

# Archbishop Beck Catholic College



## Disadvantaged Pupil Policy

### Art and Design, Food, Textiles and DT Department

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

The department policy is that disadvantaged students are highlighted on seating plans and identified on mark sheets. This is used throughout lessons and following assessment to monitor the progress of disadvantaged students. We use regular assessment objectives at GCSE to develop understanding of the exam board and ensure students are aware of their current progress. 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 and target questioning is used to encourage involvement in the lesson to 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.

All year 11 exam entry students are encourage to learn the assessment objectives to enable them to access what is expected of them in lessons and to learn how to use them effectively. This will allow them to use them at home when working independently. Resources are provided for disadvantaged students who have issues purchasing these.

Homework is consistently set across KS3 to complete at home and strengthen their knowledge and understanding. There is after school club for art and textiles to further their experience with practical work. Students are encouraged to borrow and use equipment to complete homework.

#### **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 either verbally or in written form due to the practical nature of the subjects. These are mainly based on key terms to encourage students to improve their vocabulary and use subject specific terminology throughout their answers. Model responses are used for students to annotate and assess what makes this a model outcome. In addition, students are given example answers to explain how they could improve their work. 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 and in art to develop drawing skills.

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

Homework is set weekly to encourage students to work independently. After college every day the breakout area is available for students to complete homework, look at exemplar material to extend their knowledge. There is a bookshelf in every classroom for students to use independently.

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

Information is sent home before AP1 to make parents aware of what they are working on, 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 after school sessions.

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

During lessons we use model exemplar from previous grade 8/9 exam papers and A level grade A/A\* papers. These are used with students to discuss and annotate the examples to explain how to get the higher levels. We also use exemplar pieces and students are asked to assess these and explain how they could achieve full marks. With KS5 students we encourage reading around the subject by using google classroom to share articles, visuals and creative contexts.

**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. The College website is used to communicate with parents and help them support students. With year 11, students are encourage to know the assessment objectives for lessons to show them how to use them effectively. Students are encouraged to use the art and design break out area; before school, break, lunch and afterschool to complete homework and this provides them with materials and resources they may need.