

# Alderbrook School & Sixth Form

AMBITION | BRAVERY | KINDNESS

## Recovery and Catch-up Report Academic Year 2021-2022

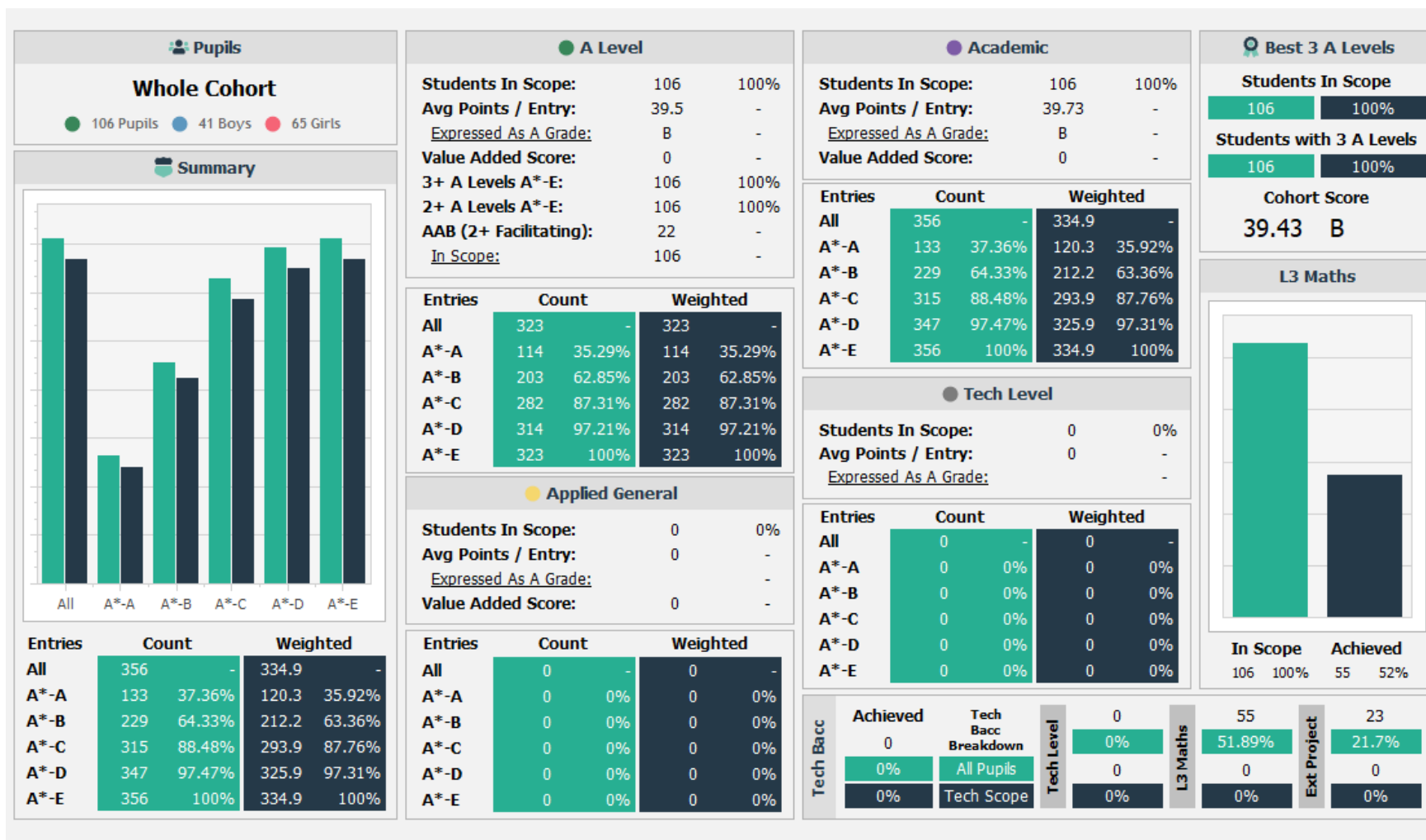
Teaching & Learning and Curriculum			
	Date and detail	Impact reviewed Summer 2022	Cost
High Quality Teaching	<p>Academic year:</p> <ul style="list-style-type: none"> <li>• Training provided for staff to develop high quality Instructional Practice</li> <li>• Staff engaged in research around Teaching &amp; Learning</li> <li>• Development of practice following Rosenshine's Principles of Instructions, with a particular focus on: <ul style="list-style-type: none"> <li>-Retrieval</li> <li>-Explanation</li> <li>-Practice</li> <li>-Checking for Understanding</li> </ul> </li> <li>• Working parties have developed 'The Alderbrook Lesson' and 'The Alderbrook Learner'</li> <li>• Teaching staff had opportunity to share good practice.</li> </ul>	<ul style="list-style-type: none"> <li>• For results, please see Appendix 1 and 2.</li> <li>• Two cohorts of coaches have trained to become Instructional Coaches and have been working with a range of colleagues across school to improve practice.</li> <li>• There has been a research-led approach to Teaching and Learning, through reading club and 15-1.</li> <li>• M&amp;E records shows evidence of Rosenshine's Principles in practice. This was particularly evident for retrieval through the 'Do it Now' activities.</li> <li>• 'The Alderbrook Lesson' and 'The Alderbrook Learner' have been developed and are being launched in September 2022</li> <li>• Systems were implemented to encourage the sharing of good practice including: Top tips in the staff weekly briefing; Open Door Fortnight; staff leading CPD sessions and T&amp;L 'speed-dating'.</li> </ul>	n/a

<b>Effective diagnostic assessment</b>	<p>Academic year:</p> <ul style="list-style-type: none"> <li>Teachers implemented a series of in-class formative assessment (questioning, marking and checking of work completed in class and at home, quizzes and low stakes class tests). Feedback is provided for students and opportunities for them to improve.</li> <li>Gaps in knowledge and/or skills were identified and teachers re-teach or adapt the curriculum accordingly.</li> <li>Middle and Senior Leaders evaluate reporting data each term to identify underachievement or low attainment and identify further interventions. Every year group has a termly reporting cycle which provides regular progress updates for parents and students. This data is also standardised and moderated before being reported. This enables a holistic view of how well a student is progressing across all their subjects.</li> <li>Students in KS3 sit reading tests so the literacy team can identify weaker readers for specific reading intervention.</li> </ul>	<ul style="list-style-type: none"> <li>For results, please see Appendix 1 and 2.</li> <li>All subject areas evaluated the likely gaps in learning and re-designed the curriculum to ensure coverage of important skills and knowledge, to enable logical progression in learning.</li> <li>Subjects have created 'Learning journeys' with their areas, with a specific focus on effective sequencing and progression.</li> <li>Following termly data analysis, intervention programmes were established for example Assertive Mentoring in Year 11, Monday Night Study club and PETXi drop-down days.</li> <li>Reading tests for Key Stage 3 students enabled appropriate reading intervention to take place with Lexonic. The average gain after 6 weeks of intervention was 41 months for Year 7 and 35 months for Year 8.</li> <li>A new Marking, Assessment and Feedback policy was launched in September 2022.</li> </ul>	n/a
<b>Curriculum</b>	<p>Academic year:</p> <ul style="list-style-type: none"> <li>Subject areas have been re-designing their curriculum plans to ensure there is effective sequencing and progression. There has been a focus on component knowledge and end-point assessments.</li> <li>Retrieval activities are planned to ensure that pupils are remembering prior learning.</li> <li>Learning journeys have been devised to make the building blocks of learning, and the progression route within a subject, explicit.</li> </ul>	<ul style="list-style-type: none"> <li>New topic trackers are in place for each subject area.</li> <li>Lessons begin with a 'Do it Now' activity</li> <li>Learning journeys are displayed in subject areas and referred to in lessons.</li> </ul>	n/a
<b>Targeted Curriculum Support and Intervention</b>			
<b>School-led tutoring</b>	<p>October 2021-July 2022:</p> <ul style="list-style-type: none"> <li>A member of staff was awarded a TLR for leading the school-led tutoring programme.</li> </ul>	<ul style="list-style-type: none"> <li>Tutoring sessions were offered after school to pupils in Years 7-11, in a range of subjects including: English,</li> </ul>	£54,000

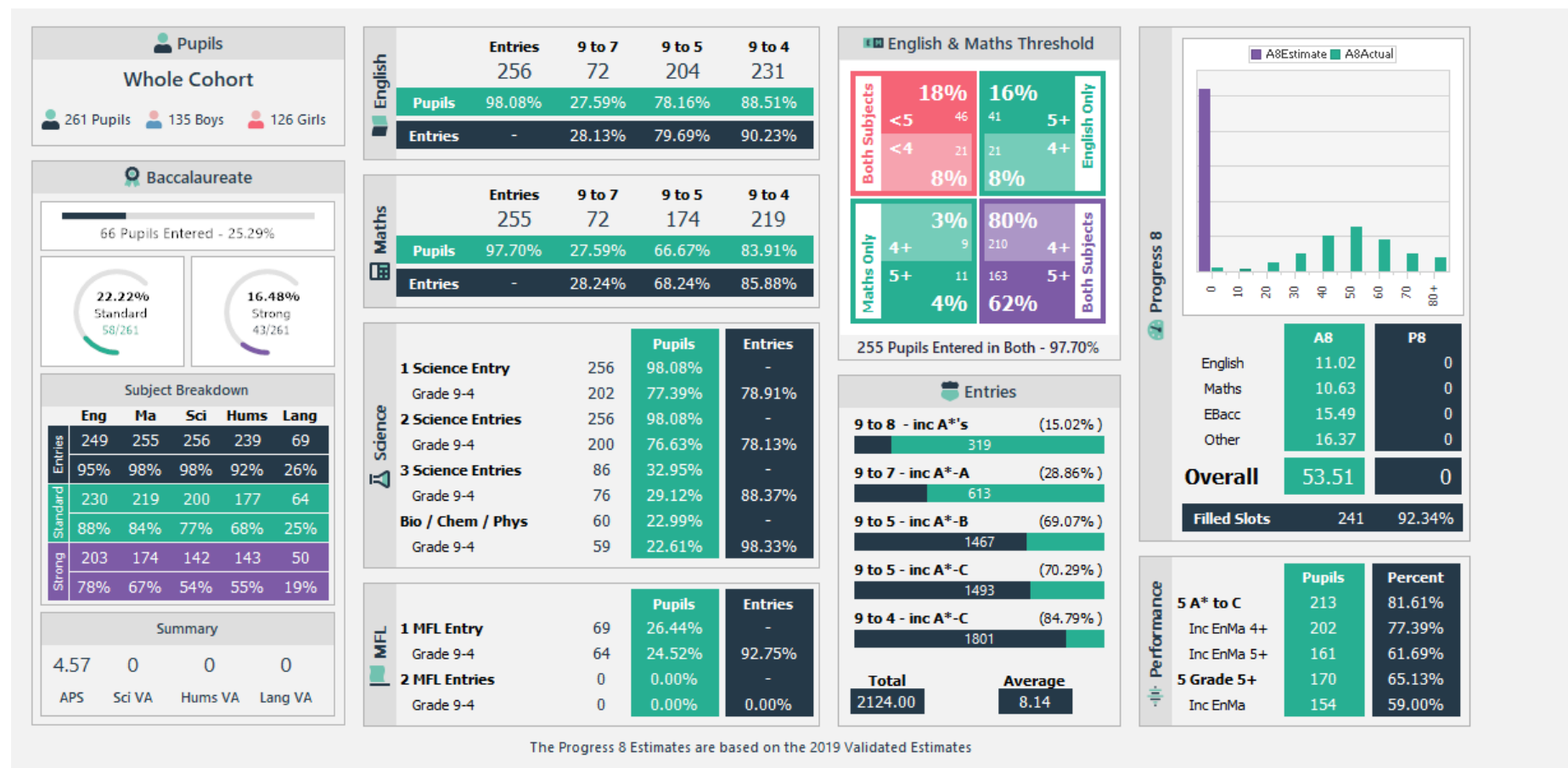
	<ul style="list-style-type: none"> <li>Through analysis of progress data, Curriculum Leaders identified pupils who would benefit from additional tutoring sessions.</li> <li>A high proportion of these pupils were PP, SEND, EAL or had another additional need or vulnerability</li> <li>We used existing Alderbrook staff as tutors for quality assurance purposes, as well as the fact that the staff already have a positive relationship with the pupils, and know their needs and potential.</li> </ul>	<p>Maths, Science, History, MFL and Literacy (reading focused).</p> <ul style="list-style-type: none"> <li>We also ran some sessions in EAL.</li> <li>There were 3 pupils in each tutoring session.</li> <li>In total, 186 Alderbrook pupils received tutoring sessions from 57 tutors, totalling 1,815 hours.</li> <li>We also held 16 different masterclass sessions to Year 6 pupils between 40-55 pupils attending each day.</li> <li>Please refer to the School-Led Tutoring report for details about the impact of this scheme.</li> </ul>	
<b>GCSEPod</b>	<p>Academic year</p> <ul style="list-style-type: none"> <li>This online learning platform provides expert-led resources to support teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Was used to support KS4 students' learning in a range of subjects for in class resources and independent study.</li> </ul>	£6,225.37
<b>PETXi Intervention Days</b>	<p>Three sessions throughout the year</p> <ul style="list-style-type: none"> <li>PETXi visited Alderbrook to deliver intensive, immersive and motivational interventions which had a positive impact on student progress.</li> <li>Three separate sessions were delivered: <ul style="list-style-type: none"> <li>-An English topic day to Year 11</li> <li>-A Science topic day to Year 11</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Please see Appendix 3</li> </ul>	£6146
<b>MADE Revision Day</b>	<p>March 2022</p> <ul style="list-style-type: none"> <li>MADE Training delivered three workshops entitled 'Exams made Easy' to all of our Year 11 students. These workshops taught students how to effectively revise for exams.</li> </ul>	<ul style="list-style-type: none"> <li>Please see Appendix 4</li> </ul>	£1195
<b>Monday Night Study Club</b>	<p>November 2021 - May 2022</p> <ul style="list-style-type: none"> <li>A weekly study club exclusively for Year 11, staffed by senior members of staff and resourced by Curriculum Leaders, to allow pupils a quiet, focused area to work and revise, with staff available to help and support. This ran for two terms.</li> </ul>	<ul style="list-style-type: none"> <li>In total, 47 Year 11 pupils attended the Study Club. 40% of these were PP.</li> </ul>	£150

<b>English Exam Marking</b>	<p>March 2022</p> <ul style="list-style-type: none"> <li>An AQA English examiner marked 16 English Paper 1 mock examinations.</li> </ul>	<ul style="list-style-type: none"> <li>Detailed and diagnostic feedback was provided about pupils' performance. The examiner fed back on areas of strength across the papers and gaps in knowledge and skills. This was shared with English staff and pupils. The English department then adapted their curriculum plan in light of this feedback.</li> </ul>	£250
<b>Targeted Pastoral Support and Intervention</b>			
<b>Wendy Palmer</b>	<p>Academic year</p> <p>A one-to-one counselling service for pupils, based on referrals.</p>	50 pupils supported. 28% PP. 20% SEND.	£14,896
<b>Sophie Grigsby</b>	<p>Academic year</p> <p>An Educational psychologist who works with specific pupils.</p>	18 sessions with pupils.	£3,750
<b>Robert Aymer</b>	<p>November - July</p> <p>A behaviour specialist who supports vulnerable pupils or pupils at risk of exclusion.</p>	12 pupils supported. 67% PP. 58% SEND.	£10,054.80
<b>Lena Gore</b>	<p>November 2021</p> <p>A coach who delivered a workshop to Year 7 parents on how to best to support their child.</p>	83% of parents rated the workshop as 'excellent'	£175

## Appendix 1



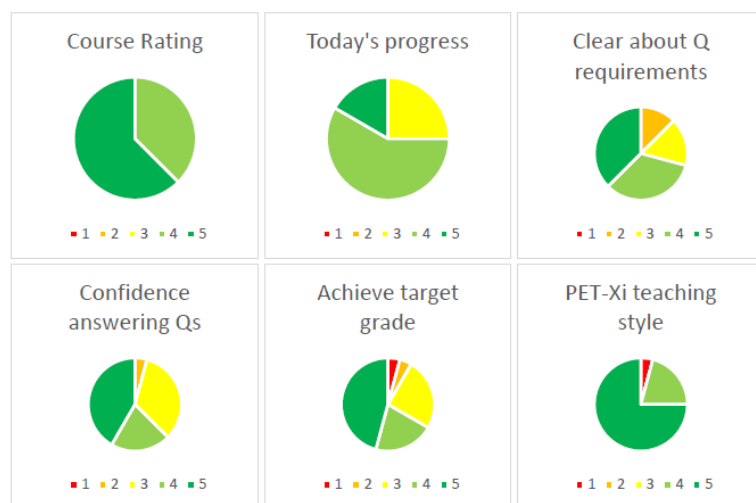
## Appendix 2



## Appendix 3

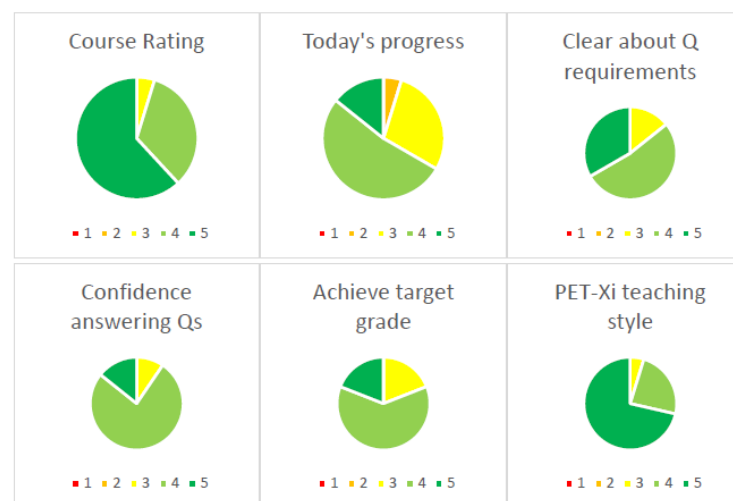
The Science Topic Focus Programme at Alderbrook School took place on 15<sup>th</sup> December. PET-Xi worked with a group of 24 learners throughout the programme, which covered the AQA Higher Combined Science Syllabus.

At the end of the Programme the students were asked to complete evaluations based on their experiences throughout the week, rating from 1 (poor) to 5 (excellent). A summary of this feedback is as follows:



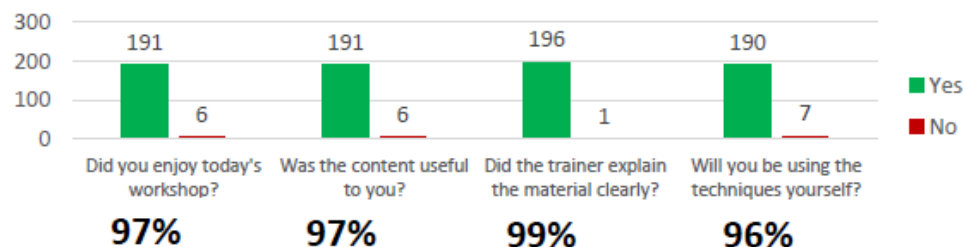
The English Topic Focus Programme at Alderbrook School took place on 14<sup>th</sup> December 2021. PET-Xi worked with a group of 22 learners throughout the programme, which covered the AQA Paper 1 Syllabus.

The students were asked to complete evaluations based on their experiences throughout the week, rating from 1 (poor) to 5 (excellent). A summary of this feedback is as follows:



## Appendix 4

### STATISTICS



### FEEDBACK

#### STUDENT:

- He's a beautiful, kind and funny man who explained things very well and gave great advice!!
- Made me much more motivated to revise.
- This inspired me and was very beneficial to aid learning.
- Read, Transform, Recall very powerful and I can now use this to help me with the management of my time.
- This helped a lot and was incredibly useful.
- I have learnt an efficient way to revise which will help me with all my future exams.
- It was good and gave me a new perspective on how to approach revision.
- Really good, fun and educational. Showed a different way of how to revise that will actually help me.
- It motivated me to use my time efficiently and to revise my weaker subjects.
- It slayed, loved it and gave me motivation to revise.
- I feel more motivated and confident when revising and showed me methods of how to use my time wisely.
- Made it clear on how to revise and made me much more aware of how much I need to do. A great help, thanks!
- I am now confident in starting my revision and how to do it using these revision techniques.
- Helped me learn memory techniques for my exams.
- I can now break up my revision session into smaller and more effective sections using my new techniques.

### TRAINER COMMENT



*An incredibly fun and worthwhile day working with the Year 11 Alderbrook students.*

*I thought the day was very well planned and the workshops appropriately assigned to the ability level of the students. The two hour Exams Made Easy workshop for the higher ability, more focused students and the one hour Rapid Revision for the less focused students.*

*The staff were very supportive and were instrumental in helping the workshops flow uninterrupted.*

*A big thank you to Gemma for the hospitality. I look forward to visiting again in the future.  
Kind Regards,  
Joe Rowntree*