

# Archbishop Beck Catholic College



## Disadvantaged Pupil Policy

### English Department

#### **How is the progress of disadvantage students monitored within the department?**

The department policy is that disadvantaged students are highlighted on seating plans. This is used throughout lessons and following assessment to monitor the progress of disadvantaged students. Following assessment periods, SISRA is used to monitor the progress of disadvantaged students and intervention is used to support the students. When necessary, the department will contact home to support the student in the best way.

#### **Strategies used within the classroom for disadvantaged students.**

All disadvantaged students are identified on seating plans, during independent learning time teachers will undertake dialogue with these students to address any misconceptions and provide live marking opportunities for these individuals. Targeted questioning is used to encourage involvement in the lesson and deepen their understanding. This is used to develop verbal answers and oracy of disadvantaged students. We have redesigned our curriculum to ensure all students are challenged.

Homework is consistently set across KS3 and KS4 to complete at home and strengthen their knowledge, this may include wider reading opportunities.

#### **How the High Five lesson plan impact on the learning and progress of disadvantaged students.**

Consolidation tasks are set every lesson to recall knowledge from previous lessons. These are mainly based on skills, quotations, activating prior knowledge or learners stretched to upgrade their vocabulary to embed in their written responses. Model answers are used for learners to annotate and assess what makes this a model answer. In addition, students are given example answers to explain how they could improve the answer. Questions and answers are used to check students understanding and develop knowledge. Lessons will have tasks which stretch students and challenge tasks set throughout lessons for student who complete their work to provide a higher level thinking opportunity. Students are encouraged to work independently throughout lessons and homework is set once a week to develop students' independent learning.

### **Strategies to support disadvantaged students away from the classroom.**

Homework is set weekly to encourage students to work independently. Revision sessions are held twice a week for year 11 students, this is based around the set homework task and used as an opportunity to support students, particularly those who are disadvantaged.

### **What intervention takes place to promote progress with disadvantaged students within the department?**

Information is sent home before assessment period to make parents aware of what they are studying in order to support students. After assessment periods, disadvantaged performance is reviewed and intervention is put in place where necessary. This may be in the form of contact with parents to support their studies, target setting and attendance to revision sessions. A revision session timetable has been given to all year 11 students to encourage them to take ownership of their learning and attend the sessions they need to.

### **How are students exposed to the skills required for grades 8 & 9?**

During lessons we use model answers from previous grade 8/9 exam papers from former students in our cohorts. These are used with learners to discuss and annotate the answers to explain how to get the higher levels. We also use example answers and learners are asked to assess these and explain how they could achieve full marks. This is used to guide learners on how to achieve the highest levels

### **How are disadvantaged HAPs students supported by the department? How do you tackle barriers to learning?**

All disadvantaged students are highlighted on seating plans and mark sheets. This is to support the students with questioning and resources. With year 11, learners are encouraged to bring set texts to lessons to support those annotating texts, if learners have issues purchasing these, they are provided by the department. Learners are encouraged to use the independent study area; before school, break, lunch and afterschool to complete homework and this provides them with materials and resources they may need.