

# Archbishop Beck Catholic College



## Disadvantaged Pupil Policy

### Religious Education Department

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

Relevant data provided by the College allows staff to be aware of the disadvantaged students. Staff can then identify named students in their planners, mark book, seating and lesson planning. Sequenced lessons allow planning to incorporate the needs of such students to ensure focus is given to them in lesson delivery as well as at key times of preparation for assessment periods throughout the College year. At Key Stage 3 we seek to develop knowledge based understanding and some evaluation skills. At Key Stage 4 the emphasis is on GCSE exam style questions. Peer assessment can help with knowledge based skills, whilst teacher feedback for extended writing answers allows disadvantaged students to reflect on their strengths, development areas and they then correct accordingly. Staff departmental feedback/concerns allow us to monitor the progress of disadvantaged students as well as using SISRA for each College review period.

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

Lesson planning incorporates opportunities that allow us to focus on disadvantaged students in every lesson. Strong use of questioning and coaching allow staff to monitor students in the lesson as well as coaching them whilst working independently. When able to, teaching assistants will be deployed to work with and support students. A focus on assessment technique tailored to disadvantaged student's features in lesson planning. This ensures that key elements of the assessment are targeted with an opportunity for stretch in looking at the higher grade questions.

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

Lesson planning now allows staff to focus on the relevant needs of students in the lesson and as such the High 5 lesson is applicable to all and is differentiated accordingly. Modelling allows student the opportunity to view high scoring responses and can be used as a scaffold to develop their own responses.

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

Students have opportunity for cultural capital experiences such as Lourdes, Cathedral visits and outside speaker events. Students will be prioritised in being offered this chance to build on from the

learning in classroom. Students will also be guided to use platforms of social media to reinforce and consolidate that which they have learnt in the classroom. Disadvantaged students will also have first option to be involved in learning events such as visits by CAFOD, LIFE, Zoe's Place, visit of clergy to reinforce work that has been covered in lessons.

Disadvantaged students can also be supported by the chaplain who is available to support students with their work away from the lesson as well as be able to offer counsel to students when such need arises.

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

Revision material is sent home as a priority for disadvantaged students. Intervention is targeted at such students following each assessment period with plans drawn up to determine how progress can be made at the next point of assessment. Departmental mentoring is used to ensure students don't fall behind between each assessment period.

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

Disadvantaged students are known by the department and as such are identifiable in seating plans and lesson planning. Disadvantaged students have schemes of work and revision electronically sent to them and parents/carers if needed.

The College departmental website communicates to parents/carers our curriculum with key information about assessment periods throughout the College year. Revision material is prioritised for such students as is attendance at revision sessions after school for students. This is limited to smaller numbers to benefit learning opportunities.