



Quality Assurance Leadership Report

Summer School

August, 2020

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1. Executive Summary

The Chesswood Summer School ran for three-weeks in the summer holidays in 2020. Using research led methods, Chesswood leaders planned and delivered lessons targeting specific children and focused learning goals in English and Maths to accelerate progress.

Attendance was overwhelmingly positive – 67 children attended fully (46) or mostly (21) out of 77.

Teacher, parent and pupil feedback was very positive for the learning and wellbeing benefit of attending Summer School 2020.

Further investigation is needed to track academic performance through the 2020-21 school year before judging academic impact.

2. Aims and Objectives

2.1. *Rationale for QA:*

The Chesswood Summer School aimed to target focused learning goals in English and Maths to engage children and accelerate progress. It was an intervention that was created to address the needs of children who had been affected most by the COVID-19 lockdown between March and July, 2020.

Using Teach First research on summer schools by the Education Endowment Fund (EEF) and government catch-up funding, Chesswood leaders (led by Zoe Monger and Jo Peace) planned and delivered a three-week programme of study for priority children.

Priority children: Children who are accessing or weak meeting who would be prepared to engage with the taught content and complete the interim home learning tasks independently on the days they are not in school. Children will attend every week but on alternate days.

2.2. Expectations:

Area	Expectations	How will we know?
Quality and Quantity	<p>High-quality learning in English and maths provided to children who are accessing or weak meeting who would be prepared to engage with the taught content and complete the interim home learning tasks independently on the days they are not in school.</p> <p>Session Timetable</p> <ul style="list-style-type: none"> • 8.50 for 9am start • 9am – 9.15 written methods/times table practice • 9.15 - 10.00 – Maths • 10.00 – 10.15 – Turbo maths • 10.15 – 10.30 – Team Building Activity • 10.30 – 10.50 Spelling – recap strategies (metacognition) and spelling rules/common exception words • 10.50 – 11.40 – Grammar input and rehearsal through short burst writing • 11.40 – 12.00 – Reading activity • 12.00 – Finish • Reading – Summer school daily reading booklet – children to complete this every weekday of the 3-week summer school period. 	<ul style="list-style-type: none"> • Year Leaders identified target children and invited them to the Summer School. • Planning produced by Chesswood Year Leaders to ensure high-quality. • High-quality teaching provided by qualified Chesswood teachers. • Registers taken every day. • Homework expected by the teachers.

Chesswood Junior School

Summer School 2020

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| | <ul style="list-style-type: none">• Spelling Programme – combination of spelling patterns and rules. A programme may include use of segmenting and GPC (grapheme phoneme correspondence) to support learning, adding suffixes and prefixes, doubling,• Reading Activity – teach the 6 skills of VIPERS (Vocabulary, Inference, Prediction Explanation, Retrieval, Sequence or Summarise. Introduce inference) over the 6 sessions.• Children are expected to attend every week but on alternate days.• Homework – for the 2 non-contact days children will be set a 30-minute maths task, a 30-minute writing/spelling task and a 30 minutes reading task. Children will hand this into their teacher when they are back in school for their next session.• Capacity: 3 classes (current year 3, 4 and 5) of maximum 18 children, to be housed on the ground floor of the new building, three teachers and one-year leader. Ideally the same teacher will teach for the whole 3 weeks to enable continuity and maximise progress. Teachers will be selected based on their experience and skills set. A member of SLT to be on call. Cleaning staff needed to clean after sessions. | |
|--|---|--|

3. Outcomes

3.1. *Data*

Attendance register

Year Group	Total	Full (6/6)	Most (4/6 or 5/6)	Some (1-3 out of 6)	None (0)
Year 3	23	17	2	3	1
Year 4	24	15	6	2	1
Year 5	10	3	6	1	0
SEN Group	7	2	3	1	1
Total	77	46	21	7	3

3.2. *Graphs*


Parent feedback – 25 responses were received via Microsoft Forms from a survey sent to all parents of pupils on the register.




Chesswood Junior School

Summer School 2020

5. How would you rate the length of the time for each of the summer school sessions?

[More Details](#)


 Insights

 Shorter sessions e.g. 2 hours	1
 Same length - 3 hours	18
 Longer sessions e.g. 4+ hours	6



6. How would you rate the communication regarding the summer school?

[More Details](#)

 Insights

25

Responses

9.36

Average Number

8. How would you rate the home learning task your child needed to complete between summer school sessions?

[More Details](#)

 Insights

25

Responses

8.76

Average Number

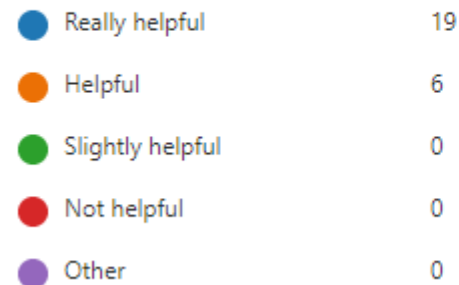
Chesswood Junior School

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10. How would you describe the academic benefits of attending the summer school?

[More Details](#)

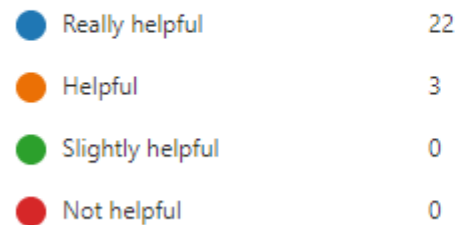
[Insights](#)



12. How would you describe the social and emotional benefits of attending summer school?

[More Details](#)

[Insights](#)



14. Child's view: How much did the summer school prepare you for coming back to school?

[More Details](#)

[Insights](#)

24


Responses

8.5

Average Number

15. Child's view: How much do you think the summer school has helped you with your learning of maths and English when you returned to class?

[More Details](#)

 Insights

25

Responses

7.64

Average Number

3.3. *Conclusion*

Teacher, parent and pupil feedback was positive for the learning and wellbeing benefit of attending Summer School 2020. Attendance was overwhelmingly positive.

Further investigation is needed to track academic performance through the 2020-21 school year before judging academic impact.