

1 Teaching

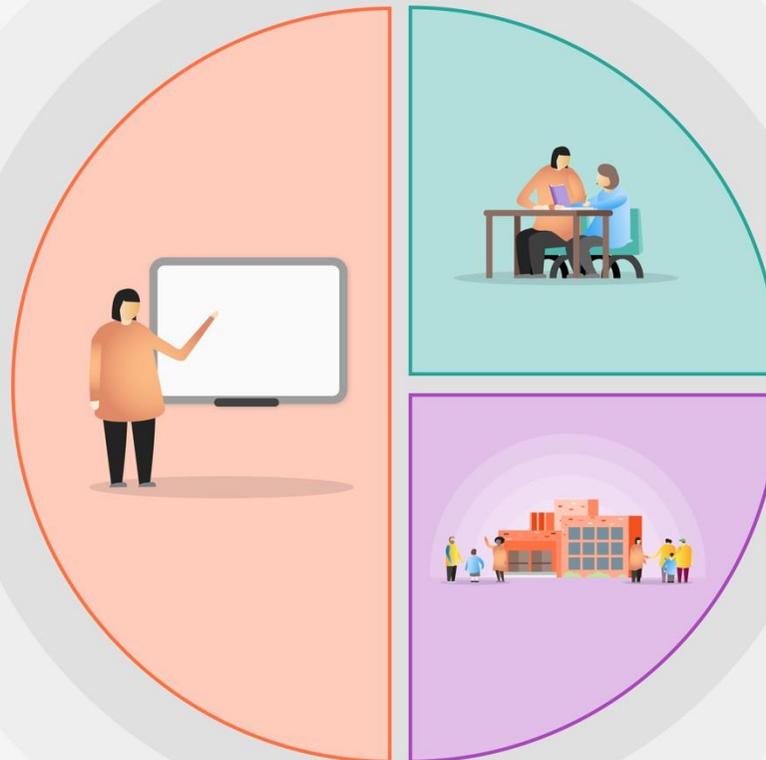
Quality first teaching supported by regular research-focused professional development.

Identification of students with learning gaps through the design and implementation of high-quality diagnostic assessments.

A focus on wave 1 intervention in the classroom to ensure that gaps are closed quickly and efficiently. Strategic targeted use of Wave 2 subject-specific intervention

Whole school focus on tier 2 and 3 subject-specific vocabulary to continually challenge students.

A culture of evidence-informed, research-lead CPL, with regular input on our provision for underachieving students. To be consolidated by one protected period a fortnight for all staff to work collaboratively on pedagogical development.



2 Targeted academic support

Small group or 1:1 academic support in the following subjects:

- Y11: English, Maths, Science, MFL, GCSE Options Subjects
- Y10: English, Maths, MFL
- Y7-9: English and Maths

Online support for Y10 and Y11 English and Maths through ESCC "At School online"

Use of online CENTURY to support English and Maths at KS3

3 Wider strategies

Provision of all necessary materials.

Continue to target increased engagement in extra and super-curricular activities and wider-school life

Targeted Academic Support- Intervention Plan 2020-21 Updated April 2021

This plan is an extension of the intervention that is planned, every year, to help specific students catch-up where there is evidence that they have fallen behind their peers.

The College rigorously tracked the completion of work by students during the restricted opening of College from March-July 2020, as a result of the COVID-19 pandemic.

Rationale

The most important intervention is quality-first teaching (“wave 1 intervention”) that takes place in normal lessons, with expert teachers using assessment information to guide decisions about what to teach and when to teach it. As a result, the majority of small-group additional (“wave 2”) intervention is targeted at students in Y10 and Y11, since these students have the least amount of time to “catch-up” prior to completion of their exams.

Wave 1 interventions are guided by the research-based “Pillar principles” upon which teaching in the College is based. Wave 2 interventions are also designed using tried and tested, evidence-based approaches, as summarised by the Education Endowment Foundation (EEF).

All interventions use the model of “Diagnose, Therapy, Test” to review impact, where possible.

Funding

The College will receive in the region of £80,000 during 2020-21 in the form of the Government’s “Coronavirus (COVID-19) catch-up premium”.

1. August 2020: Y7, 8 and 9 Maths intervention

- 10 year 7 students, 19 year 8 and 12 year 9 students were invited into College for two days of maths intervention (with five different maths teachers who had volunteered their services) during August 2020.
- Students were selected based on the work completed during lockdown as well as input from HoY and PP Champion. Transport was provided for students who were unable to travel to the College.
- Students were taught in classes of ≤ 8
- The curriculum was carefully constructed by the Curriculum Leader for Maths, to cover the most important concepts that students need to master going forward into the next year.

Mechanism of review:

- It is impossible to monitor the impact (in terms of assessment grades) of such a short intervention. The main aim was to ensure that students started the new academic year with a confident mindset in relation to maths.

2. September 2020: Diagnostic Assessments

- Designed in term 6 for Y8,9,10,11 and 13 to identify clear gaps in student knowledge/skills
- Departments were asked to record “BE” against any students significantly below expectations, in relation to the diagnostic assessment by 30/9/20

Resultant actions:

- Y11: BE students have been allocated to a number of Wave 2 interventions (see below)
- Line management cycle (to 20/10/20): CLs gave details of how curricula are being adjusted and what intervention is being organised (in addition to that recorded below)
- Department meeting Monday 19/10/20: Structured discussion to re-draft wave 1 intervention mats (to bring language in line with the Heathfield Pillar descriptors)
- Y7, 8 and 9 students identified for on-line English and Maths interventions to start during Term 2

3. 2020-21 Wave 2 Interventions

As is evident, the majority of wave 2 intervention already organised and running is for Y11 students.

(a) Y13 Wave 2 Intervention

Chemistry Thurs A P4 TYL	Physics Thurs B P1 WAD	Biology Weds B P3 JME
6 students	5 students	8 students
Start will focus on AS content. targeting application of knowledge to exam questions, at E-C level. Modelling activities in the lesson, then setting examples to do outside the lesson.	Yr 13 will be focusing on content looking at circular motion, SHM and nuclear physics (topics covered during lockdown) to start with. Then moving onto recovering practical skills and dealing with questions on required practical as several of these have been missed.	Start will focus on AS content. targeting application of knowledge to exam questions, at E-C level. Modelling activities in the lesson, then setting examples to do outside the lesson.

Mechanism of review:

A-Level teachers will use regular assessments in class to determine the level of impact of the intervention.

(b) Year 11 Wave 2 Intervention

(i) Year 11 Monday P5 Intervention

- 112/189 students are currently with a subject specialist (every option A and B subject has a slot). The other 61 students are triple Scientists (who have an additional hour per week to cover the additional curricular content).
- All BE students (from the diagnostic assessment) have a subject specialist Monday P5 session

Mechanism of review:

- Students are being added to the groups (from the main hall) as teachers get more assessment information. *Groups were reviewed after the November mock exams with adjusted groups starting in Term 4 2021 (following the national lockdown in terms 3 and 4).*

(ii) Year 11 English Wave 2 Intervention

COG after-school Weds	HTC after-school Weds	WTS P4 Tues	WTS P5 Tues	WTS Tues after-school
15 students	17 students			
All students were marked as BE on diagnostic assessment. Focus on transactional writing and grammar skills. These students are aiming at grades 7-9. Grouping will be reassessed after the mock exam results.	All students were marked as BE on diagnostic assessment. Focus on transactional writing and grammar skills. These students are aiming at grades 4/5. Grouping will be reassessed after the mock exam results.	4 disadvantaged students	3 disadvantaged students	5 disadvantaged students
All students with WTS are currently working on developing English Language skills, particularly the creative writing element (worth the largest number of marks)				

Mechanism of review:

- Assessment information (mock exams as well as in-class/intervention assessments) will be used to gauge student progress

(iii) Y11 Wave 2 Maths Intervention

Thurs after-school invite (Method Maths)	WLS Mon P5	WLS Monday after school
18 students	3 disadvantaged students	5 disadvantaged students
Students will be using the “Method Maths” programme which provides targeted question practice, following its tried and tested “Test, Self-Review, Improve and Master” cycle.	WLS is helping to prepare students in relation to key topics that will appear on the mock exams in November. After that, the programme will be determined by the outcomes of the mocks themselves. A Google doc will be used after the mocks by class teachers to record topics/concepts that they are struggling with for WLS to access.	

Mechanism of review:

- Assessment information (mock exams as well as in-class/intervention assessments) will be used to gauge student progress

(iv) Y11 French and Spanish withdrawal from class

Y11 Spanish	Y11 French
3 students (withdrawn from RID lesson to work with VAL)	3 students (withdrawn from DUB lesson to work with MAL)

All students are foundation tier students who are struggling most with the demands of the course. These small-group sessions will ensure that students can access the listening and writing tasks in order to improve their grades.

Mechanism of Review

In class assessment information will be used in addition to November/December 2020 and [other assessment information](#).

(c) Y10 Wave 2 Intervention

(i) Y10 Maths and English

- PLL, COG, MCC and KRO will select underachieving disadvantaged students for English and/or Maths intervention during P4, P5 and after school on Thursday evening with WLS and WTS. This may also be extended to underachieving non-disadvantaged students where it is appropriate to do so
- We also have funded places for Y10 students to access “At School Online”. PLL and KRO will select disadvantaged students most likely to access this intervention in their own time, with any remaining places offered to underachieving non-disadvantaged students

Mechanism of review

See Y11

(ii) Y10 MFL

PLL, VAL and RID have selected disadvantaged students sitting exams in 2021 for small group tuition during one PE lesson per week

Y10 Spanish	Y10 French
6 students (withdrawn from PE lesson to work with MFO)	5 students (withdrawn from PE lesson to work with MAL)

Mechanism of review

See Y11

(iii) Y10 History

History Mon A P2 SMI	These are students taking the history exam in 2021. Students selected are those that did little work during lockdown and are being withdrawn from CTR’s history class whilst he is revising with the rest of the class. SMI is re-teaching the content that was covered in terms 5 and 6.
9 students	

(d) Year 7-9 Wave 2 English and Maths intervention based in diagnostic assessments

We don't have additional staffing capacity to deliver wave 2 intervention for each individual subject where diagnostic assessments have indicated that students might be behind.

Given the importance of Maths and English within the wider curriculum, it makes sense to prioritise these subjects.

Student selection:

- Students BE in English or Maths, or both identified by the diagnostic assessments (or baseline assessments for Year 7 students) were initially selected.
- FLW asked SMH and RIC (HoY) to liaise with COG/MCC (Intervention Leads, English and Maths) about selecting the most suitable students for this programme (see table, below)
- FLW will produce invite letters for students and provide training during term 2 for using the CENTURY learning programme

Year Group	Year 7	Year 8	Year 9
Number of students English	18	23	22
Number of students Maths	22	27	23
Number of students Maths and English	6	1	4

(i) CENTURY Learning English and Maths Y7-9

- Students selected will be invited to attend after-school on Tuesday, Wednesday or Thursday after school
- Sessions will be supervised by UPR teachers
- COG/MCC will select the relevant lessons that they want students to complete

(ii) Y7-9 English/ Maths 1:1 and small group tuition

For underachieving students that are deemed to be unsuitable to access CENTURY, small group/ 1:1 tuition will be provided during the timetabled College day (in either PRE, PE or PSHE lessons) from term 5 until the end of the academic year.

This will either take place in person from term 5, or remotely using an approved partner (part of the National Tutoring Programme) from term 6.

Mechanism of Review

- FLW will gauge the impact of sessions looking at student assessment scores in CENTURY, as well as gathering feedback from classroom teachers and looking at classroom assessment scores.

(e) Y9 Curriculum Consolidation- term 5 and 6

- Teachers will identify Y9 students either “Below expectations” from their Term 4 progress report, and/or students who completed insufficient work during the term 3 and 4 national lockdown.
- These students will be selected to catch up by completing a series of remote lessons during term 5 and term 6, either after-school or in place of one of their Core PE lessons.
- Students selected will work on either
- The lessons will include recorded teaching materials as well as tasks for students to complete.

Mechanism of review

- Curriculum Leaders will provide feedback to FLW and HoY about the quality of work.
- The final lesson will include an assessment to gauge student understanding.

(f) Literacy Interventions

(i) Year 8/9 Reading Intervention

- Lexia: decoding intervention during library lessons (impact measured through regular retesting of reading scores (currently 26 year 8 students and 36 year 9 students)
- Guided reading group with ADA i term 2: once reading habits survey conducted by HTC

(ii) Year 9/10 reading with parents

- Books have been purchased for both students and parents for terms 5 and 6 (“The Kite Runner”)
- PLL will provide regular text “nudges” to both students and parents
- HTC will provide occasional videos to stimulate interest and to generate discussion between student/parent

Mechanism of review

- Qualitative feedback on the choice of novel
- Reading habits survey in 2021-22 to see if habits have shifted.

(iii) Year 7 Reading Intervention

- Lexia from term 2: decoding intervention during library lessons (impact measured through regular retesting of reading scores. Reading tests have been completed by classes.

Lexia mechanism of review

- Regular reports from COG using assessment information from Lexia programme

4. Provision of iPads for staff to support remote working

We will purchase the iPads that Y10 return (which they used from Y7-9) in order to support:

- Virtual Parents' Evening
- Remote working of staff (without a laptop at home)

5. Total intervention costs:

Intervention	Approximate cost
August 2020 Maths intervention	£2,450
Y11 P5 Monday overstaffing for subject-specific intervention	£55,000
Y11 Science overstaffing for additional Combined Science intervention	
Y13 Science overstaffing for additional Bio, Chem and Phys intervention	
Y11 English and Maths after-school intervention with WLS and WTS	£5,000 (but already funded from PP budget)
Y10 English and Maths after-school intervention with WLS and WTS	£5,000 (but already funded from PP budget)
Y10 and Y11 MFL interventions	£6,000
Y7,8 and 9 English and Maths intervention using CENTURY learning	£5,000
Provision of iPads to support staff remote working	£11,548.32
Total	£79,998.32