

Aylesbury UTC

Academic Intervention Policy

October 2023

Responsible Officer:	Principal
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Available at:	Website 'About Us' / Parent Portal
Authorised by:	Governing Board TBC

1. INTRODUCTION

Aylesbury UTC aspires to be a UTC in which every student can fulfil their potential. We recognise that studying for GCSE course and post 16 courses is sometimes not straightforward and that some students may struggle to adapt to the style of learning at this level. This policy sets out our approach to implementing academic interventions when it becomes apparent that suitable progress is not being made.

2. AIMS

This policy aims to:

- Identify the process and structure existing within the UTC which enable learners' underachievement to be identified and addressed.
- Describe the range of interventions that the Subject Teacher and Head of Department would be expected to implement prior to the intervention of the Raising Standards Lead at the UTC.
- Describe the interventions used for identified students in the UTC to support improvements in academic progress.
- Describe how interventions are monitored and the role of staff in this process.
- Establish a Quality Assurance of Assessment Tasks and Progress Results.
- Ensure that results are in line with or above the national average.

These aims will drive academic progress more widely as a UTC but also at departmental level.

3. GUIDELINES

This policy will enable staff within the UTC to:

- Adapt a consistent approach to the identification of underachievement.
- Understand their role and responsibilities towards tackling underachievement in their subject area and more widely.
- Be able to contribute effectively to the UTC Academic Intervention strategy.

4. REASONS FOR UNDERACHIEVEMENT

There are many causes of underachievement and maybe:

- Where the students are not engaging with learning effectively due to poor attitude ,low aspirations or difficulty accessing curriculum content.
- Where there are factors outside the control of the students.

5. POLICY DETAILS – HOW?

- Informal conversations with students, teachers, and Head of Department.
- Learning Walks.
- Identification of student underperformance supported by meetings with students and parents/carers.

5. POLICY DETAILS – HOW?

- Analysis of Progress Data to be undertaken by the Raising Standards Lead at each assessment point for all years to inform discussions.
- Ensure that each subject assessment is appropriate – before each assessment the Raising Standards Lead will quality assure the assessments being used and agree with the relevant Head of Department on what are non-negotiables for assessments (timed, closed book, unseen, exam conditions, clear mark allocation, mark schemes and grade boundaries.
- Academic Intervention will be a fixed agenda item at departmental meetings.

There will be three stages to the Academic Intervention Process.

WAVE 1 – Teacher

Based on progress data, teachers will agree with the Head of Department and Raising Standards Lead for those students that require subject specific intervention. These will be students who are one grade off or below their Target Grade and require intervention from the subject teacher. The teacher will work closely with these students and having done a question analysis for the results for each of the assessment points will be able to identify subject specific areas where students need to improve. Following intervention by the subject teacher, they are expected to monitor the progress of WAVE 1 students carefully and evaluate impact of any strategies they use to improve progress. The subject teacher will work closely with the Head of Department and give identified students the appropriate opportunities to improve on identified topics by completing independent tasks outside of the lesson/s. The subject teacher will discuss with parents/carers the reasons and expected impact of any additional support in lesson or otherwise to support WAVE 1 students and involve students in identifying and then evaluating the impact of any academic intervention. Subject Staff will be directed to provide fortnightly updates to the relevant Head of Department on the progress of WAVE 1 students. These updates will be shared with the Raising Standards Lead.

Identified WAVE 1 students will remain on WAVE 1 from one assessment point to the next. At the next assessment point if no improvement has been made and they are still one grade off or below their Target Grade they will move to WAVE 2.

WAVE 2 – Head of Department

These students have been identified as being two grades off or below their Target Grade and require intervention from the Head of Department. These students will be WAVE 1 + Additional Support. The Head of Department will work with the identified students and engage with parents/carers. They will also work with staff to develop strategies for addressing WAVE 2 students needs. The Head of Department will monitor that subject staff are tackling the underachievement of students that have been identified as underperforming. The Head of Department will discuss with parents/carers the reasons and expected impact of any additional support in lesson or otherwise to support WAVE 2 students.

The Head of Department will be directed to provide fortnightly updates to the Raising Standards Lead on the progress of WAVE 1 and WAVE 2 students.

Identified WAVE 2 students will remain on WAVE 2 from one assessment point to the next. At the next assessment point if no improvement has been made and they are still two grades off or below their Target Grade they will move to WAVE 3.

5. POLICY DETAILS – HOW?

and finally

WAVE 3 – Raising Standards Lead

These students have been identified as being more than two grades off or below their Target Grade and require intervention from the Raising Standards Lead supported by the relevant Head of Department. This will be WAVE 2 + Additional Support. It is intended that over a period of time this will become a referral process from relevant Heads of Department supported by relevant documentation. The Raising Standards Lead will co-ordinate and run Period 6 (P6) every Thursday from 3.00 – 4.00pm and focus on high priority WAVE 3 students in Years 10 and 11. The students who have been identified as high priority WAVE 3 will attend P6 based on individual subject needs with priority initially given to the core subjects followed by option subjects. P6 will not be used to do current work from lessons but rather addressing areas of misunderstanding. The Raising Standards Lead will work with the SEN Lead to ensure effective coverage (this may or may not involve P6).

Identified WAVE 3 students will remain on WAVE 3 from one assessment point to the next. At the next assessment point if no improvement has been made they will continue on WAVE 3 for an additional assessment cycle. It is anticipated that at this point any WAVE 3 student will have made the required improvements.

6 OVERVIEW OF THE ACADEMIC INTERVENTION PROCESS

- The underlying principle of this process is that there are 3 opportunities for the student to improve progress in a subject during an academic year for Year 10, 2 opportunities for a Year 11 student, 3 opportunities for a Year 12 student and 2 opportunities for a Year 13 student based on the assessment calendar.
- If a student is failing to meet the UTC's academic expectations in terms of attitude to work, attendance or completion of work then subject teachers must discuss this with the individual student and offer support and guidance to make progress. If the student does not make the necessary improvements in lessons in terms of work completion and effort then the subject teacher must contact come to raise these concerns with parents/carers. If there is subsequently still no improvement then the subject teacher in conjunction with the relevant Head of Department must meet with the parents/carers to further establish where the issues are and also to reiterate expectations from the student.
- The academic intervention process is a supportive measure to provide students with appropriate help and guidance to develop good working habits and make academic progress.
- If a student has previously been identified been in the intervention system at WAVE 1 they will be reintroduced if required to the intervention system again which may not necessarily be at WAVE 1.
- The Raising Standards Lead will support improving outcomes in all years by covering revision strategies and working on motivation.
- All Students in Years 10 -13 have an Aiming for Success Booklet to support them. One tutor time each week is allocated to students completing set tasks supported by the Aiming for

6 OVERVIEW OF THE ACADEMIC INTERVENTION PROCESS

- Success Booklet. In addition Years 10 – 13 will have an Exam Preparation Skills Assembly delivered in the weeks where Exam/Assessment Preparation has been allocated prior to an assessment being completed.
- At the end of each Data Checking Cycle above, Heads of Department will meet with TJ for a Progress/Intervention Meeting. The Progress/Intervention Meeting will focus on
 - Which students are exceeding expectations – working at above target grade or predicted grade? To what do you attribute this success?
 - What is your priority for action? What needs to be done?
 - Which students are causing a concern because they are not making the expected progress?
 - Which in class intervention strategies have been tried? What has been the impact of these?
 - What are the next steps for the students that are causing concern?
 - What progress are your SEN/PP students making?
 - What strategies are you using to ensure progress for these students?

7. ROLES AND RESPONSIBILITIES

The core function of the Raising Standards Lead is to ensure the best possible outcomes for students at the UTC. The Raising Standards Lead will meet regularly with staff before and after each assessment point. In addition the Raising Standards Lead will work collaboratively with form tutors and other stakeholders to raise the aspirations of UTC students.

Heads of Department will manage both staff and resources to support the intervention process at all Levels and review key students on a regular fortnightly basis with feedback to the Raising Standards Lead. Heads of Department will ensure that all subject staff can analyse progress data and complete question analysis at each assessment point to inform student intervention.

Subject Teachers will ensure as part of the WAVE 1 process quality first teaching for students and early identification of where WAVE 1 classroom based support is needed from them and how this will be resourced and implemented.

8. MONITORING AND EVALUATION

The Academic Intervention Policy will be monitored and reviewed through:

- The UTC Quality Assurance Cycle – looking at how academic intervention is being actioned at subject teacher level and where appropriate look at curriculum content and how this is being delivered through learning walks and lesson observations.
- Sampling of WAVE 1, WAVE 2 and WAVE 3 students work between assessment points in subject areas and discuss with the relevant Head of Department as part of the fortnightly update required.
- Monitoring the Aiming for Success Pastoral Programme which is delivered by Form Tutors every Thursday.
- Student Voice at all levels of Academic Intervention (WAVE 1, 2 and 3)