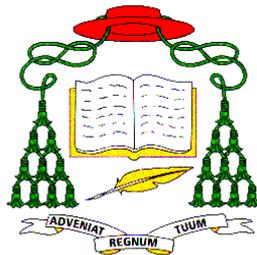


# Archbishop Beck Catholic College



## Disadvantaged Pupil Policy

### Science Department

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

Staff are aware of who these students are based on information from SIMS and 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. Following assessment periods, SISRA is used to monitor the progress of disadvantaged students and intervention is used to support the students. With Key Stage 4 students, following assessments, we can identify if students are having difficulty with a particular area of Science and support them as appropriate.

#### **Strategies used within the classroom for disadvantaged students.**

The Science curriculum has been reviewed and redesigned with a focus on challenge and inclusivity for all students. All disadvantaged students are identified on seating plans and targeted questioning is used to encourage engagement and to check understanding. We try to ensure that disadvantage is not a barrier to learning in the classroom so students can borrow resources e.g. calculators if they need to.

All students are provided with revision materials in year 11 that are standardised so everyone has the same opportunity for success. This is in the form of knowledge organisers, access codes to Seneca learning, log in details for kerboodle. In addition to this lesson time is spent showing students how to use these resources effectively to engage with their own revision. Parents have also been sent details of how we have approached this in class so that they can support their children at home. Students are encouraged to purchase revision guides at Key Stage 4 and 5. These are provided for disadvantaged students who have issues purchasing these.

Homework is consistent across the department and is paper based involving booklets so students do not need access to computers at home to complete work.

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

Delivery of high quality lessons for all is the aim of the Science department, in order to minimise the effects of disadvantage. Consolidation tasks e.g. low stakes quizzing are used every lesson to recall knowledge from previous lessons. These are mainly retrieval questions which help embed knowledge in long term memory. Model answers are used to demonstrate to students how to approach a particular question to gain as many marks as possible. In addition, students are given example answers to explain how they could improve the answer. Modelling is also used to help students

structure longer answers and to develop scientific and mathematical skills by showing students how to think through these. Questions and answers are used to check students understanding and develop knowledge. All lessons aim to challenge students and extra challenge tasks are set and available for all to stretch them further. Students are encouraged to work independently throughout lessons and homework is set once a week to develop students' independent learning. Students are regularly given verbal feedback in lessons and have the opportunity to respond to written feedback in their books. Following assessments, teachers will go through the exam and identify any areas students have struggled with, making a point to go back and reteach if necessary. Students also have the opportunity to set themselves targets following assessments to help them become more independent in their revision.

### **Strategies to support disadvantaged students away from the classroom.**

Homework is set weekly to encourage students to work independently. Revision sessions are held twice a week for year 11 students, which all are encouraged to attend, and used as an opportunity to support students, particularly those who are disadvantaged. Lunchtime intervention sessions are held for targeted individuals to support their learning. A small number of disadvantaged students have weekly mentoring from University of Liverpool students. We also try to ensure that as a department, when organising trips, we bring a number of disadvantaged students.

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

Lunchtime intervention sessions are held for targeted individuals in year 11 to support their learning. A small number of disadvantaged students have weekly mentoring from University of Liverpool students through the Ascents programme. Information is sent home before assessment periods 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.

All parents of year 11 students are kept up to date with information about how to support students at home and what revision sessions are available by email and text.

### **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. Students are encouraged to use the science break out areas for computer access or as a quiet place to study before or after school. We try to ensure that there are no barriers in the classroom by providing materials needed e.g. revision guides. We give students opportunities to read, be that textbooks or scientific journal articles. All A level students are provided with their own copy of the textbook for the duration of their course.