



## **Booster Sessions and Activities at Amwell View School**

### **Intent**

Booster sessions are designed to support pupils who have been identified as high attaining, and therefore require an individualised curriculum to meet needs and support appropriate challenge and progress. Booster learning time may need to be 1:1 or where appropriate with peers of a similar ability. Sessions are planned around individual learning objectives that have been set to extend learning in a way that cannot be achieved in an SLD classroom. They also prepare pupils for a change of setting where appropriate and to provide evidence for this move.

### **Implementation**

Booster sessions and activities are taught by an experienced teacher, who is also the English Lead, and class teachers. The designated room provides a space for individual or group learning to take place with a variety of resources available. SMART board and computers are used for research and Computing activities. Group sessions provide an opportunity for verbal pupils to discuss, challenge, peer assess and share learning ideas.

The booster sessions focus on the English curriculum and objectives are formed from looking at the National Curriculum where appropriate, B squared assessment and discussions with the class teacher. The sessions focus on filling in gaps in phonics knowledge, grammar and vocabulary, expressive and receptive skills and comprehension skills. All the pupils that attend booster sessions have some early phonics knowledge that they can apply to reading on some level. The level of reading is individual to each pupil and gaps are highlighted, and then developed through booster sessions. For those pupils who are progressing and achieving objectives and levels far greater than that of their SLD peers opportunities to access mainstream assessment tools such as phonics screening and SATS exams will be provided. This information may result in an emergency EHCP being called to identify that an SLD learning environment is no longer appropriate to meet the child's needs.

Key pupils in the lower school have been identified as requiring access to an adapted version of the 'Jolly Phonics' programme to fill in gaps in their early Reading skills. Booster sessions provide pupils with access to a rigorous phonics programme which they would not have in a SLD classroom. Sessions are structured to include activities and resources that are supported by the Jolly Phonics programme. We do not follow the Phonics programme step by step, however important aspects are taken from it to fit with individual pupil need. The Jolly Phonics Programme is used to fill in those gaps and the level and appropriate activities have been identified. Class teachers have taken part in informal training on how we use Jolly Phonics with these identified pupils. They then reflect this in their classroom teaching and provide opportunities for objectives to be practiced in their English curriculum.

Readers have been highlighted by class teachers and they are taken for small group and individual reading sessions. Pupils reading levels are identified on an individual basis and texts are provided to support this. Comprehension skills are then developed through effective questioning and group discussions. Pupils learn to draw information from the text and the pictures and use it to decode what is happening and practice key skills, such as making predictions in the text and answering inferencing questions. A range of texts are provided in these sessions so pupils have access to and experience different reading



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material; such as stories, poems, rhymes and non-fiction. These pupils take books home from the sessions so they can read them with adults at home and where appropriate, can read to themselves. Parents are encouraged to share reading at home on Tapestry as an ongoing conversation with the class teacher and booster lead.

Half termly plans are written for sessions that focus on the learning intent for each individual pupil, how it is implemented in each session over the half term and then the impact is assessed through formative and summative assessment.

Covid-19 catch up premium is used to support pupils who may have significant gaps in learning due to the pandemic. These pupils have been identified and will be supported through Booster sessions and extra reading sessions. Objectives will be set to support specific learning needs across class based and specialist lessons. Previously the Literacy and Numeracy catch up premium provided school with the opportunity to identify pupils who require extra support to progress as they enter year 7. Although Covid catch up premium has allowed us as a school to look at gaps in learning across the age ranges we continue to look closely at year 7 pupils where applicable. Pupils have been identified and extra booster sessions have been put on to support progress in Reading and English. The sessions provide intensive small-group tuition in addition to classroom teaching so these pupils can reach their full potential.

### Impact

Booster sessions impact pupils by providing them with opportunities to come together with pupils of a similar ability and learn together in a different environment. It is a focussed opportunity to enhance their understanding of English vocabulary and they can learn alongside peers of a similar ability which impacts their motivation, communication skills and confidence. They develop their Phonics skills on a 1:1 basis and their Reading comprehension. Pupils have a focussed sessions to learn the skills and then consolidate it within their classroom practice.