

# Additional English and Maths with Study Skills

## (KS4 non-GCSE course)

Students are directed towards this course for one of three reasons:

- They need additional opportunity to master the foundation skills needed to make good progress both in English and Maths and across their curriculum. (We define good progress as better than their median PG.)
- They have additional learning needs which mean that they need more time to complete tasks and thus make less progress in lessons than their peers.
- They need to have their assessment burden reduced in order to be able to succeed in English, Maths, Science and 4 option subjects.

This course is NOT:

- Free time to complete homework -although pupils can bring homework tasks they are struggling to complete to their teachers in order to inform planning for their needs and to access some support in the fortnightly study skills session. (It is unlikely however that pupils will have the organisational skills they need to plan for this properly. It will therefore help if teachers are aware of these fortnightly sessions and suggest specific support with homework of study to the teacher)
- A formal qualification in Functional Skills- all of the pupils in these classes can access the GCSE and do not need to be prepared for an alternative qualification. Functional Skills qualifications are quite different from GCSE and the time is better spent supporting the GCSE courses. Any pupil who is unlikely to achieve a grade 1 at GCSE needs to be considered for FS entry however. This will happen through a bespoke curriculum led by Learning Support and will be extremely rare.

This course IS:

- A responsive , highly personalised series of interventions, activities and practice exercises designed to meet the gaps in English, Maths and learning skills that will hold these pupils back at KS4 if they are not addressed properly
- Planned through close collaboration between the English, Maths and Learning Support departments who will gather and create a series of specialist resources so that pupils can benefit from a customised approach to their skills gaps.

### Closing the English Skills Gap

Most pupils struggle with one or more of the following issues :

- Spelling
- Punctuation
- Limited vocabulary
- Undeveloped reading habit
- Low reading age
- Problems with handwriting
- Problems with planning

- Cultural deficit
- Difficulties with formal spoken English

Assessment for learning at the start of the course:

Ideally, the pupil's Year 9 English teacher should be able to indicate the key areas for development and even give a brief comment.

To this data we can add tracker information, the English assessment booklet, the reading conversation done by the library and any SEP in use.

The teachers plans for "mass customisation" by setting out the "menu" each pupil needs to follow. Each area e.g. spelling needs a set of resources-some of which Learning Support have already- that the pupil uses in the sessions.

Lessons should ideally be a combination of inspirational stimulus from good writing that allows for practice at GCSE style reading, analysis and then writing alongside a personalised programme of practice and interventions set out in the pupil's Advanced Organiser.

The librarians are willing to support these pupils to extend their reading habits and would be happy to develop a Newspaper Project to extend reading, encourage an understanding of journalistic writing and harness the power of applied learning around literacy.

### **Closing the Maths Skills Gap**

Most pupils struggle with one or more of the following issues:

- Number bonds
- Mental arithmetic
- Multiplication tables
- Fractions
- Decimals
- Long multiplication and division
- Percentages
- Interpreting questions and using cognitive and literacy skills to solve problems with maths

Assessment for learning at the start of the course:

Ideally, the pupil's Year 9 maths teacher should indicate the areas of concern and offer a brief comment.

To this information we can add the tracker, KS3 assessment information and any SEP.

Lessons should ideally be a combination of whole class explanation and consolidation of these foundation skills together with a personalised programme of practice and interventions set out in the pupil's Advanced Organiser.