

# Archbishop Beck Catholic College



## Disadvantaged Pupil Policy

### History Department

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

The department has a clear understanding of the identification of disadvantaged students within the College using relevant data. Students are then identified on mark sheets, seating and lesson plans. Disadvantaged students are monitored using regular assessments through the sequencing of their work within our ambitious curriculum. At KS3 and 4 these are knowledge based and assess skills. At KS4 they can take the form of exam style questions. Quality feedback is given for extended answers and time build in to review and correct work. The performance of disadvantaged pupils is tracked via analysis of data on SISRA.

#### **Strategies used within the classroom for Disadvantaged students**

The department use enquiry based lessons and assessments to encourage student's independent learning and to achieve their full potential. When available there is targeted T.A. support to ensure students are being challenged and stretched. Teachers will use targeted questioning and modelling so that disadvantaged pupils are interacted with and encouraged to participate.

#### **How does the High Five lesson plan impact on the learning and progress of Disadvantaged students?**

The History curriculum and resources have been adapted to ensure all classes have in-built stretch and challenge to allow disadvantaged students to participate and achieve at all levels. Exam style questions are given at KS4 to allow skills and content with feedback and review. Modelling is frequently used at all key stages to show students how to produce work of their highest grade. The use of purple pen allows students to clearly see where modelling has taken place and so can be referred to. When feedback is given, students are given time to reflect and respond. The use of green pen allows students to clearly see how work can be improved.

#### **Strategies used with Disadvantaged students away from the classroom**

On the Key stage 3 scheme of work, reading lists and access to wider reading opportunities have been identified. A library of books is being collated to support disadvantaged students in their independent reading opportunities. Homework at KS3 is guided to support students and encourage independent learning. At Key Stage 4 and 5 there are intervention sessions for disadvantaged students to support

exams. Staff ensure disadvantaged students have access to appropriate revision material and are directed encouraged to use Edexcel and AQA exam board websites and available resources.

**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 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 encourage 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.