

Archbishop Beck Catholic College



Disadvantaged Pupil Policy

Geography 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 exam questions 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 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.

All year 11 geography students are encouraged to bring revision guides to geography lessons to show them how to use them effectively. This will allow them to use them at home when revising independently. Revision guides are provided for disadvantaged students who have issues purchasing these.

Homework is consistently set across KS3 geography and optional tasks are set for KS3 students to complete at home and strengthen their knowledge, these may be in the form of additional reading, news articles, documentaries. There is a homework club to show geographical documentaries if they do not have access at home. 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. These are mainly based on key terms to encourage students to upgrade their vocabulary and use geographical terminology throughout their answers. 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 students 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. After college on a Tuesday HU04 is available for students to complete homework, watch geographical documentaries and read articles to extend their knowledge. There is a bookshelf in humanities break out with National geographic magazines, books and suggested TV programs for students to use 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 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 grades 8 & 9?

During lessons we use model answers from previous grade 8/9 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. All three members of the department are examiners for AQA. This is used to guide students on how to achieve the highest levels. We have a year 11 group who do additional geography, they are often given A-level style extra reading, news articles to develop their understanding. With KS5 students we encourage reading around the subject by using google classroom to share articles etc.

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. With year 11, 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 humanities break out area; before school, break, lunch and afterschool to complete homework and this provides them with materials and resources they may need.