

LET ME PLAY

**SPORTS, EDUCATION
& POSITIVE ACTIVITIES**

www.letmeplay.co.uk

**KING EDMUND SCHOOL
MAY HALF TERM
PROGRAMME**

Year 7 Report

**Literacy, Numeracy, &
Positive Activities**

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 centres, colleges and residential settings.

Our programmes are meticulously designed, planned and implemented to enable young people 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.

There are four strands to our organisation:

Camps:

- Residential Camps across the UK
- H&F Programme Camps
- Transition Camps across London

Schools:

- Wraparound Care
- Holiday Programmes
- Academic Catch Up Programmes

Education:

- Apprenticeships
- Alternative Education
- Literacy Provision at Camps

Outreach & Positive Activities:

- PAYP Delivery Across London
- Sports & Activity Tours
- National Citizen Service Delivery



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.

Holiday Camps

The Let Me Play Approach

The Let Me Play approach for Started Schools started in fact 6 years ago and was developed from work within schools and the identification of several apparent issues on transition.

Programme Objectives

- Using high-quality staff and high ratios the Let Me Play programme aims to provide an intensive intervention for those who need additional support.
- To deliver a vibrant engaging programme which motivates and enthuses students about School.
- 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 instil belief in what each young person can achieve.
- Through lessons specifically designed by education specialists to assess literacy and to identify gaps in learning.
- 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”

Programme Timetable

The programme for the school included the required balance of literacy and numeracy alongside team building activities, sport and creative arts/

The activities were timetabled carefully to ensure an enjoyable yet challenging balance for participants.

Activities include:

- ✓ Daily Literacy Workshops
- ✓ Team Building Games: Get to know the group quickly with our fast and sometimes tricky team building games!
- ✓ Small Group Support: Allowing teachers time to ensure that each young person actively participates.
- ✓ Active Zone: Daily sports sessions and competitions.
- ✓ Arts: Creative tasks to engage young people.

Confidence

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



Literacy

The confidence at the start of the camp proved to require improvement. A few of the students, such as Kai, Grace and Harley showed particularly good confidence when reading aloud, however, students such as Emillie, and Jasmine lacked confidence in pronunciation.

Numeracy

Many students, like Danny and Finley showed improvements in confidence and resilience with their numeracy tasks, especially when interacting with peers, building positive relationships with role models.

Overall, confidence from the two days has improved in most students, all benefitting from positive reinforcements and encouragement. Emillie showed outstanding improvements in her confidence.

Overall Attainment

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

This information is provided back to students in the hope they can reflect on it and work on areas of improvement before and during the school week.



Most of the students had good overall attainment, with thirteen students in the programme falling into the "good" categories. No one was graded as inadequate which is an excellent achievement. Students showed consistent improvement and excellence throughout the camp. Nearly all the students showed some sort of growth, whether it was academically or personally. There is still room for improvement however with encouragement, positive reinforcements and constructive feedback from our teachers, the students continued to make improvements. The students have done very well in the 2-days and the staff was impressed with their progress.

Literacy

The Literacy workshops 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. Workshops on the programme enable staff to identify any specific Literacy needs of students.

Students' attainment in literacy was good. Most students made a good level progress throughout the two-day programme. They learned about reading comprehension, sentence structure, parts of a sentence and spelling. The students who had the most problems were those who struggled with pronunciation and lacked self-esteem in this area, but the camp helped many with building resilience and raising confidence levels.

Staff decided to place the students in a beneficial seating plan, to ensure focus and better progress in their weaker subject area. Each group worked through a series of comprehension focused activities during guided reading sessions, spelling and grammar activities covering everything from punctuation, tenses and sentence structure. Students would benefit from a performance rubric, word bank or writing frame to encourage sophisticated and complex sentences.

Numeracy

The Numeracy workshops 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 Numeracy is extremely important and useful.

During the programme, there were many students who grew with confidence in their numeracy skills, through the appropriate modelling and demonstrations. Some of the problems students had were remembering the correct methods and understanding specific numeracy terminology. The staff helped them break down these problems to more easily understand them, as well as give personal support. Students would benefit from working with learning buddies to help find solutions.

Summary and Conclusion

The two-day programme at King Edmund School was very successful. Out of the 21 students that were invited to attend the camp 18 students attended regularly and showed great improvements academically and personally, this is considered a very good turnout.

Students enjoyed a range of literacy-based activities to support their progress in reading, writing, speaking and listening. A lot of focus was placed on scanning texts for important information and answering comprehension questions with clear and concise answers to achieve full points. The progress made in these areas was fantastic to see over the two-day programme. It was great to see students who were hesitant to read and share their ideas with their group at the start of the camp, to then being confident enough to work with the other students and present their thoughts and opinions on how they interpreted different texts.

The students participated in the numeracy programme focused on applying numbers and equations to solve problems and riddles, covering as many topics possible, in the two-day block. Staff provided resources and insight on how to comprehend word problems and were able to talk through examples with the students. By the end of the two days, many students felt more confident in their numeracy and could both work independently and together to problem solve.

Students were able to enjoy a vast range of sports that encouraged team building and leadership skills. These activities were led by Sam, one of our PE teachers, who worked alongside our highly trained teachers. Some of the sports students particularly enjoyed playing were dodgeball, bench ball, multi-sports and 'foot tennis'.

A light breakfast of croissants and fruit was provided at 9.30am each day for those arriving. This offered all students a chance to fuel up and take part in some warm up activities in the hall. It also ensured that students were given the opportunity to have the energy necessary to concentrate throughout the sessions. A snack was also provided between the academic sessions to ensure energy levels were maintained to produce quality work. All students were punctual which allowed for sessions to commence at 10am.

In their final questionnaires, the students stated they had enjoyed the programme and sessions provided, feeling more confident and excited about school. Many students also commented on how the LMP staff were easy to talk to and they would want to do another Let Me Play camp again.

Section 2:

Individual Student Reports



Let Me Play provide opportunities and support for schools across London. If you would like to hear about any of our enrichment activities, please contact us:

For more information please contact Grace

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