



THE NATIONAL LOTTERY FUND FIGHTING ISOLATION BY VIRTUALLY BRINGING PEOPLE TOGETHER

SUMMER EDUCATION CATCH-UP 2020

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Making Education A Priority (MEaP) and Highway Hope (HWH) Supplementary Schools values education, and are very committed to advancing knowledge and skills that develop flexible and higher-order thinking to enable students apply knowledge in a really world environment. MEaP and HWH mitigate education challenges through its summer education catch-up 2020 programme to support young people from the less privileged communities in the Manchester vicinity. The programme offered tuition in the core subjects; English, Mathematics, Biology, Chemistry and Physics, to year 7-11 disadvantaged students. The catch-up programme aligned with the national curriculum, which was crucial for students' progress and attainment. It combined challenging academic, enrichment, cultural and recreational activities to guide learning and engagement, which ignites student's enthusiasm, perseverance and curiosity to learn and develop critical skills for greater attainment in mainstream education.

Supporting learners at this crucial moment ensured that students made up valuable learning time lost due to Covid-19 pandemic outbreak and the summer holiday time. We know that missing out on important learning has a negative impact on learner's social welfare and academic achievement because isolated students lag behind in academic and social development (Balfanz and Byrnes, 2012; Sims, 2020). Similarly, to



the wider education, MEaP and HWH acknowledge the importance of attendance that is closely monitored in schools across the country to prevent the loss of learning and lacking behind when learners missing crucial learning activities.

Most parents expressed concern about children not quite keeping up with their learning expectation well before the covid-19 pandemic, as a result, they developed low confidence in their abilities. We are well aware that a lack of confidence results in lack of interest, poor concentration, misbehaviour and underperformance in mainstream schools. MEaP and HWH worked with diligence towards assessing personal attributes, social and academic skills to identify specific learning needs of each child and designed personalised plans that met individual needs. Our learning activities blended different approaches including; developing coping skills to overcome challenges in mainstream education. Developing confidence and self-esteem to build trust in their own abilities and widening independent study skills to achieve academic excellence. We believe that motivating a child to want to succeed is the key to the child's success and if a child feels s/he can succeed, they surely will.

Summary

- 1 Initial assessment taken by all students at start and further assessment for academic learning during the programme shed light on learning needs.
- 2 The lesson plans combined learning needs identified from initial assessment, assessment for learning during feedback and the additional personal learning needs compiled by individual students.
- 3 All the teaching on respective subjects blended academic, enrichment, cultural, recreational activities and coping skills to overcome learning challenges in mainstream education. This approach developed confidence and self-esteem, learners gained trust in self-ability, and developed independent study skills to achieve academic excellence.



- 4 The year 7 class focused on helping and supporting pupils to adjust from primary school life to meeting the expected work ethics and standards of secondary school, as well as to improve confidence in social and academic performance.
- 5 The year 8 and 9 focused on understanding the principles, methods, effective use of language features and structures to prepare for GCSE.
- 6 The year 10 and 11 learning, teaching and assessment focussed on the National GCSE curriculum. Focusing students to understand the assessment criteria, requirement of respective questions, emphasising critical reading and writing to develop critical analyses and evaluation, using appropriate text content and organisation of work.
- 7 The service provided personalised learning with strong pupil–teacher–parent engagement, encouraging holistic learning experience to achieve excellence.
- 8 Sixty percent of the registered students attended small group learning activities and some on one-to-one sessions. About 40% withdraw from the tutorials due to government announcements of further restrictions as COVID-19 cases increased.
- 9 Most students attended all five weeks of lessons while few varied in attendance due to subject choices, affordability and unavailability due to planned family commitments and holidays.
- 10 Eleven staff consisting of 1 project coordinator, 8 teachers, 1 admin and 1 domestic supported the Summer catch-up programme.