Achievement for All Young People in Hillingdon (AfA) Programme

Secondary / Post-16

Session 2- Bishopshalt School









Session 1: Identifying potential risks to achievement, building a pupil profile and tracking progress

- 1. Welcome and Introductions
- 2. The Douay Martyrs Presentation Brian Magee Break
- 3. PupilProgress.Com Brett Griffin
- 4. Coachbright EEF Research Opportunity Joe McGuinn
- 5. Identifying a focus for the next academic year MH/MP









Understanding disadvantage

More visible (some) harder to impact

Externalised

Poverty, housing
Physical / mental
health
Friendship groups
Parental involvement
Access to resources /
opportunity
Structure /routine
Mobility
Attendance to school
Impact of crime

Internalised

Pupil / parental confidence
Self efficacy
Responding to social norms
Behaviour
Social isolation
Motivation fatigue
Attendance to learning

School based influences

Social norms, environment
Recruitment and retention
Quality of education

Implementation

Quality of assessment of need

Pastoral care

Personal development, enrichment

Expectations, beliefs

(Over) intervention

Academic

Oral language
Background
knowledge
Self regulation
Impact of SEN
Impact of
multilingualism

Less visible More influenceable





What is our approach to closing the gap?

- We chose novels that would accurately reflect our cohort Refugee Boy, added more diverse poems
- We chose modules (where appropriate) that would be more engaging to our cohort Migrants in History, Aggression in Psychology
- Build cultural capital into your curriculum
- Build literacy capital key focus on Tier 2 and 3 vocabulary as a whole school
- We focus on retrieval practice and checking for understanding to fill the gaps that home lives and independence may not be able to fill
- We prioritise PP students in marking, feedback, asking and answering questions
- · Seating plans are created with PP and SEND in mind
- Free resources and additional for students where required
- Target 5 students in each class two must be PP
- All classes and sets are screened to have a balance of PP and Non-PP/SEND/ M/F,
- Actively ensure PP students are fairly represented for Ebacc entries Ambitious for all
- Actively promote triple science GCSE for PP students to ensure there are represented fairly









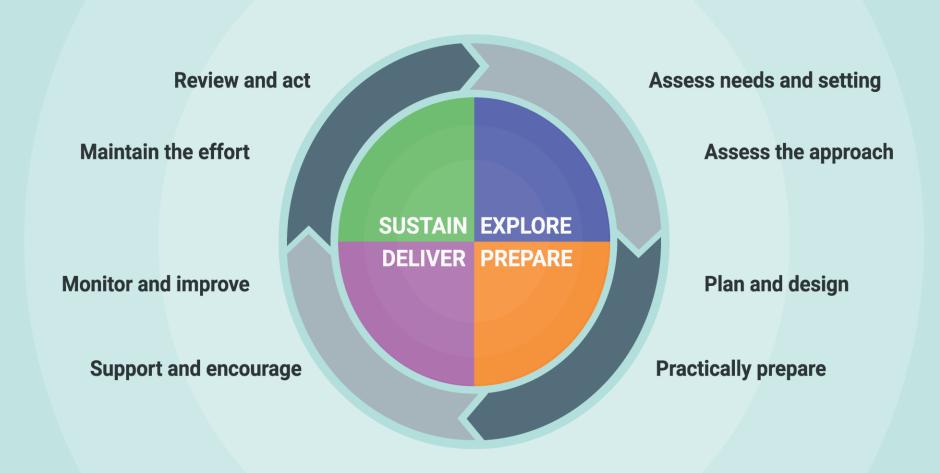
- 1. Hard Thinking
- 2. Mixed Ability
- 3. No Opt Out
- 4. Homework/Extended Do Nows
- 5. Forensic use of Data

School Improvement Cycle

Coaching

Checking





Implementation in Schools framework



CONTEXTUAL FACTORS

What is being implemented Consider whether the approach is:

- · evidence-informed
- · right for the setting
- · feasible to implement

Systems and structures
Develop an infrastructure
that supports
implementation e.g. time,
roles, logistics

People who enable change
Ensure people are in place
across the school who can
support, lead and positively
influence implementation

PROCESS

BEHAVIOURS



Engage

Engage people so they can shape what happens, whilst also providing overall direction



Unite

Unite around what is being implemented, how it will be implemented and why it matters



Reflect

Reflect, monitor and adapt to improve implementation

The process helps schools do implementation. The behaviours and contextual factors help them do it well.

Explore tool for making evidence-informed implementation decisions



The Explore tool helps schools select evidence-informed approaches that are right for their needs and setting. Schools should begin by weighing up considerations around the suitability of an approach (1). They then focus on more practical considerations around feasibility (2).

Assess needs and setting Assess approach What's the problem, and what's already What does the research evidence suggest and how does it relate to our setting? going on? Identify pupil needs and their root causes · Consider research evidence about what has Right for our setting? worked elsewhere Understand current practices and what influences them Consider how well the approach addresses the problem and fits the setting What are the barriers and enablers to How challenging is the approach to change in our setting? implement? 2 Consider what will help or hinder Consider how implementation may be Feasible to implement? enabled or constrained by the features of implementation in the school e.g. time to engage, existing skills and expertise the approach e.g. degree of complexity, quality of professional development, availability of resources

A School's Guide to Implementation

Build your own implementation plan



Problem (why?) What problems are we solving?

What needs to change?

Intervention Description (what?)

What are the core components of the approach?

What will people do to address the identified needs?

Implementation Strategies (how?)

What blend of strategies are required to implement the approach?

How will we draw on the behaviours and contextual factors to do these strategies well?

Implementation Outcomes (how well?)

How will we know the approach is being implemented well?

What miletones can we measure along the way?

Short term

Final Outcomes (and so?)

What do we want our plan to achieve?
How will pupils, teachers and the school

Medium term

Long term

Thank you!







