**#MoveYourDeckchair**

**Key questions:**

* How much time is given to each student in the class?
* Are there those with behavioural or attention seeking tendencies that suck up all our time?
* Is our focus as a school continually on lowest achievers rather than the under-achievers?
* How helpful is data in focussing our classroom attention?
* Are their students who are slipping through the net because they are always good and complete their work?
* How much effort goes into moving a student from 3 to 4 when a more gifted student could move from a 7 to a 9 with the same amount of intervention and support?

**Staff Notices**

We are trialling a new initiative to try and shift the focus within our lessons. Usually, our attention in lessons can be taken by attention seeking behaviours, neediness, poor behaviours and the lowest performers. There is a whole band of Year 11s who are known as ‘the silent majority’. We would like you this week to ‘move your deck chair’ over to these students in order to give them a little extra attention.

Below are three underperforming students in Year 11. Two of them are the lowest performers in the whole year group to date. I have added an extra Year 11 called ‘Unknown’ for those who don’t teach the three.

This week, we would like you to:

* Praise them for successes
* Direct questions their way even if they don’t put their hand up.
* Discuss their progress with them and give some feedback on how they can move forward.
* Check their work and give support.
* Talk to them about their future (do they have the grades to achieve it?)
* Give them the best week of learning they have ever had.

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| **Student A** | **Student B** | **Student C** | **Student D** |
| **PP & SEN** | **G&T** | **N/A** | **N/A** |
| A would like extra exam questions to take home. He would also like a quiet place at lunchtimes to help him focus on revision. | B feels he can’t always ask for help because he is G&T and therefore should know the answer… he enjoys darts – could we develop a revision activity for him around this? | C wants to join the sixth form and complete A Levels. She is lacking confidence in her own abilities. She does not attend intervention – can we persuade her?  | D always hands in their work, is never naughty and most lessons won’t say a word. But they work hard so staff apply their attention where it is more urgent…  |

I have conducted a student voice with them this morning. I will do the same after the week to see what impact this has had on their attitude, confidence and progress.

**Key Findings from First Student Voice**

* Josh was confident in his own abilities and potential to succeed.
* Georgia wanted to attend our sixth form to study History, Sociology and English
* Kyle felt that he couldn’t ask for help because he was “expected” to know the answer.

**Impact after two weeks of #MoveYourDeckchair**

* Josh was asked how often teachers mark his work, this had increased by 30%
* His optimism had increased by 10%
* He identified in the answers that he was lazy and needed to take immediate action.
* Teachers were checking if Georgia had competed her work 20% more often
* Her confidence in achieving good results and optimism had increased by 10%
* Her understanding of how to improve her grades increased by 20%
* Extra tasks were being given to Georgia 30% more often.
* She felt more supported by staff and had started discussing her progress with parents.
* Kyle felt 20% more supported by teachers.
* Kyle’s optimism had increased by 30%
* Kyle had started to discuss his progress with parents more.

**Next Stage**

* Identify three new students after mock results are analysed.
* Discuss with Team leaders who their ‘?’ student is and see if there are common trends.
* Continue to be the voice of the ‘silent majority’
* Share the results with staff
* Review and adapt student voice questions so they are helpful for staff.