



Magna Academy

Poole

an Aspirations Academy

Principal: Ms N Ullah

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@MagnaAcademy

6th January 2023

Dear Parents and Carers,

RE: Student intervention - KS5 Raising Attainment Plan.

Year 13 students worked incredibly hard last term, growing in confidence as well as preparing for and undertaking their AP1 mocks. Following the AP1 results, your child has been identified for our KS5 Raising Attainment Plan (RAP). Students on this programme are not yet achieving the results we think they are capable of in their subject(s) and we are taking this opportunity to support them before the next mock period beginning February 20th 2023.

Alongside their invitation to attend RA sessions, completing regular effective revision and applying themselves in every lesson, students will be given specific, individualised targets and a plan of how to improve in their subject area(s). Please see a sample KS5 RAP below.

We believe this will further enhance your child's chances of success in the next set of mocks and in their final summer exams.

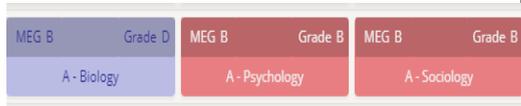
Yours sincerely

Mrs K Biddle
Assistant Principal
Sixth Form

KS5 Raising Achievement Plan

Term/Unit: 3

Last Updated:3/1/23

Subject: Science Student: Sample				
Focus	Implementation - Plan of Action	Impact - Expected Outcome	Review Date	Outcome details and RAG after review
1. Progress data (Please refer to ALPS connect)				
<p>What does the data suggest?</p> <p>Is the issue topic based?</p> <p>Is this a relatively new or ongoing issue?</p>	 <p>The progress and attainment issue is across all Biology topics studied so far.</p> <p>This has been apparent since the start of the academic year.</p>	<p>Data to show progress more inline with expectations.</p>	<p>As per the calendar but on-going in relation to tests / assessments.</p>	
2. Specific Issue				
<p>What issue(s) need addressing in order for the student to meet or exceed their minimum expected grade?</p>	<ol style="list-style-type: none"> Homework completion and deadlines. Standard of homework / work submitted. Preparation for topic tests / assessments. Personal administration 	<ol style="list-style-type: none"> All homework is completed by the deadline. All work is completed to A level standard Suitable preparation for topic tests occurs (with revision notes and approach shared with staff) Topic test scores are inline with target grade. 	<p>Monthly</p>	
3. Staff - Actions required				
<p>What support is currently being offered to the student?</p> <p>What further support can be explored?</p> <p>What time/resources are required?</p>	<ol style="list-style-type: none"> Regular monitoring & review of work being submitted (or not). Use of *** as a resource hub, responding to questions and providing timely support. Staff mentoring sessions could be explored as an approach, time permitting. Re-marking / review of past assignments / providing additional assessments. 	<ol style="list-style-type: none"> Student is explicitly aware of expectations Additional support work is provided with extra channels of communication, clarification on learning points and demonstrating progress from them. Promote proactivity from students This is dependent on timings and capacity. Additional feedback and support when reflecting on student's weaker points. 	<p>On-going</p>	

4. Student - Actions required

<p>What tasks should the student complete? By when?</p> <p>Who will monitor this?</p>	<ol style="list-style-type: none"> 1. Keeping up to date with deadlines (weekly). 2. Use of the range of hard copy resources available including text books, revision guides, student support guides, extended reading pack etc. 3. Use of the range of electronic resources available including the e-text book, Snaprevise, Seneca and Google classroom 4. Self review of assessments / tests / work in study periods and beyond and may include re-completing tasks / assignments , to be re-marked by the teacher (weekly). 5. Engage in a student mentoring scheme (if running). 6. Greater dialogue with teachers 	<ol style="list-style-type: none"> 1. Use of a homework diary / planner. 2. Teachers record re-submitted work and improvements / outcomes. 3. Mentoring summary sheets demonstrate constructive approaches with SMART targets. 4. Through greater communication including possible mentoring. 	<p>On-going / weekly.</p>	
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5. Communication

<p>Who does this information need sharing with?</p> <p>Have meetings taken place and/or parents informed?</p> <p>How will this information be shared?</p>	<ol style="list-style-type: none"> 1. An overview of these concerns needs to be re-communicated to parents and then regularly revisited (monthly phone calls and/or meetings). 2. *NAME* needs to take ownership of this process, with the support of his teachers. 3. Tutor to be kept informed. 	<p>1-3. All stakeholders are clear of the issues and the route to success.</p>	<p>Monthly</p>	
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