



Catch Up Policy

Successful – Confident – Responsible

ACER ACADEMY MISSION STATEMENT

To be inclusive

To provide nurturing/caring environments.

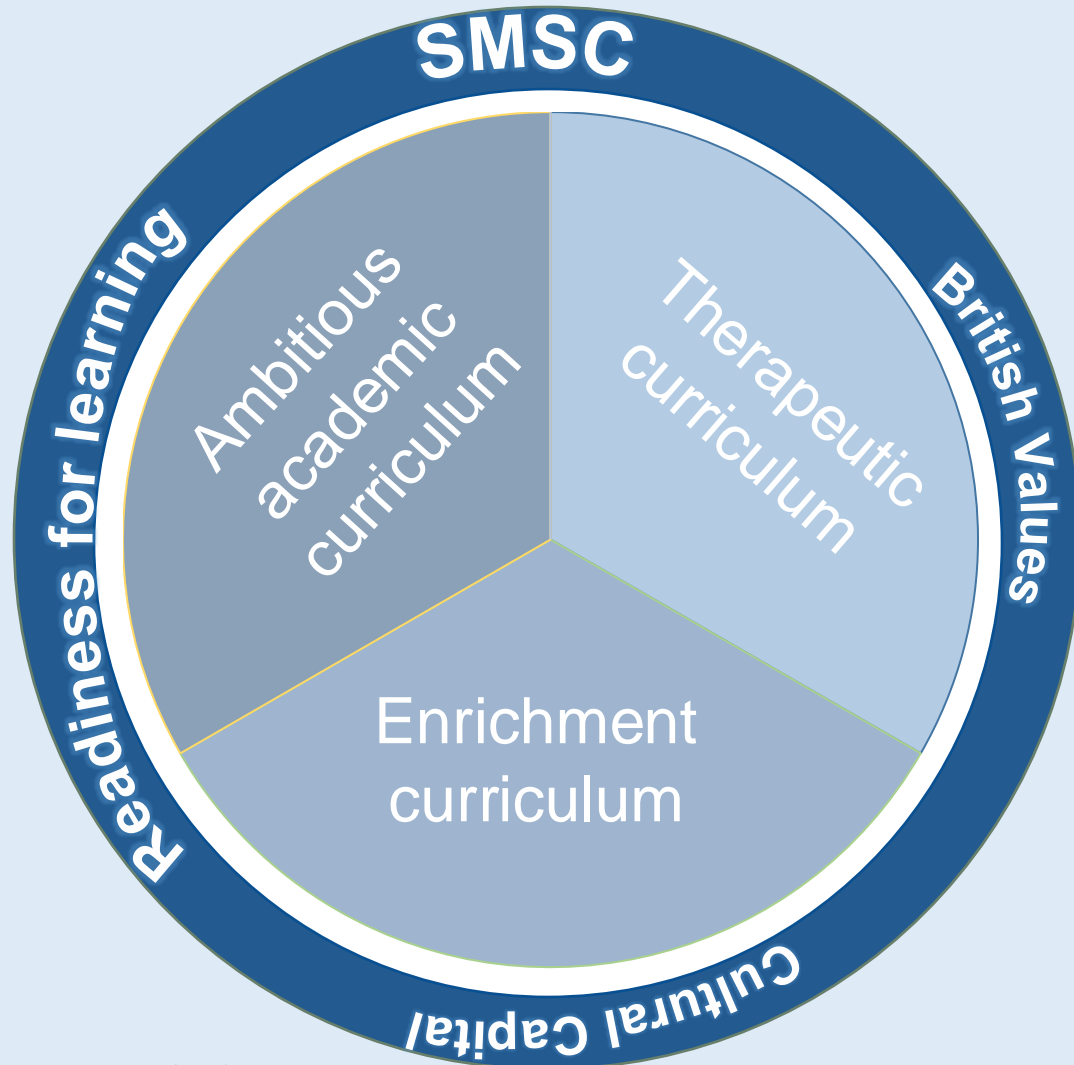
For children to feel safe.

To work with integrity and a strong moral compass.

To have the highest expectations and standards.

Policy developed by:	
Policy to be reviewed:	
Summary of changes	New policy

Main aims of the Acer curriculum



	<p>Provide an ambitious academic curriculum so that students can access a wide range of qualifications and vocational options that can support and impact on their further education and their employability.</p>
	<p>The enrichment curriculum at Acer Academy provides pupils with diverse opportunities to prepare for success in 21st-century Britain. We aim to bridge gaps with socially advantaged peers by offering experiences beyond the classroom, including inspiring visitors, assemblies, clubs, and extracurricular activities linked to subjects. These opportunities broaden horizons, develop essential skills, and foster confidence, ensuring pupils are well-equipped for life's challenges and opportunities.</p>
	<p>We offer a therapeutic curriculum to support our students' holistic development, fostering emotional well-being alongside academic progress. By integrating therapeutic approaches into our curriculum, we create a nurturing environment where students can thrive socially, emotionally, and academically.</p>
	<p>To ensure that our students are in the best position to be ready to access and participate in their academic lessons. To develop our students' cultural capital, for us this is providing students with the opportunities to experience people, places and things that contribute towards the essential knowledge that pupils need in order to be educated citizens. To promote pupils' physical health and personal development which includes the spiritual, moral, cultural, mental development of pupils at the school in order to prepare our students for the opportunities, responsibilities and experiences of later life</p>

Catch up Policy

Aims of this policy

- To identify gaps in learning and provide targeted interventions that enable pupils to make accelerated progress.
- To ensure all pupils have the opportunity to reach their potential, regardless of their starting points or circumstances.
- To design a curriculum and intervention strategy that addresses missed learning in a systematic and effective manner.
- To monitor and evaluate the impact of catch-up initiatives to ensure they are meeting pupils' needs and delivering measurable outcomes.



Phonics

Our vision for Phonics

“ As a school, we teach synthetic phonics as the most important approach to the teaching of reading. We endeavour that our pupils will work toward closing the gap between their reading age and chronological age. We want all pupils to continue their journey to read with confidence, develop a love of reading and apply their skills competently across the curriculum. ”

To support pupils to become **active** readers.

To foster practical and functional **skills for life**.

To foster in pupils the **confidence, desire and ability** to read for pleasure

To provide our students with the best opportunity for accessing all areas of curriculum content through accessed through reading.

Curriculum intent

- As a school, we teach synthetic phonics as the most important, approach to the teaching of reading. We endeavour that our pupils will work toward closing the gap between their reading age and chronological age. We want all pupils to continue their journey to read with confidence, develop a love of reading and apply their skills competently across the curriculum
- As a SEND school the starting points for our students is varied even within classes. As such we cannot define simply, the educational outcomes of all our students by cohort. This has to be individualised based on their starting points. We use historic data from our school and others in order to make predictions about progress for each student.
- **We aim to ensure that all pupils:**
 - Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
 - Read common exception words on sight
 - Understand what they read
 - Read aloud with fluency and expression
 - Spell quickly and easily by segmenting the sounds in words

Delivery Organization

Phonics provision will be organised based on the needs of pupils at any given time, ensuring flexibility to best support learning outcomes. Upon entry, all pupils will be screened to determine their initial phonics level. Any pupils requiring additional phonics support will be assigned to an appropriate group based on their specific needs. These groups may include pupils from mixed year groups but will always be organised according to their correct phonics stage.

Daily phonics sessions will be delivered in line with the Fresh Start programme. To minimise disruption to other areas of the curriculum, delivery times will follow a rotating cycle, ensuring that pupils do not miss an excessive amount of learning in any one subject. If the demand for phonics support increases to a level where it is required for the majority of pupils, these sessions will transition into timetabled lessons. This adjustment will ensure a more structured approach, reducing the impact on other areas of learning.

Implementation

- Pupils are taught to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.
- We group pupils homogeneously, according to their progress in reading, discounting chronological age.
- Teachers and TAs work with each group on a cycle so all pupils get access to teacher time.
- We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.
- Alongside this, through the curriculum and reading for pleasure, teachers regularly read a wide range of stories, poetry and non-fiction to pupils.

Implementation

- The Fresh Start approach is taught considering the 5 Ps:
- **Praise** – Children learn quickly in a positive climate.
- **Pace** – A good pace is the key to each session to ensure all children are engaged and on task.
- **Purpose** – Every part of the lesson has a specific purpose.
- **Passion** – This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!
- **Participation** – A strong feature of RWI lessons is partner work and the partners ‘teaching’ each other.

Phonics Assessment

Assessment type	When	How	How is this captured
Summative Assessment	During daily sessions	<p>Monitoring of group responses – noticing lack of response, delayed response, copied response from students.</p> <p>Individual targeted questioning</p> <p>During paired reading</p> <p>Answers to questions linked to book</p> <p>During writing and tick and fix</p> <p>Hold a sentences responses</p> <p>Recall game responses</p>	<p>On phonics assessment tracker</p> <p>* Between assessments provide feedback to phonics lead in case of concern about pupils group placement.</p>
Formative assessment	Initial baselining. Formal assessments completed 4 times per year.	Formal assessment recording sheet	Arbour Assessment system

Phonics Staff CPD Commitments

All staff CPD is logged and tracked to make sure that staff have the appropriate subject knowledge to deliver / support / promote the use of phonics in their lesson.

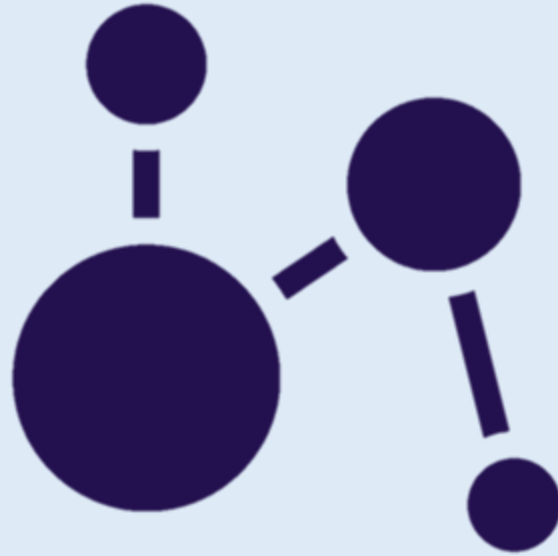
Groups	Delivery
Phonics leads	<ul style="list-style-type: none"> Full day RWI training RWI consultant days and action planning Cross school quality assurance with other phonics leads in the trust Refresher session ½ termly 1 hour meeting Sharing of targeted RWI training videos Session drop in and feedback Fortnightly catch up with SLT
Staff delivering Phonics	<ul style="list-style-type: none"> Full day RWI training Refresher session ½ termly 1 hour meeting Sharing of targeted RWI training videos Session drop in and feedback Optional word phoneme segmentation practice weekly
Staff supporting phonics deliver	<ul style="list-style-type: none"> Full day RWI training Refresher session ½ termly 1 hour meeting Sessions drop in – targeted feedback as required Optional word phoneme segmentation practice weekly
TAs & 1:1s – not directly involved in phonics delivery	<ul style="list-style-type: none"> Refresher session ½ termly 1 hour meeting Optional word phoneme segmentation practice weekly
Subject teachers - not directly involved in phonics delivery	<ul style="list-style-type: none"> 2 hours session based upon supporting students to apply their phonics in lessons across the curriculum termly 1 hour meeting Optional word phoneme segmentation practice weekly Optional support with teaching rehearsal of key vocabulary on the vocabulary board



Working with home

Phonics - Working with home

Activity	When
Formal	Read, Write, Inc information sharing afternoon Read, Write, Inc information booklets shared (Appendix) Read, Write, Inc parents videos shared (Appendix) Parents Evening feedback
Informal	Coffee mornings Open book evenings Target sounds and target words shared though phonics log (Appendix)



Other Catch Up Interventions

Catch Up Program	Identified Through	Delivery Information	Assessment timeline
Elklan	Speech & Language recommendations EHCP targets	Delivered daily in form time	
Guided reading intervention sessions	Teacher – when comprehension and fluency is not in line with curriculum standard	Three time weekly	
Catch Up Maths	Maths assessment Maths age test		
Reading Solutions – comprehension and fluency			
Bedrock – vocabulary development			
Curriculum led intervention	Teacher assessment against the curriculum identifying gaps		