

Diminishing the Difference- Department Teaching Approaches 2019-20

Department	Planned Teaching strategies 2019-20	Who with	Planned Impact
English	Learners to be strategically seated in class.	7-11	To enable them to be supported by learners around them.
	Live marking.	7-11	All learners to receive one form of live marking per week for instantaneous feedback.
	Weekly Dialogue.	7-11	Teachers will ensure all learners throughout their weekly learning are spoken to with regards to progress and understanding.
Maths	Standardised homework to encourage routine and consistency across the department.	7-10	Better completion rates. Better consolidation of prior learning to help students remember already gained knowledge.
	MathsWatch	Catch up students Persistently absent	Gaps addressed, more progress, no child left behind.
	Track set changes and minimise movements for disadvantaged	All years	Diminishes the gap between PP and non-PP kids
	Consistent approach to seating plans to allow for targeted questioning.	All years	Diminishes the gap between PP and non-PP kids
Science	Standardised homework	Ks3 and 4	Reduction in variability of homework set.
	Mastery learning	all	Sequencing learning to ensure progression so that no one is left behind when moving on.
	Regular low stakes quizzing	all	Improved recall of knowledge
RE	Focus on key words lists for every year group so all pupils will know the key word definitions on which to build progress	7-11	All pupils can recognise 'trigger' words in assessment questions. Pupils will know key, technical religious vocabulary.
	DP to visit John Bosco to look at strategies of intervention for raising attainment	10-11	Students can answer at least section a,b and c to score maximum marks to ensure they attain at grade 4
	Mentoring of identifiable students by HOD and KS lead	7-11	Students constantly being watched, encouraged to work and be stretched to make progress
	Focussed Intervention for 7 and 8 pupils to ensure skills for answering questions are being reinforced.	7 and 8	Pupils will recognise words like 'describe', 'explain', or 'evaluate' and know what structure answer to use.

	Ensure all seating plans identify disadvantaged pupils and their individual needs.	7-11	<p>Staff will be able to consistently challenge disadvantaged pupils to ensure progress is made.</p> <p>Structured revision program</p> <p>Use of student questionnaire to explore range of learning styles across the class to be used in lesson planning</p> <p>Creation of IEP to further inform staff about the students in their class that may be helpful in lesson planning – finding a connection with a student that enables them to make progress</p> <p>Differentiation up/development of high level resources (GCSE for KS3, A-Level for KS4) to ensure students are stretched as much as possible Clear approach to answering exam questions and then drill, drill, drill</p>
Business/IT/Media/Travel/Computer Science	Modelling – the use of model answers for exam courses. Sample pieces of work for coursework and controlled examinations. User guides for skills based lessons. The use of exam scripts and mark schemes available on the school network for students to access in school and from home. Use the students to model their skills and knowledge to the rest of the class.	All classes for computing, business, IT, Media and Travel.	Improved outcomes Improved independence
	Plan your questioning- have cohorts in different colours and target specific pupils. Pick disadvantaged pupils first and build on responses.	Focus on upper students by planning questioning within the lesson plan.	Improved outcomes Improved independence
	Meeting individual learning needs – providing students with the opportunity to build their independence skills. Having additional experiences outside of the classroom. Introducing a new reward policy for the department.	All subjects across all year groups	Improved outcomes Improved independence Improved motivation.
MFL	Staff to identify buddy system within seating plan pairing disadvantaged pupils with other confident students	All classes	Increased oral interaction within lesson activities. Increased confidence during paired activities.
	Increased use of peer assessment to improve work and provide feedback to each other during class work	All classes	Visible improved completion of improvement and feedback tasks during lessons. Improved completion of green pen within books.
	Completion of fast track and challenge activities targeted at disadvantaged students	GCSE classes	Improvement in standard of work Improved completion of extended tasks
History	Targeted questioning (Ensure disadvantaged students are interacted with)	All years 7-11	

	<p>Focused Intervention Ensure disadvantaged students have access to appropriate revision material and extra support. (specific pp revision sessions)</p>	Key stage 4 Focus	
	<p>Enhance the knowledge and recall of students through consolidation and testing</p>	All years	
Geography	<p>Seating plans to have disadvantaged pupils identified on them. This will then be used for targeting questioning to engage students.</p>	All year groups	Increase oracy of disadvantaged students and encourage contribution to class discussion.
	<p>Set homework tasks across the department to ensure homework is consistent for all pupils.</p>	KS3	Improved knowledge through consolidation of learning in class. Encourage independent learning.
	<p>Year 11 students to bring and use revision guides during lessons and revision sessions.</p>	Year 11	Improve students revision techniques by showing them how to use revision guides.
Food	<p>Small charge to all pupils for food ingredients to be supplied. Money not chased for pp pupils, ingredients provided. TA targeted to work with certain PP pupils. PP pupils work marked first. Track progress using skills tracker to follow students to each of the 4 rotations in KS3</p>	Y7 and Y8	Students will be able to independently track their progress across KS3 This will also establish which material area/areas they are most able in
	<p>Targeted questions</p>	Y7 and Y8	Ask PP first to enable confidence and establish knowledge/gaps in knowledge
	<p>Head of Department to Liaise with Longmoor primary to establish gaps in prior learning and experiences</p>	Y7 and Y8	Accurate intervention to ensure quicker progress
	<p>Food provided if necessary for pp pupils. Assessment criteria checklist in student friendly terminology. PP pupil's work marked first. TA targeted to work with certain PP pupils.</p>	Y9,10,11	Students will be able to understand the criteria and independently know how to improve their work.
	<p>Consolidation questions</p>	Y9,10,11	Ask PP first to enable confidence and establish knowledge/gaps in knowledge
PE	<p>Focussed intervention.</p>	HOD & 2 nd Dept.	Improved self-esteem, self-confidence, attendance. Improve progress in practical and theory lessons.
	<p>Identifying cohort, displaying names and photos in PE DWR</p>	HOD & 2 nd Dept.	To increase awareness.
	<p>Agenda item on departmental meetings</p>	HOD & 2 nd Dept.	To monitor and review progress regularly.

	PP focussed in lesson observations	All staff	To raise awareness and to ensure progress is made.
	Applying the FIRST principle.	All staff	To ensure disadvantaged students get the support required.
Performing Arts	Intervention groups at lunch time and after school to focus in on specific work within the accredited courses.	Year 9-13	To improve grades in both GCSE and A level dance.
	Mark any work that they complete first and give feedback asap.	Year 9-13	To improve quality of work.
	Mentoring system with 6 th form students to assist with practical work.	Year 9-13	To improve practical work and build up relationships.
Art	Student friendly assessment criteria skills trackers Intervention trackers	KS3 & KS4	Students will develop the required assessment criteria expectations skills which will allow a streamlined transition into KS4. This will allow for better understanding of what is expected of them to improve their work independently
	Attendance to afterschool sessions	All students	To refine skills with more practice and explore art genres and media further
	Competition entries and art gallery visits Links with primary, Longmoor primary school	All	Open the students cultural experiences within the art world outside of school Establish gaps in prior learning
	Display students work, invitations for family and friends to view students art achievements	All	To encourage confidence, pride and belief in students creativity
Art, Fashion & Textiles	Targeted questioning Show exemplar work for grade 8&9	All classes, PP pupils	Students will see the standard expected to achieve the higher grades
	Afterschool sessions, weekend and Saturday Equipment loan scheme	All	This will allow students to have more time to work on their final pieces and be able to work at home if equipment is supplied.
	Make assessment objectives 1-4 easier to understand by rewriting in student friendly terminology	Y10 - 13	Students will better understand what the assessment objectives are asking of them.