, teachers were overwhelmingly positive as to the benefits achieved

Recognised the benefit of working more slowly with the lower attainers and also pushing the higher attainers. A colleague noted the potential impact on children's self-esteem children due to being ability grouped. Staff enjoyed the variety of teaching different ability levels

Some comments from staff:

- *Specific learning objectives can be focused upon for these children rather than repeating or dealing with ones that are too difficult. This is especially good with the low attainers, as we have been able to focus on phonics, which otherwise would have been difficult to deliver.*

- *It highlighted really quickly which children tended to coast in writing and so it has helped me push those children more and get them to give me more ideas both in catch up lessons and in class. As a result, they are engaging more in discussions and input because they are aware they can't coast.*
- *The size of the phonics groups meant the lower attainers could move at a slower pace, really ensuring we captured their interest and held engagement so they remembered more. Higher attainers were able to be pushed and moved on more effectively.*
- *Some of the groups have produced very good writing in fiction, which they struggle more with in a large class - and I feel that their work would have made less sense if taught in the whole class situation.*
- *Found it hard to get the lower ability to generate ideas normally because they use a lot of input from the EXP and GDS children so maybe mixing up the ability of the groups for some of the cycles but not all.*
- *Being able to split the children into groups of 10 and based on their ability. Particularly liked being able to split the GDS children into their own group and really being able to really push them and focus with them on what a GDS writer looks like.*

Next Level Sport and organisational approach

- *Morning sessions meant they could focus well and at the beginning/middle of the week when they weren't tired.*
- *Having quality provision while delivering the catch-up sessions, so that there are no worries about planning for the rest of the children.*
- *I felt PE was a great alternative session for those not with an adult doing a directed task as all children have come on with their coordination and core strength. Having the use of the hall for PE has been a struggle this year with the lunch times being different for KS2 so a morning slot where they were introduced to floor work (dance and gymnastics) was great for new skills.*
- *The length of time and consecutive days - I really felt this had a great impact. I would rather more over a shorter period of time so the children can work and focus on a specific key skill than spread it over time as I don't think that is as effective for little ones.*
- *Would be better if the learning is not disrupted - we have missed a bank holiday and two sports days already. Children struggle to remember from week to week, and when weeks are missed, this makes it even more difficult - it would be better to do less weeks with more intense support.*
- *Sometimes due to timings the one group of children got a little less time than their counterpart.*
- *There were some organisational/time/space challenges with YR/1/2. Working with three cohorts of 15 is challenging. More careful planning on how the timing is structured would be beneficial if we were able to do this again. (The organisation was both fine-tuned and ambitious!)*