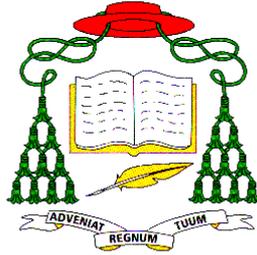


Archbishop Beck Catholic College



Disadvantaged Pupil Policy

Mathematics Department

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

All Mathematics staff are aware of the disadvantaged students in their individual classes, these students are highlighted on their seating plans. Regular internal assessments take place throughout the year and teacher trackers are used for each class to identify students requiring intervention. In addition to the assessments that take place class and homework is monitored regularly, the classwork will be monitored by the key stage co-ordinator and the homework by Mrs Capps – Jenner. If there is a concern with any of the above, the key stage co-ordinator or Mrs Capps – Jenner will liaise with the class teacher or pastoral staff as appropriate and parents / carers will be informed. At the end of formal assessments SISRA will be used to analyse the data and identify any underachievement.

Strategies used within the classroom for disadvantaged students.

Mathematics works very closely with Science and students are set by ability, liaising with Science at key stage 3. Students follow a differentiated scheme of work at all key stages which is designed to support and/or extend all the disadvantaged students within the classes. A mastery approach is embedded in years 7&8 and for this academic year and onwards this is continued into year 9. For key stage 4, there is a one scheme of work with a support scheme for the very low ability students. Throughout all the SOW there are ample opportunities for challenge. Discussion amongst students and their peers is a regular occurrence to promote understanding. All students are expected to provide their own equipment, however, allowances are made for disadvantaged students.

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

Consolidation exercises are not only be used to ensure recall of previous work but might be a stepping stone to link topics. In maths lessons students work independently every lesson. Classroom teachers will often focus on disadvantaged students first when students are working independently. For the challenge aspect extension questions and enrichment are provided. Examples are modelled in the majority of lessons and assessment is a key feature with the use of targeted questioning for disadvantaged students to focus on maths understanding and reasoning.

Strategies to support disadvantaged students away from the classroom.

Disadvantaged students are encouraged to represent the College at various events including UKMT Challenge and the Liverpool Dragons Den Challenge in which the students have been extremely successfully. In addition to the external events the department encourage students to take responsibility for their own learning and to challenge themselves on their journey to becoming independent learners. The strategies used to promote this include training given in assemblies for all year groups. For year 11, countdown examination papers are emailed to both students and parents with solutions for the last 14 weeks on the run up to the exam, these are printed off for disadvantaged students. Support is available for disadvantaged students who struggle completing homework which is monitored by Mrs Capps – Jenner. Revision lessons for year 11 are held twice a week and disadvantaged students are encouraged to attend.

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

The Department are very proactive before each assessment period for all key stages and use a range of strategies to encourage all students to prepare fully prior to each assessment. All students are expected to complete Independent work set using a targeted website, if disadvantaged students do not have access to a computer laptops are provided to be used within the College. Revision classes after school are always offered to students sitting external examination. These are well attended with parents being informed of attendance on a regular basis. Holiday and weekend classes are also offered for identified students. After each assessment period the performance of disadvantaged students is analysed. Where under performance exists, students will be offered support and monitored to ensure the trend is not repeated.

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

All students in set one year 11 follow their own personalised scheme of work. In addition to this the department works very closely with the mathematics School Improvement officer. This consisted of the set one teacher collaboratively planning lessons one afternoon per week throughout the year to promote grade 8 & 9. More emphasis is placed on algebra for HAPs to ensure that they have the necessary skills to progress onto maths A level.

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

All mathematics staff , including teaching assistants, are aware of the disadvantaged students within their classes and seating plans are set accordingly. Students are supported through the numerous intervention strategies as described above and any equipment including calculators are provided if needed.