

DSLP – Closing The Gap Project – Engagement Through Enrichment

Context

- Engagement in traditional form time had dropped off both from students and staff.
- Traditionally chasing students for coursework.
- Constant drive from Eng and Maths to raise attainment.
- Crossover targeted.
- Enrichment being used on Lower to increase engagement at school
- OFSTED report looked at learners developing a passion for learning
- Passion for Learning (KS3)
- Passion for Purpose (KS4)
- Passion for Life (KS5)
- ENG 2017-61%
- MATHS 2017- 49.3%
- Eng/Maths Crossover 2017- 45%
- ENG/Maths crossover WIG – 65%.

Implementation + Tracking

- Form groups created with key students identified in each cohort.
- Groups created for Eng, Maths and Pot 2 and 3 subjects
- Key members of staff given each cohort (Faculty leads given responsibility for Pot 2 and 3) Eng and maths groups tailored to personality and strengths.
- Enrichment extended prior to exam times to enable greater impact.
- As Pot 2 and 3 subjects coursework were shut down they moved into other suitable classes.
- As students hit targets in Eng and Maths they were moved to more suitable cohorts
- Extra staff moved over from lower site to facilitate

Key Reading

https://assets.publishing.service.gov.uk/_data/_/Key_Stage_3_the_waste_a_years.pdf
<http://seenmagazine.us/Articles/Article-Detail/articleid/3313/fostering-passion-purpose-in-your-students-and-schools>
https://leadershiphub.etf.foundation.co.uk/sites/default/files/etf_casestudies_final.pdf
<https://www.snh.sch.uk/documents/category/75-2015-2016/download...Cached>

Impact

- Increased engagement in form time – reduced rates of truancy
- Students recognised which areas they needed to be working on as a priority.
- Coursework closed down much earlier allowing for greater impact on revision.

Time	En	Ma	EN/MA
AP1	40%	22%	19%
AP1.5	40%	32%	28%
AP2	48%	40%	33%

- Results at assessment points led to more focussed cohorts
- Projection for August –
- Eng 65%
- Maths 55%
- Crossover 52%