

# Archbishop Beck Catholic College



## Disadvantaged Pupil Policy

### Business/IT/Media/Travel/Computing Department

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

The department has a clear understanding of the identification of the disadvantaged students. The department policy is that disadvantaged students are highlighted on seating plans and identified on mark sheets and lesson plans. This is used throughout lessons and following assessment to monitor the progress of disadvantaged students. We use regular assessment which are either exam or coursework based activities to develop understanding of the theory and skills needed within the qualification. Students are aware of their current progress and they are given regular feedback. 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 and deepen their understanding. The different strategies that are used within the department include the use of model answers for exam courses, sample pieces of work for coursework and controlled examinations. The use of 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 and the use of presentational skills to model their skills and knowledge to the rest of the class.

The department also meets individual learning needs by providing students with the opportunity to build their independence skills and having additional experiences outside of the classroom.

Homework is consistently set across KS3, 4 and 5 these may be in the form of exam questions, skills tests or coursework activities. There is a homework club and also computer club every lunchtime. Students are encouraged to attend these clubs and use the equipment to complete homework/coursework.

#### **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 knowledge from the previous lesson and also key vocabulary and formulas. Model answers are used for students 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. The students have the opportunity to attend both homework and lunchtime computer club to use the facilities to complete homework or coursework tasks. The students have access to a range of user guides and revision booklets to help them work independently when revising for an examination.

Revision sessions are held once a week for year 11, 12 and 13 students if required, this is based around either examination revision or coursework catch-up sessions 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 AP1 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 Distinction/Distinction \***

During lessons we use model answers from previous distinction exam papers and A level grade A/A\* papers. These are used with students to discuss and annotate the answers to explain how to get the higher levels. We also use example answers and students are asked to assess these and explain how they could achieve full marks. We have a number of members of staff who have been and are examiners for AQA and Pearson. With KS4 and KS5 students we encourage reading around the subject by using various business and news websites to keep their knowledge of external factors current in today's market.

### **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. Newsletters and the college website are used to communicate with parents and help them support students. Year 11, 12 and 13 students are encouraged to bring revision guides to lessons to show them how to use them effectively, if students have issues purchasing these, they are provided by the department. Students are encouraged to use the business/IT break out area; before school, break, lunch and afterschool to complete homework/coursework and this provides them with materials and resources they may need.