

Archbishop Beck Catholic College



Disadvantaged Pupil Policy

Performing Arts Department

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

Practical Lessons

The department policy is that the disadvantaged students will be group accordingly depending on the task. Some tasks lend themselves to disadvantaged pupils being grouped with HAP students so they are accessing the higher level work and also being supported by other students. Other tasks disadvantaged pupils will be grouped together so that a different task can be set so pupils can be monitored more closely as a group.

Theory Lessons

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 both practically and in theory lessons.

The curriculum set is engaging and motivating to help encourage pupils to achieve. As a department we encourage cross- curricular work in KS3 for example in Year 7 the students learn about 'Our Day Out' and in Year 8 they devise drama work on the 'Hunger Games'. We also encourage pupils to learn about social and moral aspects for example in Year 7 pupils look at 'Westside Story' in dance and gang related themes.

At KS4 disadvantaged students are encouraged to attend extra revision sessions put in place both at lunch time and after school in all Performing Arts disciplines. This has proven successful with pupils gaining good grades in the past.

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

Practical lessons

Within practical lessons pupils will always reflect on their own and others work through deep and extensive questioning. Pupils will be encouraged to devise, choreograph and compose independently. Students learn how to give feedback in a constructive way both verbally and in written form. Modelling consistently takes place.

Theory Lessons

Consolidation tasks are set every lesson to recall knowledge from previous lessons. These are mainly based on key terms and previous work to encourage students to upgrade their vocabulary and use correct 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 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.

KS3/4/5

The department's extracurricular programme is extensive, giving opportunities for pupils to develop skill and practice them further in a more relaxed environment.

Within music disadvantaged pupils are encouraged to be part of an instrumental programme and singing programme allowing them to access further tuition

KS4/5

Disadvantaged students are given time independently with a teacher to devise. Choreograph and compose. This allows them to access the high levels when preparing for exam work.

Revision sessions are held once 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?

Practical lesson

Pupils watch and analyse work from previous students that have gained the higher grades. Also within students choreographs pupils will use more able students to perform helping them achieved the high level grades.

Theory lessons

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.

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 Performing Arts break out area; before school, break, lunch and afterschool to complete homework and this provides them with materials and resources they may need. Disadvantaged HAP students also are encouraged to come to choreography sessions at lunch times to help support and develop their work. The students are encouraged to work with other HAP students to support their development to a higher level which we hope is reflected in the work. The department also has an extensive extracurricular programme were students have opportunities to be part of many competitions, productions and showcases.