



The King Edmund School

Saturday School Report 2018

Literacy – Numeracy – Positive Activities

www.letmeplay.co.uk
grace@letmeplay.co.uk or 020 3475 7511



About Let Me Play

Let Me Play are a leading Youth Organisation which provides a range of sports, positive activities and education for young people. The organisation runs a range of programmes in schools, communities, youth centers, colleges and residential settings.

Our programmes are meticulously designed, planned and implemented to enable young people to get the most out of the activity and are supported by highly qualified teachers and coaches. Our team of professionals work together, motivating and enabling Let Me Play participants to gain as much as possible from their time with us.

Our passion is to promote healthy lifestyles, good citizenship, education, and having fun. We hope that what each young person experiences whilst they are with Let Me Play will stay with them.

LET ME PLAY

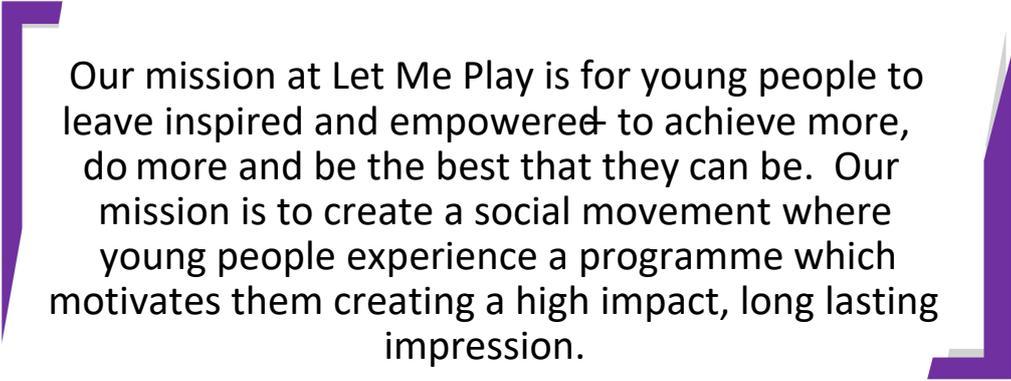
**SPORTS, EDUCATION
& POSITIVE ACTIVITIES**

www.letmeplay.co.uk

Camps –

Education – Outreach & Positive Activities

Schools –



Our mission at Let Me Play is for young people to leave inspired and empowered to achieve more, do more and be the best that they can be. Our mission is to create a social movement where young people experience a programme which motivates them creating a high impact, long lasting impression.

Our Model Includes:



Programme Objectives

- Using high-quality staff and high ratios the Let Me Play programme aims to provide an intensive intervention for students and provide individual reports on each pupil.
- To deliver a vibrant engaging programme which motivates and enthuses students.
- To engage beyond the student and with families by inviting parents to sample the school and the array of activities.
- The programme provides a very structured approach to confidence and self-esteem building to instill belief in what each young person can achieve.
- Through lessons specifically designed by education specialists to assess numeracy and literacy at Key Stage 3 and to identify gaps.
- Negate learning loss and promote teamwork and cohesion.
- To provide a workbook of learning which allows a handover to the school to assess the activities, learning and stage of the student.

“Through interaction with **positive role models** young people can receive valuable advice and guidance, developing not only their sporting or creative ability, but also their personal and social skills”

Saturday School in Action



Attendance Report

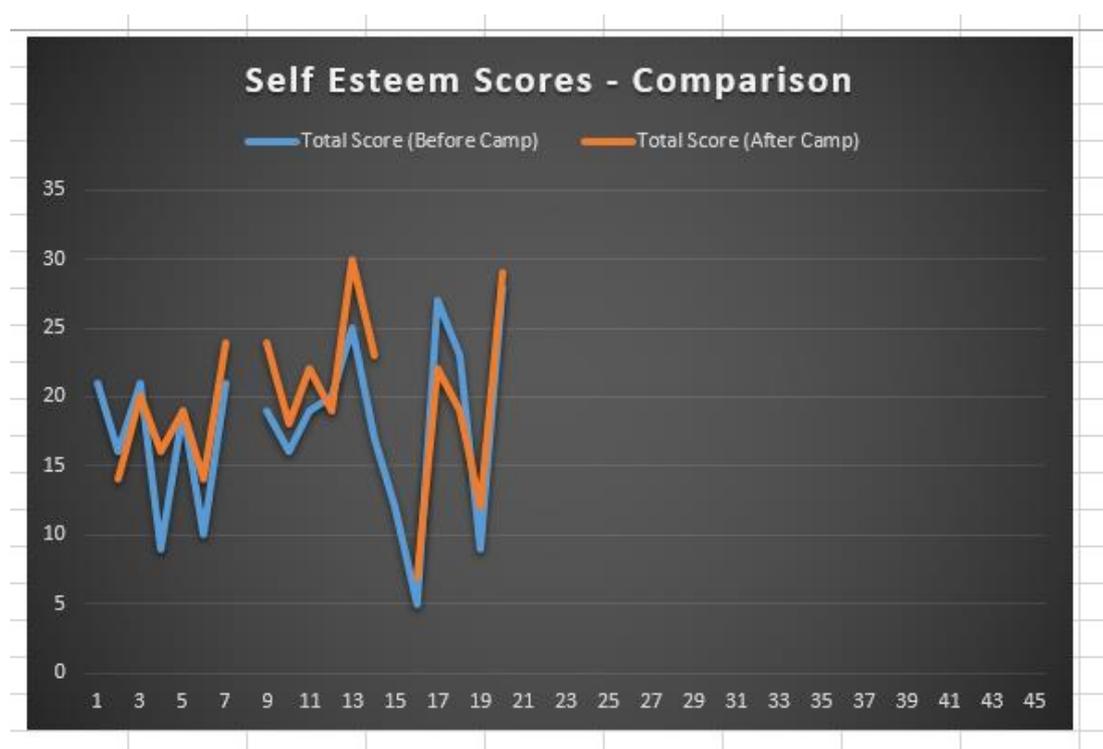
Arriving on time to the Saturday School is very important LMP staff discussed the importance of time keeping; being on time to school and lessons and the importance of attending school every day with students.

Overall, the attendance was excellent. Students arrived on time and were always keen and ready to start activities straight away.

		10-Nov	17-Nov	24-Nov	1-Dec	8-Dec	15-Dec
First Name	Last Name	<i>Sat</i>	<i>Sat</i>	<i>Sat</i>	<i>Sat</i>	<i>Sat</i>	<i>Sat</i>
Thomas	B	P	P	P	P	P	A
Elijah	B	P	P	P	P	P	P
Katie	B	P	P	P	P	P	P
Kyra	C	P	P	P	P	P	P
Codey	C-S	P	P	P	P	P	P
Maxwell	C	P	P	P	P	P	P
Chetanna	E	P	P	P	A	P	P
Dylan	H	A	A	A	A	A	A
Madison	H	P	P	P	P	P	P
Taylor	H	P	P	P	P	P	P
Ellie	J	P	P	P	P	P	P
Reece	L	P	P	P	P	P	P
Jasper	M	P	P	P	P	P	P
Pawel	N	P	P	P	P	P	P
Harry	R	P	P	P	P	P	A
Amber	R	P	P	P	P	P	P
Eleanor	S	P	P	P	P	P	P
Anwar	S	P	P	P	P	P	P
Ellie	S	P	P	P	P	P	P
Jade	W	P	P	P	P	P	P

Self-Esteem

Comparison of Self Esteem before and after the Saturday School, and evidence of increase in self-esteem amongst the group:



Judging by the results from the questionnaire and watching and talking to students, it seems clear to me that there was a definite impact on self-esteem during the sessions. The nature of the small group work meant that students were able to excel in certain tasks and be recognised for that within their groups. Students such as Eleanor and Anwar were able to feel good about themselves when they achieved things that others didn't. Really fostering this 'can-do' attitude and building students' confidence by setting them up for success along with positive feedback and praise, was essential for these students. The better they felt about accomplishing tasks, the more motivated they became.

Confidence

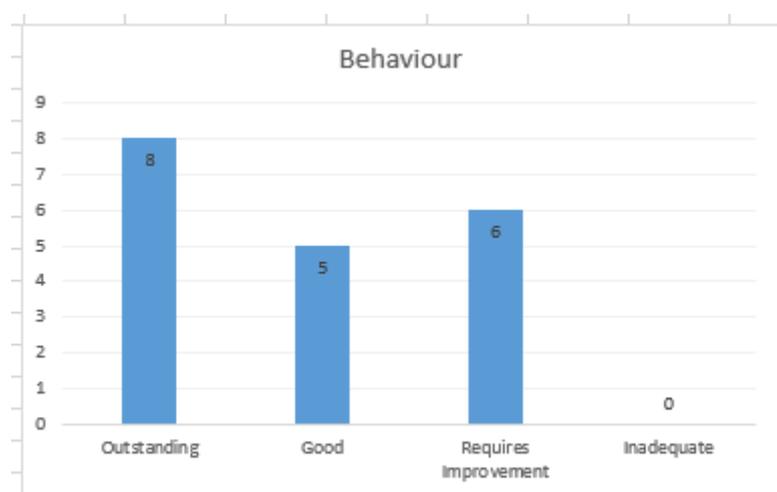
A key element to the programme is assessing the students self-esteem and working towards building their confidence both academically and personally.



All of the students grew in confidence as the sessions progressed. Many were already comfortable with new faces but some others, such as Eleanor and Amber, took a little longer to form friendships and come out of their shells. Students like Reece, Max and Jasper were often the ring leaders in the group, initiating games and suggesting group activities. Some of the girls tended to stick together such as Ellie Johnson and Katie and preferred to keep to themselves more yet were still lively and engaged. Occasionally Eleanor and Amber didn't want to participate in sports activities and preferred to help Lauren and myself with things like preparation of activities and tidying breakfast. Pawel was always smiling and sharing with other boys and his enthusiasm was infectious! Chetanna was the most reluctant to fully engage with group work and was the quietest member of the group.

Behaviour

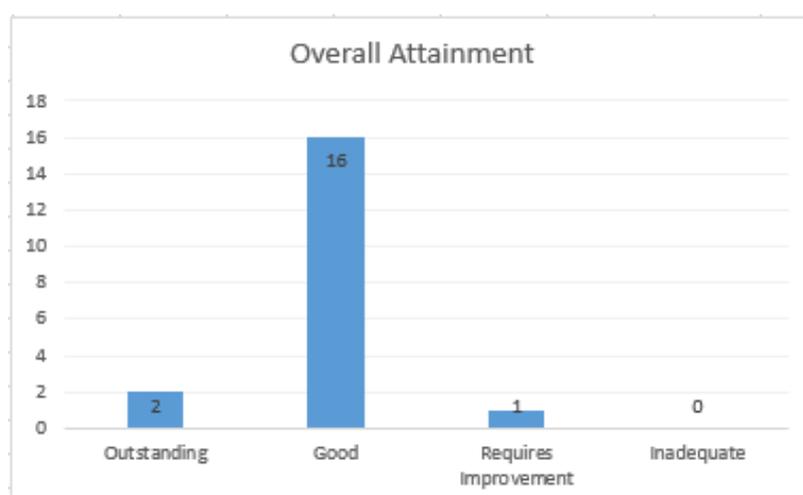
A large element of Saturday School is to remind, explain and instill the school rules and policies into each student, and to continue the expected behaviour from students when they are in school. Student behaviour throughout camp was very carefully monitored and feedback was replayed to aid improvement.



Although the students could be quite lively at times, the overall behaviour was good and any chatter in class could be brought back into focus fairly easily. Some students who tended to be the most vocal were Anwar, Max, Elijah, Reece and Harry although they were able to settle and when they were given a task that really interested and focused them. The students were willing to learn and understood the difference between physical activity and classroom learning in terms of how they were expected to behave. Sometimes during sports or break sessions, the boys could become over excited quite quickly and with so many big personalities was in danger of spilling over into argument. Thankfully, except for one incident, this was avoided. There were still a few students who could improve in this area, they were not terrible by any means but just need to settle more quickly and avoid distracting others during the literacy and maths sessions.

Attainment

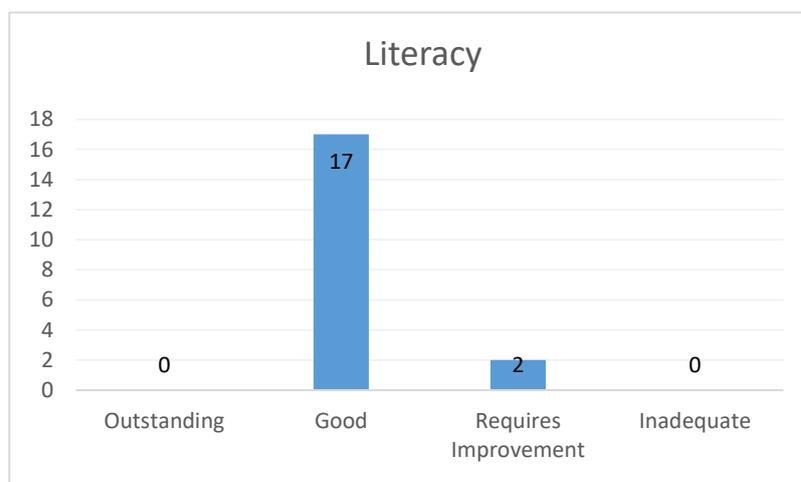
Students overall attainment is judged on all elements of the programme: including improvement in English, behaviour, attendance, punctuality and overall attitude to the programme, their school and their peers.



All of the students willingly engaged in lessons and despite the range of abilities, all of them were able to show some progress in certain areas. Many benefitted from small group and 1:1 work. Eleanor was the only one in the end who refused to read aloud to the class although Courtney was able to encourage her to read some instructions from a vending machine and she seemed pleased to have done this. Jade and Anwar are both amazing readers and were always really keen to lead the class reading. Others, such as Reece, claimed his dyslexia was too much of a hindrance and so he would only read a line or two. Ellie Smith also hated reading aloud and literally would only manage a few words but at least tried. Many of the students preferred reading to each other in small groups and pairs rather than out loud, and as their confidence grew they were reading louder and with more expression. In Maths, the low adult to child ratio enabled us to tailor the learning to the range of gaps in the students' knowledge. Several students and their parents informed us of recent successes in school tests while they had been taking part in the programme.

Literacy

The literacy lessons are based on the need to get young people to enjoy reading, writing and listening, and to give them the tools to improve literacy targets and attainment. Lessons on the programme enable staff to identify any specific English needs of students.



We read *The Secret Diary of Adrian Mole* during weekly guided reading sessions and the students were able to take the book home at the end of the programme. Even in a group of 10 the reading abilities varied, some found it hard to segment and blend unfamiliar words, some could read the words but not summarise what we had read, and others were able to read and retell small parts of the story but found it hard to predict and infer based on the text so far. During these weekly sessions we developed their inference, questioning, and reasoning skills linking activities to the book. Codey in particular found it hard to read many of the words and did not fully understand the text, he did however pick up on contextual clues.

The students seemed to really enjoy writing stories and sharing ambitious vocabulary and interesting ideas. In subsequent tasks, Anwar was always asking if he could add to his story. Working in small groups, the students were very willing to discuss ideas and to inspire each other with good descriptions and word choices. They were all willing to try to use suggested words in their work and Jade and Eleanor in particular were keen to push themselves in this area.

Numeracy

The Saturday School math programmes are intended for students to gain a better understanding of applying numbers to simple equations, word problems and relating them to real world situations in which math is extremely important and useful.



We covered a range of mathematical concepts over the 6 weeks, and consolidated existing knowledge of addition and subtraction. Some students only needed reminding of previous knowledge and were able to apply this knowledge to a range of maths problems. In these cases, we were able to support their application and help them focus on accuracy of operations and answers. While some students needed support to grasp the basics of decimal numbers, multiplication, division, fractions of shape and number, and sequencing. The students benefitted from the tailored support we were able to provide, and most were able to access all the tasks by the end of each session. Elijah needing reminding of certain concepts, but quickly became confident to approach any maths task and enjoyed explaining his answers to the rest of the group. Kyra was also very able in maths and enjoyed applying her knowledge to a variety of situational tasks. Taylor had particular success in maths lessons. He went from sitting at the back too shy to ask for help, to standing in front of the class as 'teacher' explaining a task to the rest of the group and regularly joining in with discussions.

Our class mathematicians were Anwar and Jasper who were really confident with the tasks and were often able to go onto the extension work. For many of the other students, they struggled with the tasks set and so I was able to prepare some differentiated work for students such as Harry, Eleanor, Ellie S and Amber so that they could take a step backwards and cope with more basic concepts before tackling the trickier tasks. This was helpful in giving them confidence and taking things at a very slow pace.



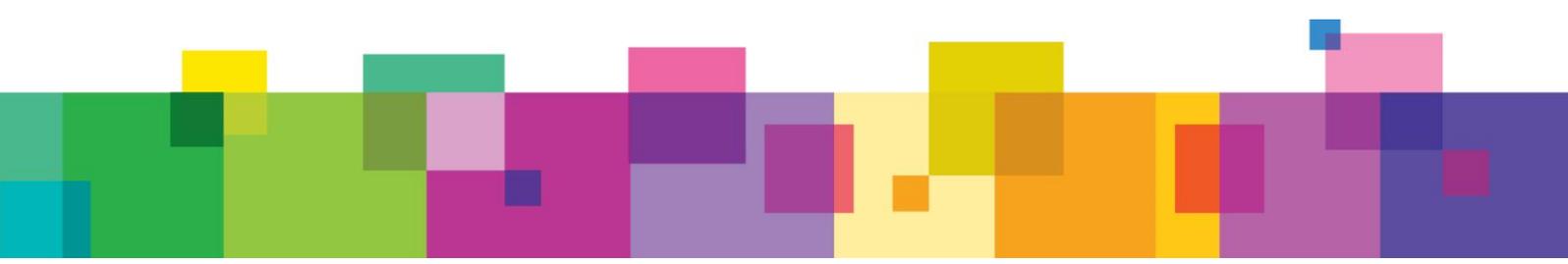
Summary and Conclusion

All of the students seemed to enjoy their time here and many said they were sad the sessions were coming to an end; that they had enjoyed themselves and made good friends. As Jade left, she turned to me and said 'Can we do this every week? I don't want it to end.' Which was incredibly touching and lovely to hear that she had enjoyed the time so much. There appeared to be this level of satisfaction across the board with no students being obstructive on arrival to sessions but arriving with an open mind and positive attitude. They all seemed genuinely really happy to be there! The group certainly gelled well together with everyone getting involved in activities to varying degrees and even some of the members who appeared shy were showing a massive increase in confidence by week 6. It was a thoroughly enjoyable time and a pleasure getting to know the students as individuals and lovely to watch them grow in confidence as well as starting to grasp literacy and numeracy concepts that they had struggled with before. The small group environment suited them all very well with 1:1 help available for deeper explanation. Many of them enjoyed the class reader *The Secret Diary of Adrian Mole* and many were reading ahead in between sessions or looking forward to taking the book home with them to read.

The tasks that they particularly enjoyed were discussing vocabulary and writing stories. Many had a really vivid imagination such as Anwar, Eleanor and Pawel. They seemed really keen to have their work read aloud to the class and seemed very proud when other class members praised their ideas and used them as inspiration for their own work. This sharing of ideas was invaluable for these students as they were visibly growing in confidence in each session. They were able to overcome their shyness and freely share ideas and peer mentor and it was fantastic to see.

The girls especially liked the cake decorating that we did in week 6 although by then the boys were happier to run around and let off steam! Kyra's cupcakes were a feat of engineering! Who would have thought you could get so many sweets balancing on such a small surface area!

Many of the students had not come across each other in their day to day school life and was fantastic to see them forming bonds and friendships that will hopefully carry over into school. The concept of 'Let Me Play' is a very important one. We were able to see that as confidence grew whilst playing with their peers, their confidence to discuss and share ideas in the classroom followed suit. The students really benefitted from positive feedback and praise in the smaller group environment.

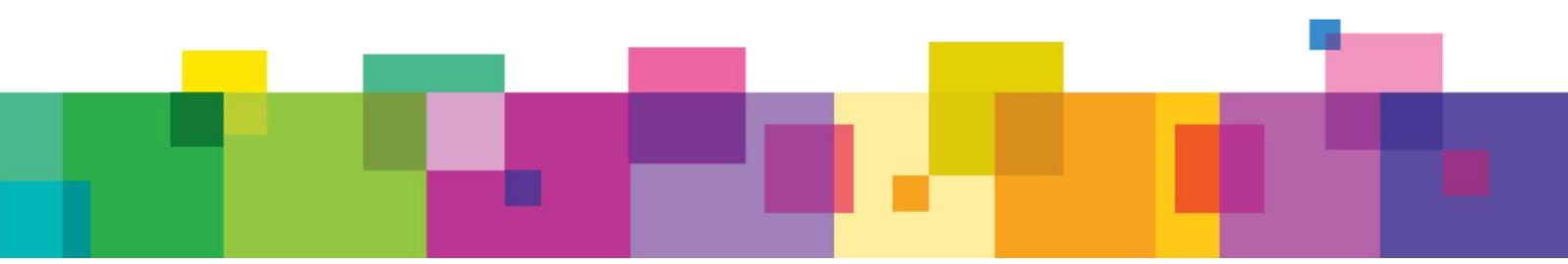




The students were all very respectful towards each other and the staff and we didn't encounter any rudeness or negativity. The students were all really kind and helpful and showed that they could function very well in this positive and intimate environment.

I feel Eleanor really benefitted from the sessions. Although she is quiet and often reluctant to be involved, she grew in confidence in the classroom and was incredibly proud when other students praised her creative ideas and borrowed her vocabulary choices. She suggested the word 'serene' in one session and all of the other students said they didn't know this word, yet they all loved it and added it to their stories. It was fantastic to see Eleanor glow with pride at this! Anwar and Jasper were the most confident at numeracy tasks and again, it was good to see how confident they felt and how being the strongest in the class had a real positive impact. In a class of 30 this may not be the case and they were able to recognise their strengths. By the end of the sessions all of the class were calling them the 'class mathematicians' and they were really pleased to receive this recognition.

In terms of the most improved behavior, Reece was initially very silly and tending to show off to his peers but as the weeks progressed, he settled quickly in class and concentrated on his work and showed a new level of maturity. When it was break time and down time, he was enormous fun! Entertaining the group and making us smile constantly! The atmosphere throughout was one of positivity and friendship and I really think the students enjoyed their time and were able to see themselves that they had grown in confidence with a positive impact on their self-esteem.



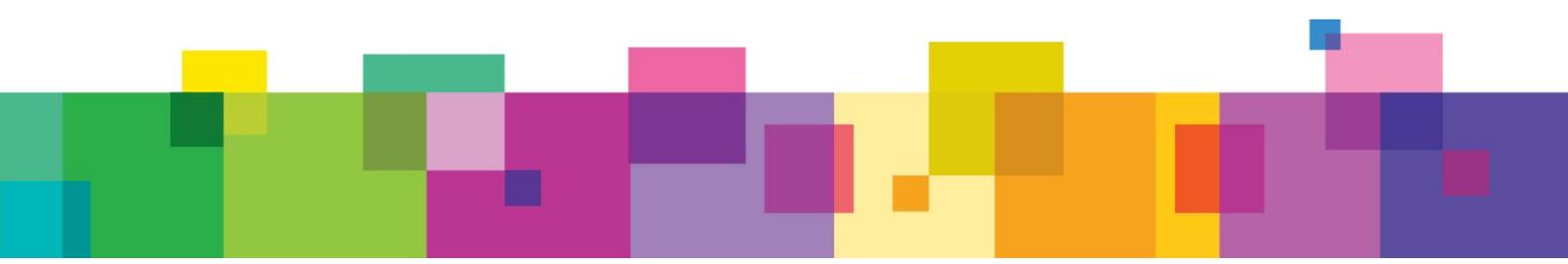


Section 2

Individual

Student

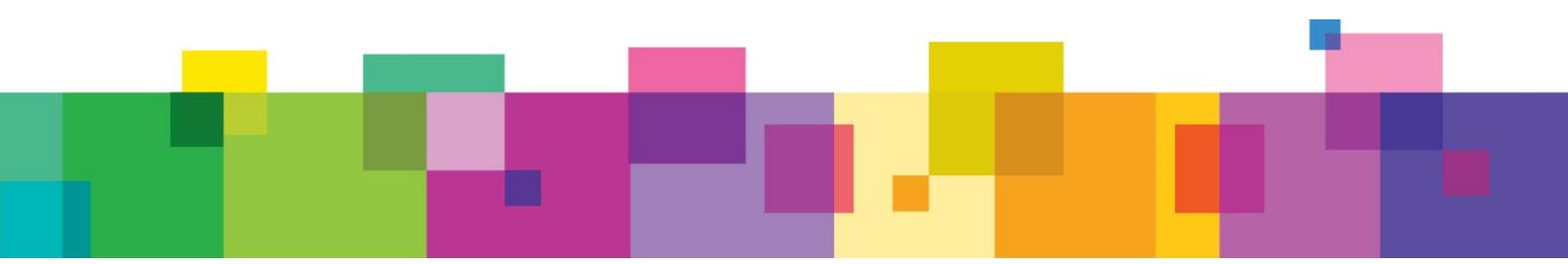
Reports





Student Name: Thomas B

Confidence:	Thomas is more confident reading aloud in a small group and is beginning to participate in whole group discussions.
Behaviour:	Thomas has continued to behave well and always does what is asked of him.
Attainment:	Thomas found the literacy task easier to access independently, and he listened to explanations in maths to help him answer tricky questions.
Activities Excelled:	In the literacy task, Thomas was able to find answers in a text to answer comprehension questions. He now needs to work on answering layered questions in his own words.
Activities Struggled:	Thomas found it difficult to find the value of digits in decimal numbers and to add, subtract, multiply, and divide decimal numbers.
Action To Be Taken & Summary	Thomas works hard in lessons but needs to ask for help when he needs it. Practicing times tables will help him with the quick recall of multiplication facts needed to solve certain maths problem.



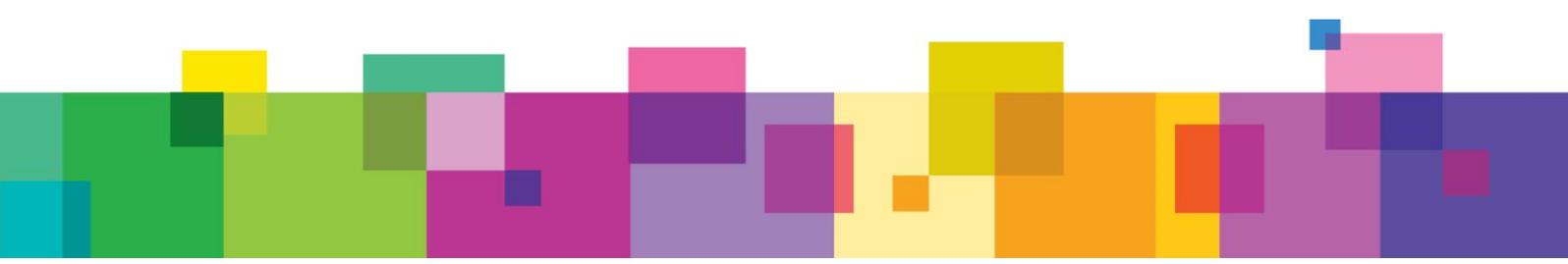
Student Name: Elijah B

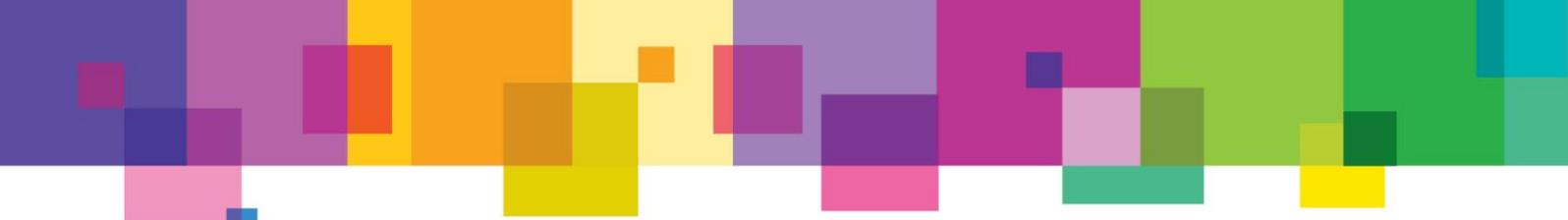
Confidence:	Elijah is a very confident student and has developed a positive attitude towards his abilities. He enjoys learning new skills and showing others how he can use these skills.
Behaviour:	Elijah's behaviour improved as the weeks went on and as he became more confident in tackling the tasks independently. He got quicker at starting and completing the set tasks without distractions, and often began extension tasks. He can be quite dominating in a small group and did need reminding to not call out answers and talk over others.
Attainment:	Elijah performed well in all this week's tasks. He worked quickly in maths, though by the second task he chose speed over accuracy.
Activities Excelled:	In Maths Elijah quickly learnt how to find fractions of shapes, and was able to use this skill independently to complete all the set questions.
Activities Struggled:	Elijah had some good ideas about using persuasive language to advertise a product. He was able to verbalise these ideas but found it difficult to focus when putting the ideas on paper.
Action To Be Taken & Summary	Elijah can make positive choices about his learning and he has become more focused when beginning an activity. He is very enthusiastic but needs to control this enthusiasm when working in a group situation to give others a chance to contribute. It has been great working with Elijah and I wish him every success in the future.



Student Name: Katie B

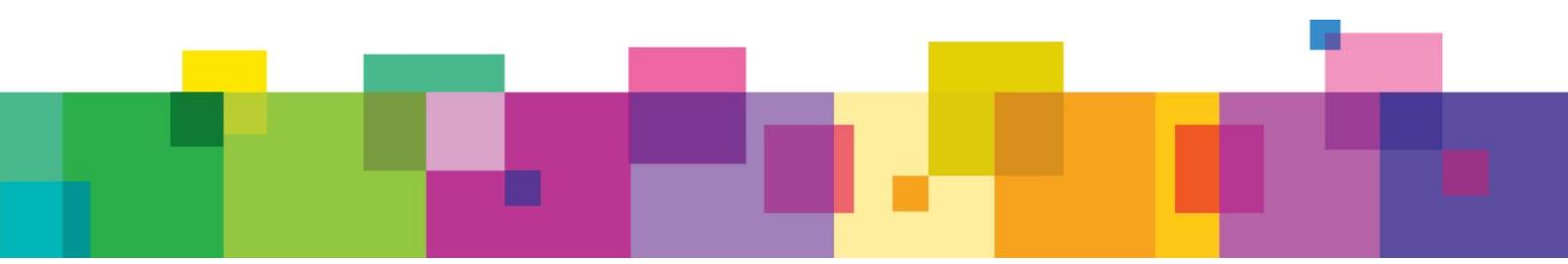
Confidence:	Katie's confidence has grown massively over the last 6 weeks. She keenly participates in whole group discussions, works well in a small group, and independently uses newly learnt skills to tackle tasks with confidence.
Behaviour:	Katie has behaved impeccably throughout the 6 weeks. She has been consistently polite and courteous to everyone at Saturday School.
Attainment:	Katie listens to all instructions, explanations, and discussions in order to complete all her work to a high standard. She asks for clarification when needed, and engages in discussions with peers to share and build on her ideas.
Activities Excelled:	Katie has excelled at guided reading and the book discussions each week. She has enjoyed taking the book home to read further, and contributes well thought out ideas to discussions.
Activities Struggled:	Katie has had less confidence in Maths and works extra hard to ensure she knows how to complete tasks. When Katie makes mistakes she learns from them and is not disheartened. This has helped her stay focused and determined.
Action To Be Taken & Summary	Katie has a positive attitude towards her learning and she enjoys learning new skills. If she continues to work hard and stay focused she will achieve her potential and then some. It has been great working with Katie and I wish her every success in the future.





Student Name: Kyra C

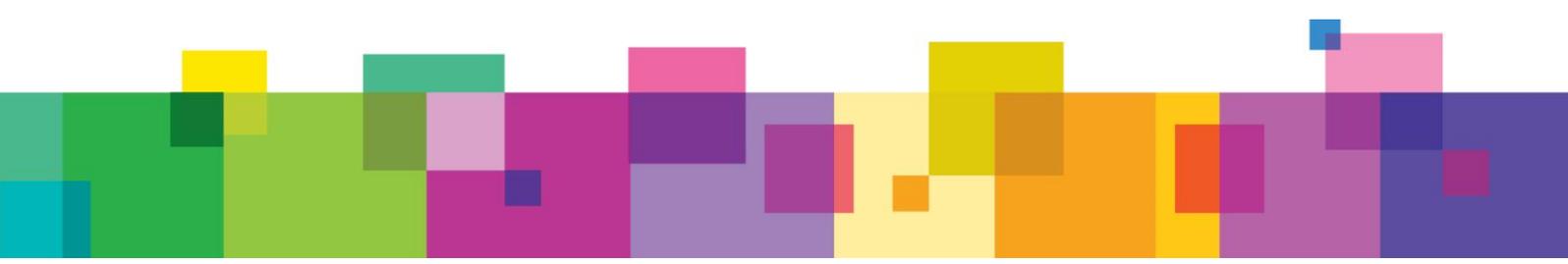
Confidence:	Kyra's confidence, particularly in working with others, has grown each week. She engages in large and small group discussions and enjoys sharing explanations with others.
Behaviour:	Kyra has behaved well throughout the 6 weeks and been polite and respectful to all adults at Saturday School.
Attainment:	Kyra listens to instructions, explanations, and discussions in order to complete all her work to a high standard. She asks for clarification when needed, and will engage in discussions to build on her ideas.
Activities Excelled:	Kyra has particularly excelled at Maths the last few weeks, as this is the subject in which she is most confident. She is able to use a range of mathematical operations to solve multi-step problems. When Kyra is focused her accuracy is improved, and she has a solid grasp of the mathematical concepts she has been using.
Activities Struggled:	Kyra does not seem to overly enjoy reading and is less confident in writing tasks, particularly when they are in response to reading a piece of text. She often rushes writing tasks to get them over with, rather than engaging fully in the activity. Her participation in discussions shows a good level of understanding, now she needs to translate this understanding into written pieces of work.
Action To Be Taken & Summary	Kyra is developing a positive attitude towards her learning and is starting to take pride in her work and successes. It has been great to see her confidence grow and how her interactions with peers has developed. Kyra has been a pleasure to teach and I wish her every success in the future.





Student Name: Codey C-S

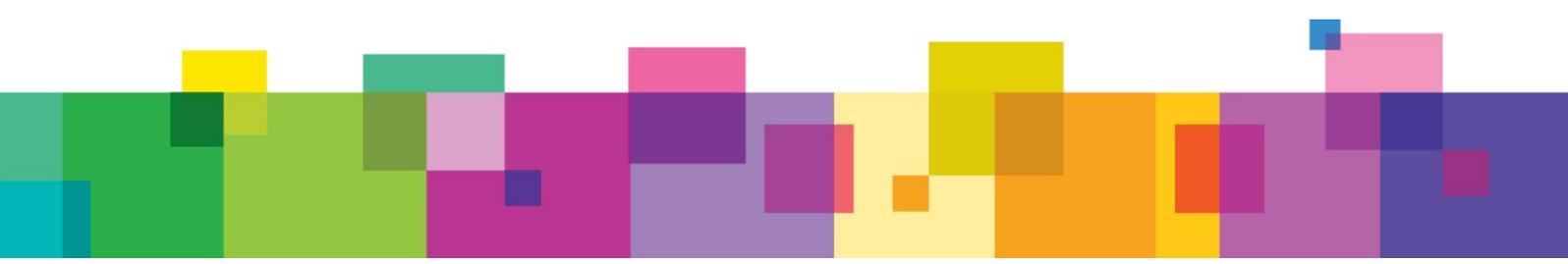
Confidence:	Codey's confidence has developed massively over the 6 weeks. His confidence to talk to others, share ideas, contribute in discussions, read aloud, ask for help, and most importantly his confidence in his abilities, have all grown so much. He has worked hard and pushed himself out of his comfort zone to get as much from the experience as he could.
Behaviour:	After a tricky start, Codey's behaviour continued to improve as the weeks went on and as he became more confident in tackling the tasks independently. He got quicker at starting and completing the set tasks without distractions.
Attainment:	Codey worked hard in all tasks, and this week he wanted to be as independent as possible in both Literacy and Maths. He followed instructions and listened to discussions to build on his ideas.
Activities Excelled:	Codey has got quicker and more confident in his writing. He is able to form ideas independently and write them down in a more coherent manner than in the earlier weeks. He has started reading back what he has written and editing his writing to improve it.
Activities Struggled:	Codey has got more confident with addition and subtraction of numbers, and can use a range of methods to find answers. He has also got to grips with multiplication and can find answers to questions involving multiplication. However he is still not confident in his recall of number facts, especially times tables. His understanding of fractions is developing, but not secure.
Action To Be Taken & Summary	Codey has worked so hard and has come such a long way in 6 weeks. He can find it intimidating working with others as he compares himself and this knocks his confidence. However, he is determined to complete the work and enjoys learning new skills and using them successfully. Codey now joins in with discussions and as much as he chooses to sit on his own, he will work with others when necessary and try to stay on task. It has been a pleasure to work with Codey and I wish him every success in the future.





Student Name: Maxwell C

Confidence:	Max is very confident in front of others, and can dominate discussions. At times he has used this to mask a lack of confidence in his abilities. However, over the 6 weeks he has developed a belief in himself and what he can do, and this has led to his conversations being more focused on work. He has found that he can learn new skills and use them successfully when he focuses.
Behaviour:	Max was less focused this week and he became a source of distraction to others as well as himself.
Attainment:	Max performed well in the tasks he felt confident in. He took time to settle in both lessons, but when he listened to instructions and focused on the writing task, he was able to put his ideas down onto paper and enjoyed the activity.
Activities Excelled:	Max is confident at addition and subtraction, and so completed these tasks quickly. Sometimes his accuracy is affected when he rushes a question, but he does have a solid grasp on these operations. His confidence with multiplication and division is growing, and he was able to find answers to questions much quicker and more accurately than in previous weeks.
Activities Struggled:	Max was unsure when finding fractions of shapes, and wasn't fully engaged in the activity. However, when he started following the explanation, he was able to identify and correct his mistakes. Max is not secure with finding equivalent fractions, and needs to practice finding fractions of shapes and numbers to secure his knowledge.
Action To Be Taken & Summary	Max can make positive choices about his learning and he has become more focused when beginning Maths activities. He is very enthusiastic but needs to control this enthusiasm when working in a group situation to give others a chance to contribute. It has been great working with Max and I wish him every success in the future.



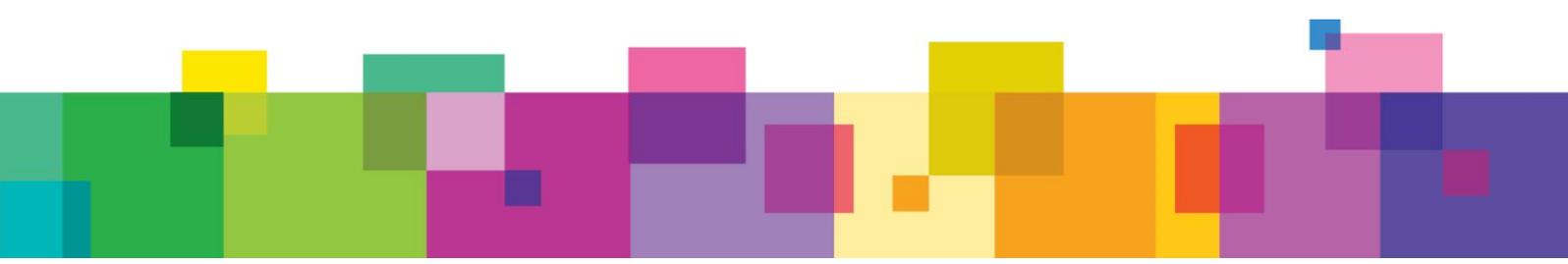
Student Name: Chetanna E

Confidence:	Chethana continued to be a quiet member of the group, but her confidence to speak in front of others has certainly improved. She contributes to group discussions and works well with a partner to share and develop ideas. Chethana feels more comfortable talking in front of the whole group and seems to now enjoy working in a small group.
Behaviour:	Chethana has behaved impeccably throughout the 6 weeks. She has been consistently polite and courteous to everyone at Saturday School.
Attainment:	Chethana listens to all instructions, explanations, and discussions in order to complete all her work to a good standard. She asks for clarification when needed, and engages in discussions with peers to share and build on her ideas.
Activities Excelled:	In Maths Chethana quickly learnt how to find fractions of shapes, and was able to use this skill independently to complete all the set questions. She was able to find equivalent fractions and explain the method and reason to the group.
Activities Struggled:	Chethana listened to all instructions and explanations. She asked for clarification when she needed it and developed her ideas in the writing task by discussing the activity with peers. She didn't struggle with any activities today and worked hard, as usual.
Action To Be Taken & Summary	Chethana is developing a positive attitude towards her learning and is starting to take pride in and enjoy her successes. It has been great to see her confidence grow and how her interactions with peers has developed. Chethana has been a pleasure to teach and I wish her every success in the future.



Student Name: Madison H

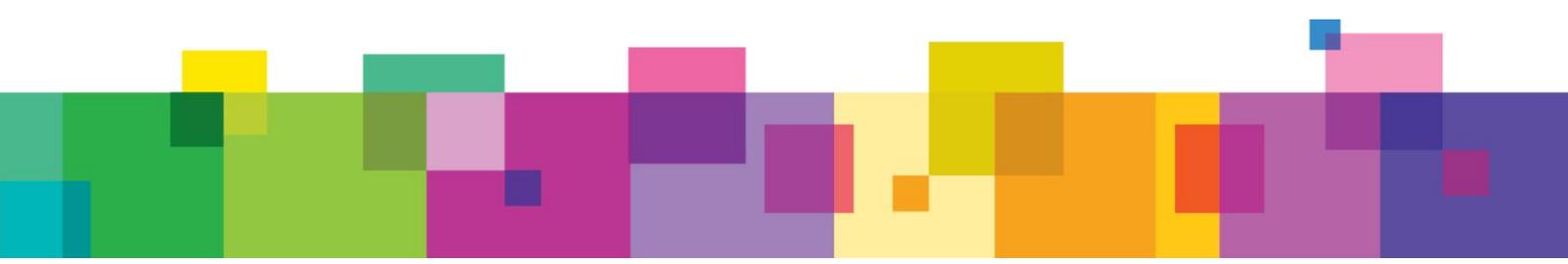
Confidence:	Madison is confident to speak in front of others and enjoys group discussions. She is developing confidence in her abilities, but still needs to work on her resilience. Madison hates making mistakes but is beginning to see it as a learning opportunity rather than failure.
Behaviour:	Madison has behaved impeccably throughout the 6 weeks. She has been consistently polite and courteous to everyone at Saturday School.
Attainment:	Madison listens to all instructions, explanations, and discussions in order to complete all her work. She asks for clarification when needed, and engages in discussions with peers to share and build on her ideas.
Activities Excelled:	Madison is most confident when reading and discussing a text. She was able to use her skills in discussion in today's writing activity and enjoyed developing her ideas.
Activities Struggled:	Madison is much less confident in Maths and can be intimidated by question formats she is not familiar with. She has a secure grasp of addition and subtraction, but is not confident at all with recalling multiplication and division facts.
Action To Be Taken & Summary	Madison is developing a positive attitude towards her learning and is starting to take pride in her work and successes. If she continues to work hard, stay focused, and learn from her mistakes, she will do very well in both subjects. Madison has been a pleasure to teach and I wish her every success in the future.





Student Name: Taylor H

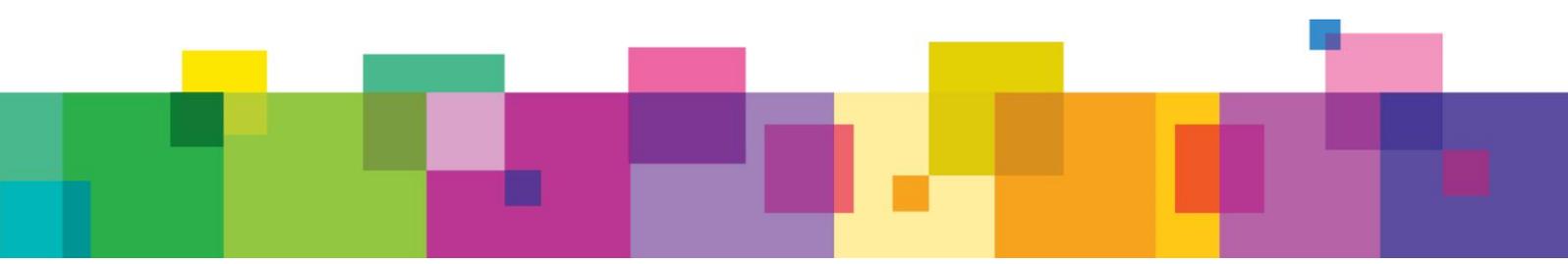
Confidence:	Taylor's confidence has increased a lot over these 6 weeks. He was very quiet to begin with and sat at the back not getting involved in discussions unless prompted. Now he will happily stand at the front of the class and share his ideas. He interacts positively with all members of the group, and has developed a confidence in his abilities in both literacy and maths.
Behaviour:	Taylor has behaved well throughout all the sessions. As his confidence in the lessons grew he became able to focus his enthusiasm towards the tasks and avoid distractions.
Attainment:	Taylor performed well in all this week's tasks. He worked quickly in maths, though on occasion chose speed over accuracy. He enjoyed developing his ideas in the writing task through independent discussion with peers.
Activities Excelled:	Taylor is confident at addition and subtraction, and so completed these tasks quickly. Sometimes his accuracy is affected when he rushes a question, but he does have a solid grasp on these operations.
Activities Struggled:	While Taylor has a secure knowledge of adding and subtracting, he is much less confident multiplying and dividing. He needs to practice times tables and quick recall of number facts, this will help him in many areas of maths.
Action To Be Taken & Summary	Taylor is developing a positive outlook towards his learning and seems to be enjoying learning new skills and putting them into practice. It has been great to see his confidence grow and how his interaction with peers has developed. Taylor has been a pleasure to teach and I wish him every success in the future.





Student Name: Ellie J

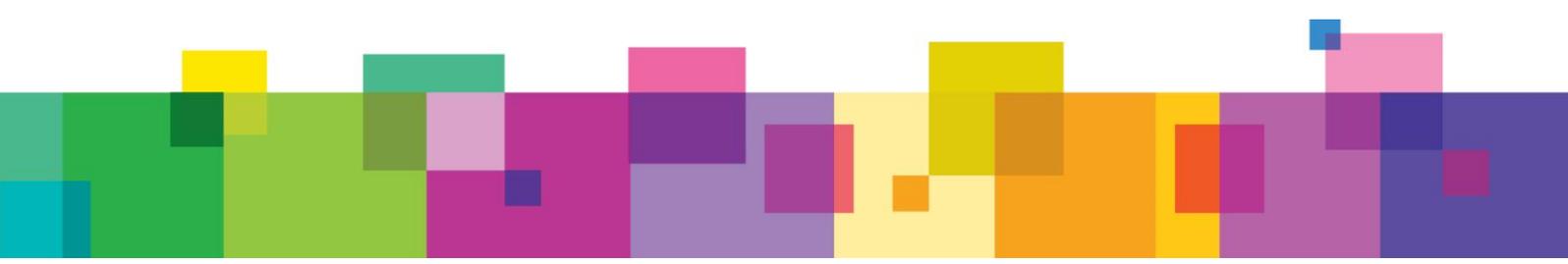
Confidence:	Ellie has really come out of her shell over the last few weeks
Behaviour:	Ellie's behaviour is always excellent.
Attainment:	Ellie is able to access all the lessons and makes good use of the adult support available to ask for clarification and secure her understanding.
Activities Excelled:	Ellie enjoyed the task which was writing to persuade. She was able to work well within the group, coming to decisions and presenting them with confidence.
Activities Struggled:	Ellie struggled a little with the fraction work. Although she was able to understand the sums when they were broken down for her, getting past the picture scenarios was sometimes confusing to her.
Action To Be Taken & Summary	Ellie works hard and listens well to all lesson input. Ellie needs to make sure she reads questions carefully and checks her answers when she has finished. She has been an absolute delight to have in the group and is always cheerful and willing to do well. I wish her well in her future studies.





Student Name: Reece L

Confidence:	Reece is confident and well liked by the whole group
Behaviour:	Reece is mostly well behaved although has to be reminded at times to listen carefully.
Attainment:	Reece accessed all of the activities competently. In guided reading, his writing showed his understanding of the plot and characters in the story.
Activities Excelled:	Reece enjoyed the persuasive writing task and was able to work well within his group, discussing ideas and presenting to the class. He is really making an effort with his handwriting which is great to see!
Activities Struggled:	Once Reece had asked for help he was able to complete the maths problems, the visual nature of the questions sometimes confused him although the sums themselves were something he could cope with once explained.
Action To Be Taken & Summary	Reece works well in the writing tasks. With a bit more focus he will get more from the numeracy sessions. Reece is quick to ask for help or clarification during the literacy and maths tasks which is key to the progress he is making. Reece has been a great team member, always lots of fun and friendly and I really hope he goes on to do well in his studies.



Student Name: Jasper M

Confidence:	Jasper is a very sociable and confident group member
Behaviour:	Jasper is mostly well behaved but just will the occasional chatter.
Attainment:	Jasper completed all of the literacy and maths tasks well, listening to explanations and applying new and previous knowledge to answer questions
Activities Excelled:	Jasper did well in his persuasive writing task, he was able to discuss ideas with his peers and articulate these aloud to the class. He was able to write clearly and persuasively.
Activities Struggled:	Jasper performed well in the maths task although at times needed a little one to one help to explain the nature of a puzzle or sum. Once explained, he was able to cope well with the mathematical equations.
Action To Be Taken & Summary	It has been great to see Jasper engage fully in lessons and refocus his energy and confidence towards his work. To improve his fluency in reading Jasper needs to find a book/series of books he enjoys and read every day. Jasper has been a great team member, getting on well with everyone, joining in tasks and always happy and confident. I wish him well in his future studies.

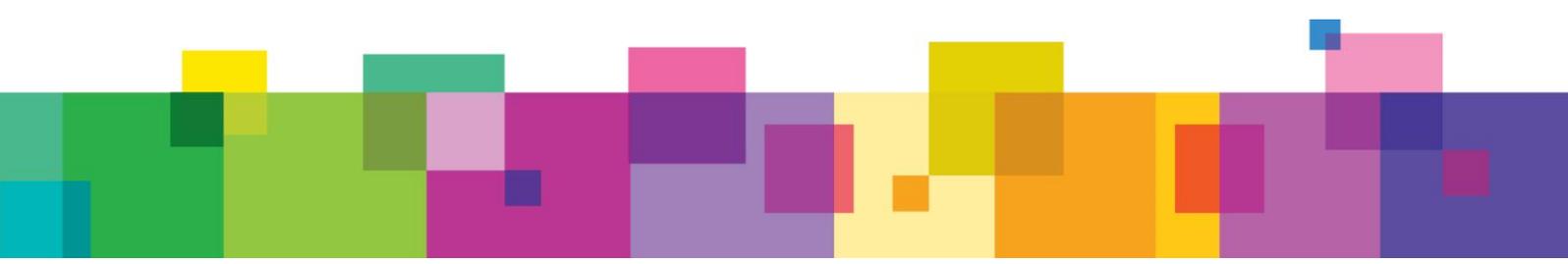
Student Name: Pawel N

Confidence:	Pawel is a very confident and sociable group member
Behaviour:	Pawel is mostly well behaved and just with the occasional chatter.
Attainment:	Pawel accessed all of the activities competently. In guided reading, his writing showed his understanding of the plot and characters in the story.
Activities Excelled:	Pawel worked well in the persuasive writing task, he was able to discuss ideas with his group and present these to the rest of the class with confidence.
Activities Struggled:	Once Pawel had asked for help he was able to complete the maths fraction problems, the presentation of questions sometimes confused him although the sums themselves were something he could cope with once explained.
Action To Be Taken & Summary	Pawel is continuing to behave well and contribute positively to the group. He would do well to keep practicing reading the time at every opportunity to consolidate her understanding. Pawel has been a delightful member of the group, he is always smiling and enjoying himself and willing to get involved in group activities. I wish him the best of luck in his future studies.



Student Name: Harry R

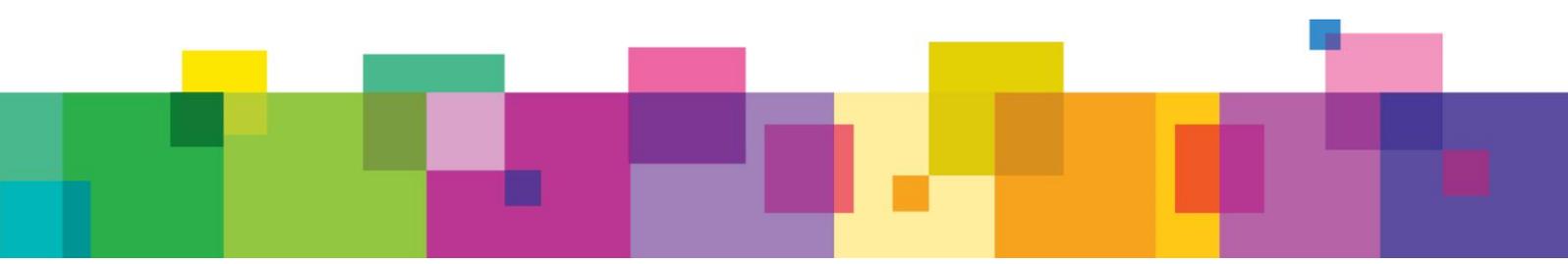
Confidence:	Harry is a very lively member of the group who gets on well with everyone
Behaviour:	Harry can be quite boisterous and needs to know when to tone this down and not let play deteriorate into something more aggressive.
Attainment:	Harry really tried hard this week in his literacy session and was focused and keen.
Activities Excelled:	Harry did really well in his writing task which was to write a diary entry for an alternative character. He showed a good understanding of plot and character and showed that he was able to read for inference.
Activities Struggled:	Harry had to leave before his numeracy task as he struggled at break-time to control his behaviour which was a real shame as he had done so well prior to this.
Action To Be Taken & Summary	While he was with us, it was great to see Harry engage more fully in lessons and refocus his energy and confidence towards his work. To improve his fluency in reading Harry needs to find a book/series of books he enjoys and read every day. He also needs to know when to reign in his behaviour to make the most from the extra help he is given. It was lovely to get to know Harry and I wish him well in his studies.





Student Name: Amber R

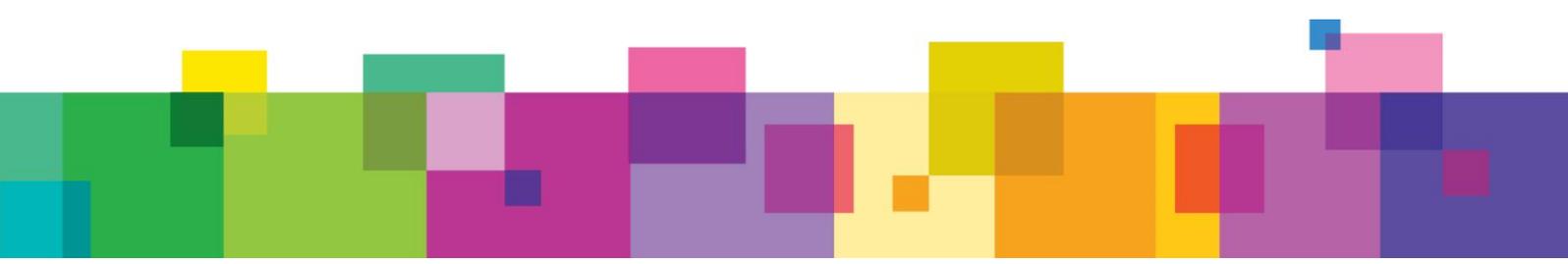
Confidence:	Amber can still be a little reluctant to join in at times but has come out of her shell over the weeks.
Behaviour:	Amber's behaviour is always excellent.
Attainment:	Amber is able to access all the lessons and makes good use of the adult support available to ask for clarification and secure her understanding.
Activities Excelled:	Amber performed well in the persuasive writing task, recognising how language can be used deliberately for a specific purpose. She worked well within her group and articulated her ideas well in writing.
Activities Struggled:	Amber struggled with the more complicated maths tasks although was willing to ask for help and respond to advice and guidance and see how the problems could be broken down into sums that she could complete. She needed the confidence to show that she could achieve in this task.
Action To Be Taken & Summary	Amber is continuing to behave well and contribute positively to the group. She would do well to keep practicing reading the time at every opportunity to consolidate her understanding. Amber has been a great team member, although occasionally shying away from some of the more boisterous group activities she was always willing to help the teachers and remain positive. I wish her well in her future studies.





Student Name: Eleanor S

Confidence:	Eleanor continues to be quite shy but has come out of her shell over the weeks.
Behaviour:	Eleanor's behaviour is always excellent.
Attainment:	Eleanor was interested in the literacy task more than the numeracy task and this is where she tends to focus more. She always asks for help for trickier tasks and should continue to do so to consolidate understanding.
Activities Excelled:	Although Eleanor is one of the quieter members of the group, she showed a good understanding of how language can be used to persuade and was able to articulate her ideas well on paper.
Activities Struggled:	Eleanor struggled a little with the fractions work. Although she was able to understand the sums when they were broken down for her, getting past the visual explanations which were sometimes confusing to her.
Action To Be Taken & Summary	Eleanor works hard and listens well to all lesson input. She needs to make sure she reads questions carefully and checks her answers when she has finished. Eleanor has been a delightful group member, although a little shy with some of the more boisterous members she has been able to talk to the teachers and chat about her interests and hobbies and show a very positive attitude throughout the sessions. I wish her well in her studies.



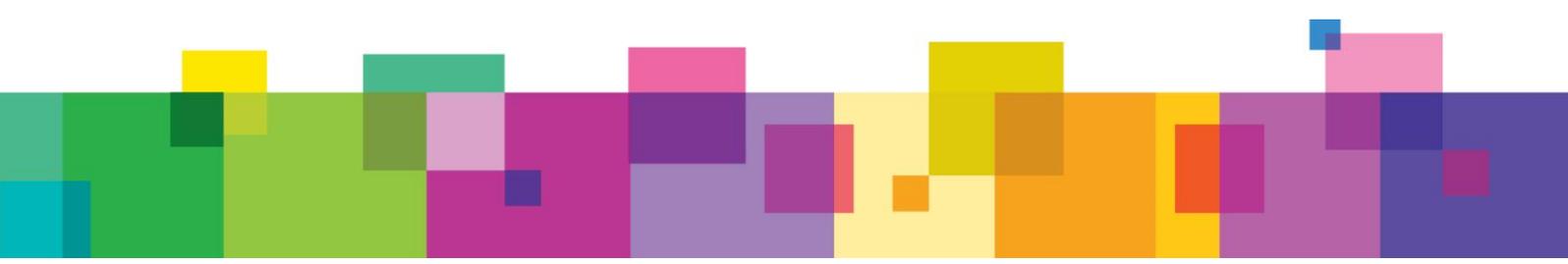
Student Name: Anwar S

Confidence:	Anwar is a confident group member and gets on well with everyone.
Behaviour:	Anwar is generally well behaviour, however needs a few reminders to keep focused.
Attainment:	Anwar was able to get involved in the reading and his reading out loud was excellent and he was very keen to participate.
Activities Excelled:	Anwar seemed to enjoy the persuasive writing task and was able to discuss ideas in his small group and then articulate these well to the rest of the group. He was able to demonstrate how language can be used for effect.
Activities Struggled:	Anwar performed well in the maths task although at times needed a little one to one help to explain the nature of a puzzle or sum. Once explained, he was able to cope well with the mathematical equations and fractions.
Action To Be Taken & Summary	It has been great to see Anwar engage fully in lessons and refocus his energy and confidence towards his work. To improve his fluency in reading Anwar needs to find a book/series of books he enjoys and read every day. Anwar has been a delightful group member, he is always cheerful and positive and I wish him the best of luck in his future studies.



Student Name: Ellie S

Confidence:	Ellie is a sociable and confident member of the group.
Behaviour:	Ellie's behaviour is always good.
Attainment:	Ellie accessed all of the activities competently. In guided reading, her writing showed her understanding of the plot and characters in the story.
Activities Excelled:	Ellie enjoyed the persuasive writing task and was able to work well within her group, discussing ideas and presenting to the class.
Activities Struggled:	Ellie struggled with the more complicated maths tasks although was willing to ask for help and respond to advice and guidance and see how the problems could be broken down into sums that she could complete. She needed the confidence to show that she could achieve in this task.
Action To Be Taken & Summary	Ellie works hard and listens well to all lesson input. She needs to make sure she reads questions carefully and checks her answers when she has finished. Ellie has been a great team member, always willing to get involved in activities and remaining cheerful, positive and friendly. I wish her the best of luck in her future studies.



Student Name: Jade W

Confidence:	Jade continues to be a sociable and confident member of the group.
Behaviour:	Jade's behaviour is always excellent.
Attainment:	Jade is able to access all the lessons and makes good use of the adult support available to ask for clarification and secure her understanding.
Activities Excelled:	Jade enjoyed the persuasive writing task and was able to show that she understands how language can be used deliberately for effect. She was full of good ideas, worked well in her group and was able to articulate her ideas aloud to the class.
Activities Struggled:	Jade just needed a little confidence to achieve well in this task. The questions often seem daunting but when broken down, and with some explanation, she was able to work out the correct answers. She is always willing to ask for help and listens carefully to good advice and strategies.
Action To Be Taken & Summary	Jade works well in the writing tasks. With a bit more focus she will get more from the numeracy sessions. Jade is quick to ask for help or clarification during the Literacy and maths tasks which is key to the progress she is making. Jade has been an absolute delight in the sessions. She is always cheerful and positive and willing to get involved in all of the tasks and group activities. I wish her all the best in her future studies.



For more information, please contact Grace:
grace@letmeplay.co.uk
020 3475 7511

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