

Archbishop Beck Catholic College



Disadvantaged Pupil Policy

Modern Foreign Languages Department

How is the progress of disadvantaged students monitored within the department?

Disadvantaged students are highlighted on seating plans and also on mark sheets. This information is then used to closely track their progress during all lessons and via homework tasks. Following each assessment period, each student's attainment will be analysed and their progress will be monitored more closely if underachievement occurs. Intervention will be put in place to tackle any concerns and additional resources will be offered. SISRA is used extensively to help ensure further analysis is accurate with underperforming students identified. At Key Stages 4 and 5 staff monitor students organisational skills more closely ensuring that revision and study guides are used effectively, offering extra support when necessary. Regular contact is maintained with parents particularly when concerns arise.

Strategies used within the classroom for disadvantaged students.

Staff are fully aware of all disadvantaged students within their classes with students being identified on seating plans and targeted questioning is regularly used to encourage involvement in the lesson and deepen their understanding. Support is offered when necessary. Staff ensure that The High Five Lesson is used to ensure that all students are challenged and are given opportunities to develop their independence. During each lesson staff will aim to ensure that disadvantaged students are stretched and given frequent opportunities to reach their potential. Regular group and pair work helps to give all students the chance to work as a team and to develop confidence.

How does the High Five lesson plan impact on the learning and progress of disadvantaged students?

In consolidation tasks students are set challenges to produce previously taught complex language and vocabulary, metacognitive tasks are also regularly set to encourage deeper thinking. Modelled answers show all students how to produce work that would achieve the highest grades and this is linked to mark schemes. When feedback is given, all students are given time to reflect and improve upon their work. Challenge tasks are incorporated into all aspects of the lesson and all students are encouraged to complete these tasks as often as possible. The department ensures that all students are equipped with green and purple pens to complete required tasks. The use of green pen enables students to clearly see how their work can be improved. Staff give much verbal guidance also to encourage all students to perform to their best at all points of the lesson. To improve and promote

independence students are given opportunities to use recently used strategies to attempt more difficult questions on a further occasion.

Strategies to support disadvantaged students away from the classroom.

At Key Stage 3 all students will be guided through homework on how to become more independent learners. Students will be encouraged to use additional sources online and all students are given a Key Stage 3 vocabulary and grammar handbook that they can refer to away from class to further their knowledge and to think more deeply about all aspects of language learning. Home works and use of additional study and revision guides at Key Stage 4 & 5 will encourage students to take responsibility for their own learning. The department will ensure that disadvantaged students are equipped with a study guide if necessary. At Key stages 4 & 5 all students are encouraged to access exam board websites, to read examiner reports and to use exam revision websites to tackle more difficult aspects of the course independently. Students are offered access to ICT facilities within the department if required.

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

Information is sent home before each assessment period 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. Where under performance exists, students will be monitored to ensure the trend is not repeated and additional support will be offered.

At Key stages 4 & 5 students not making positive progress are tracked, parents are informed where serious concerns exist and guidance is given to ensure the gap is narrowed in the next assessment period.

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

The department has two members of staff that are exam board writing examiners for AQA, one for French and one for Spanish. These staff share their experiences with the department and this guidance is cascaded to all classes to ensure that good practice and guidance on how to achieve the highest grades is clear and students have a good understanding of the best skills to perfect. This knowledge gives confidence to students knowing that they are hearing first hand experiences. The hardest questions are regularly tackled particularly at Key stage 4 & 5 with techniques discussed.

How are disadvantaged HAPs students supported by the department? How do you tackle barriers to learning?

All disadvantaged students are annotated on seating plans and mark sheets. The same applies for disadvantaged HAPs students. Disadvantaged students are supported via questioning and additional resources if this is a clear requirement to ensure progress. Parental engagement is supported via first phase contact when concerns arise. All students are encouraged to use MFL resources within the departmental before or after school and to attend intervention sessions in exam years. After assessment periods barriers to learning are highlighted and help is initiated where necessary.