

How Students Have Been Identified for Further Support

As you will no doubt be aware, schools have been asked to prioritise their support for year 10 and 12 students. I am writing this to inform you further of the process that we have undertaken in response to this request.

Identifying Need

Subject staff have classified individual student needs in Years 10 and 12 into high, moderate, or low. The basis for classification centred around how students appear to have coped with home learning and also how they cope in typical classroom situations too. Lists have then been collated centrally.

Purpose

The purpose of all our plans throughout the school closure have been to minimise the risk for both staff and students, whilst at the same time trying to do our very best to continue to educate all of our students remotely. All schools have been asked to prioritise Year 10 and 12 students first.

The aim now is to try to reduce the numbers needing support down further, so that if as a last resort, we have to bring students into school to solve their issues, the numbers are as low as possible.

We would like as many students as possible to be or become more effective home learners whilst this awful situation persists.

Process From Now

- ❑ Using their classification list, staff will aim to contact students from their classes who are classed as high needs in their subject in the first instance.
- ❑ Any student who has 5 or more high need classifications (Year 10) or 2 or more (Year 12) will be contacted by a member of the pastoral team, preventing them from receiving too many contacts this week and support being duplicated or contradicted.
- ❑ Staff will also aim to contact moderate needs students in the same way later in the week.

Making Contact

- ❑ There are a whole variety of ways in which contact could be made, the teacher will be working from home or from school, whichever they are most comfortable with given their own personal circumstances.
- ❑ We anticipate that most students will already have had some contact with their teachers via email/GoogleClassroom etc. over the last 11 weeks and this may or may not have proved to be effective for some students.
- ❑ Teachers will use a range of contact options either meeting students individually or in groups using GoogleMeet or meeting them in some other more personal way where they can make visual/audio contact such as via telephone.

The Conversation

- ❑ The conversation is about helping, trying to understand and hopefully solving your subject issues, rather like a conversation in school about subject work and engagement.

Some points that you might like to consider prior to contact:

- Is the issue a subject related one or related to more general organisation/attitude etc?
- Do you know where the tasks are, that you have been set?
- Do you know what to do with them?
- Are there particular topics that have been a struggle - can you quickly get help from the teacher - make a list of issues?
- Can the teacher help by providing more/different resources?
- Do you know of a friend who you know has coped well/better? Can you contact them?
- Set yourself in conjunction with your teacher some short term goals to help you cope with what might seem to be a mountain of work or catch up at the moment.
- Do you need more general support, perhaps from an advisor or mentor?
- Make a note of the points you want to raise before the meeting and update the list as you talk with your teacher.

After The Discussions

- Teachers will identify if there are common threads in their classes/subjects.
- Teachers will decide whether issues can be helped by more resources, catch up calls, GoogleMeets involving a group of students for example.
- Teachers will decide whether the issues are common across the subject, if so, they will discuss with their colleagues and perhaps a combined response will help.
- Teachers and SLT will decide whether there is simply no other choice than to have some of these students in the school before 17th July to help them.
- If so, decisions will be taken about what subject groupings are needed and the least risk options available for staff and students. Details for these students will follow in due course.