



Raising the Bar - Mentoring

School visit findings

- School contexts are similar to St Cuthbert's, but significant difference in Progress 8 scores.
- Interview with head and assistant head of Ormiston Chadwick Academy, Widnes & Curriculum Leader at Landau Forte – discussions around Curriculum, Assessment/Data and successful Teaching and Learning strategies.



Proven successes:

- **Teaching and Learning patrol – staff timetable a T&L lesson, drop-ins every week, each member has a different focus**
- **Quality assurance “Deep dive” – During spring term, each department is QA, including unknown lesson observation (linked to performance management), work scrutiny, student voice, review of Departmental Improvement plan, CL meeting.**
- **Standardised lesson slide for all subjects/lessons – including tiered success criteria**
- **Student greeter: nominated student in each lesson, talks through reviewed learning, lesson objectives, where they are at and where they are heading in the lesson.**
- **Teach and re-teach**
- **Assessment and tracking cycle**



Student questionnaire findings:

- Focus group: Y8-11 HA/HMA PP students

Question	POSITIVE	NEGATIVE
I like being challenged	83%	17%
I am being challenged in all my lessons	78%	22%
I am good at remembering topics I previously studied	55%	45%
I think assessment is important	83%	17%
My assessment grades are important to me	97%	3%
After assessments, I know my next steps to get better	69%	31%
Homework supports my knowledge	53%	47%
I am confident that I will reach my MEGS	75%	25%
MIB/Correction time is important	83%	17%
I complete MIB/Correction time to the best of my ability	92%	8%

Gap

Research title:

How can visual representation and RAP processes lead to an improvement in progress & outcomes?

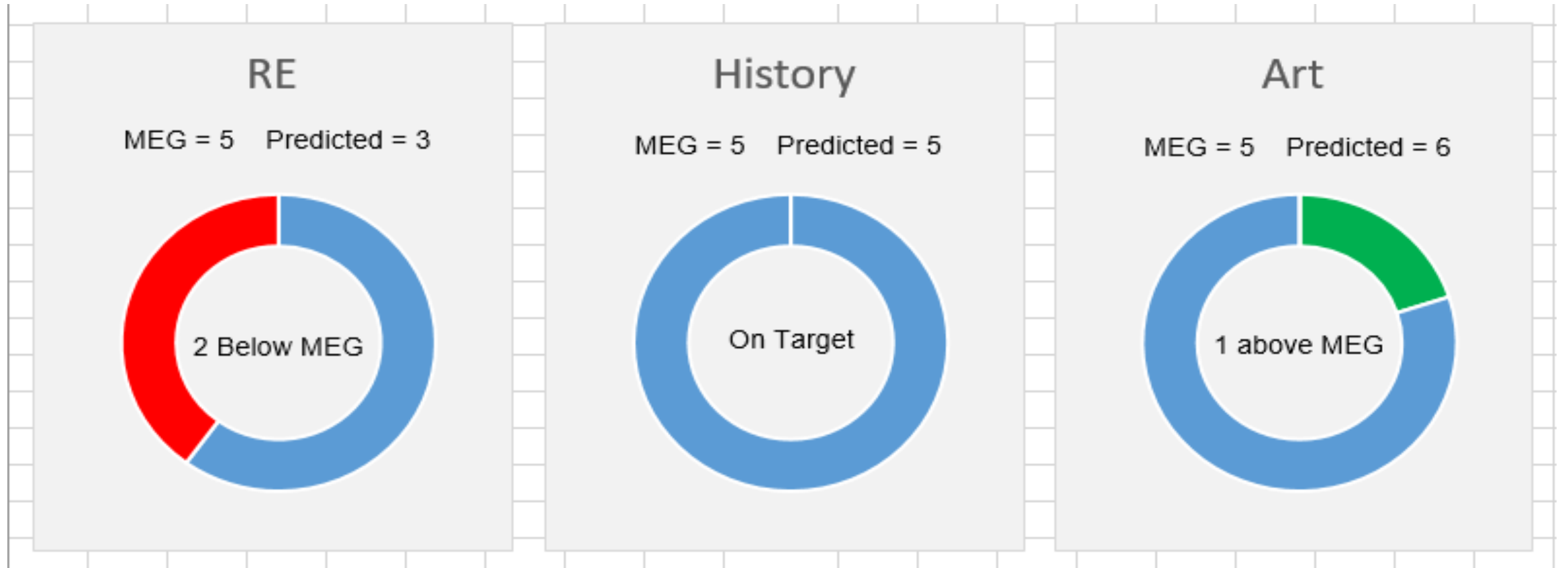
What do we want to achieve? Intent.

- A friendly tool of highlighting the “overall picture” of a students progress.
- A process which will support new teaching and learning strategies within the curriculum and across subject areas (Links to Rosenshine) helping to distinguish successful strategies for focus groups (HAs – link to our AFI)
- Frequent emphasis on current progress levels for all stake-holders; students, staff, parents & governors.
- Support further awareness raised for all staff and a tool to determine student-specific interventions. (“Hit list”)
- A tool which supports and prompts further cross-curricular discussions and sharing of good practice. Healthy competition between departments.
- Supports the “bigger picture” – whole school progress score.

How we plan to achieve? Implementation

- “Hit list” will be devised from our focus group. These students will show a negative progress score overall.
- RAP sheets will be produced for students, staff and information sent home to parents.
- Academic Mentor programme will be devised.
- “AM” – meet with focus group/students in a bespoke programme. Work with students to improve holistic approach to studies, voice T&L strategies which work for them etc. touch base weekly, programme for intervention will be Bespoke.

Visual of "RAP"



How will we see success? Impact.

- **Progress and Attainment**
- **Attendance**
- **Aspiration/Destinations**
- **Student voice**
- **Staff voice**
- **Parent voice**



Long term plan:

- Rolled out to all staff – half termly data drops for KS4 groups – RAP sheets produced and sent to parents
- RAP meetings with CLs for Y10 & 11
- Intervention to be more specific and geared towards overall progress 8 score of student.
- Focused groups to be devised earlier - i.e. Dis-HAs
- “AM” programme to begin in Y10
- RAP meetings with parents for identified students



Next Steps...

- **Seek “AMs” and devise AM programme**
- **Work with Data manager to develop RAP sheets based on latest MEG/Predictions for Y9/Y10/Y11, ‘N’s for Y8**
- **Standardise and complete RAP meetings to devise “Hit list” for all staff members**
- **‘AM in the AM’ begin to monitor programme**
- **Learning walks to take place and findings to be shared**





St Cuthbert's Catholic High School

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