

CATCH UP

Purposeful Time for Every Pupil



Responsive
to need



Focused on
progress



Builds
relationships



Makes a
difference

WHAT MIGHT CATCH UP BE USED FOR?

ACADEMIC CATCH UP



- Revisiting misconceptions
- Pre-teaching vocabulary/concepts
- Completing missed work
- Literacy intervention
- Numeracy intervention
- Reading practice
- Revision / exam preparation
- Assessment feedback
- Completing unfinished work

SEND



- SEND Passport targets
- EHCP outcomes
- Precision teaching
- Memory & processing strategies
- Executive functioning support
- Organisation & study skills

PASTORAL



- Check-in conversations
- Restorative discussions
- Reflection following incidents
- Goal setting
- Emotional regulation activities
- Attendance discussions
- Motivation & confidence building
- Relationship building

PERSONAL DEVELOPMENT



- Reflection Journal
- Careers activities
- Experience Passport
- Reading
- Registration curriculum catch-up
- Numeracy Ninjas
- Rise to Read vocabulary
- Phonics catch-up
- Independent learning skills
- Organisation skills

INTERVENTION



- Boxall targets
- Connect targets
- Behaviour targets
- Social skills
- Communication work
- Emotional literacy
- Small group intervention
- 1:1 mentoring

TEACHER-LED TIME



- Go over something not understood
- Practice key skills
- Support with homework
- Revisit prior learning
- Guided practice
- Exam technique
- Feedback and improvement
- Strengthening learning habits

THE PLAN RULE



WHO?

Which pupil(s)
need support
today?



WHY?

What barrier
or need are we
addressing?



ACTION?

What will we
actually do?



OUTCOME?

How will we
know it has
helped?



OUR PURPOSE

Catch Up lessons provide dedicated time for teachers to respond to the individual academic, pastoral and personal development needs of pupils. The lesson is flexible but purposeful, allowing teachers to address barriers to learning, reinforce key knowledge, deliver targeted interventions and strengthen relationships. Every Catch Up session should have a clear intended outcome that supports pupils to make progress.



EXPECTATIONS FOR TEACHERS



Have a planned focus based on pupil need.



Be responsive to current priorities.



Have a clear intended outcome.



Record briefly on the lesson plan.



Promote progress academically, socially or emotionally.



Never be used simply as "filler" or unstructured screen time.

INAPPROPRIATE USE



Watching YouTube without a learning purpose.



Free time.



Unplanned activities.



Worksheets with no feedback.



Leaving pupils to "get on with something".



If video is used, it should support a planned learning objective and include discussion, questioning or follow-up activities.



CATCH UP TIME IS VALUABLE – IT'S ABOUT **HELPING EVERY PUPIL** MOVE FORWARD.

Plan it. Use it. Make it count.

