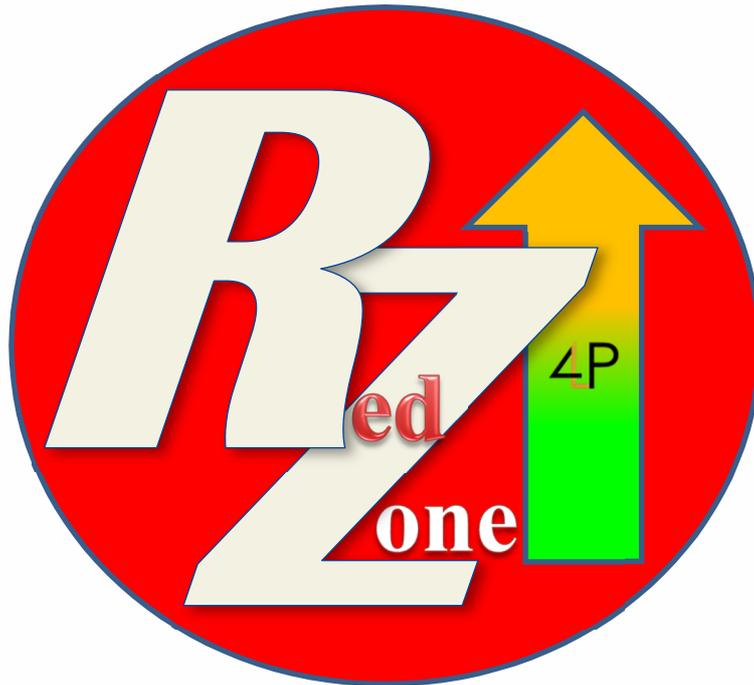


PENKETH HIGH SCHOOL

Red Zone Charter



Outstanding progress for all



Red Zone Pupil Support

FOREWORD

This document has been written by staff at Penketh High School in recognition that as pupils make their journey with us from Year 7 to Year 11, working hard to be the best that they can be, striving to Go for Gold and make progress in line with the Gold Progress Pathway in every subject, there will be times when they fall short.

When this happens, for whatever reason, the school's staff have the moral purpose and a professional passion to ensure that any pupil is helped and supported to get back on track as quickly as possible.

The school's tracking system identifies at every data collection point (EPS1 to EPS6) which one of the Four Learning Pathways (4LP) a pupil is on in every teaching group across the school. From September 2015, the Four Learning Pathways will enable the school to adapt to the removal of National Curriculum levels.

Pupils making progress on the **Bronze Learning Pathway** are on track to make progress in line with Three Levels of Progress, the **Silver Learning Pathway** in line with Four Levels of Progress and the **Gold Learning Pathway** in line with Five Levels of Progress.

Pupils making less than expected progress will be grouped in the **RED ZONE** and will be targeted for support to ensure they make progress in the **RED ZONE** and get back onto the **Bronze Learning Pathway** as quickly as possible.

This document makes explicit what all stakeholders across the school, including the pupils themselves, need to do to improve the progress any **RED ZONE** pupil is making in any given subject. The Red Zone Charter is written to include actions from the following members of the school community:

- Pupils
- Subject Teachers
- Tutors
- Curriculum Area Leaders
- Heads of House
- Senior Leaders
- Governors
- Parents

There will be **THREE** waves of support:

Wave 1 support will be provided by classroom teachers to ensure progress is made within the **RED ZONE** towards the **Bronze Learning Pathway** at the earliest opportunity.

Wave 2 support provides additional support from Curriculum Area Leaders and Heads of House for those pupils who have made no progress over two consecutive assessment points and are at risk of not being on at least a **Bronze Learning Pathway** by the end of the academic year.

Wave 3 strategies provide a further layer of support from Senior Leaders for any pupil making no progress across three consecutive assessment points. This equates to one half of an academic year and will trigger a subject specific **Red Zone Passport** compiled by teaching staff. This will inform every strategy employed to ensure a Red Zone pupil will make rapid gains towards the **Bronze Learning Pathway** and beyond.

We recognise that sustained progress will only be achieved through collective support. That collective support is articulated across the pages of this Red Zone Charter.



Ben Dunne
Principal



Pupils

We Will...

- Accept the support provided by our teachers when we are in the Red Zone.
- Be on time to school in the morning (in school by 8.45am)
- Be on time to all our lessons particularly if we have to travel from one side of the school to the other.
- Attend after school revision sessions.
- Try new ways of revising in preparation for end of topic / unit assessments as advised by our teachers.
- Engage with peer mentors and let them help support us in getting better.
- Bring at least a pen, pencil and ruler to every lesson
- Write all Homework into our planners and complete our Homework on time.
- Revise for end of units tests and periodic assessments
- Take responsibility for completing classwork to the best of our ability at all times



Teachers

We Will...

- Use data effectively to identify our Red Zone pupils.
- Produce **Red Zone Passports** that sign post support for all our Red Zone pupils so that they can make rapid gains towards the **Bronze Learning Pathway** and beyond.
- Create an ethos of success in our classrooms so that pupils want to succeed. We will use **Wave 1 strategies: Tailored & differentiated teaching in class to remove barriers to learning and to provide timely and personalised feedback both verbal and written, including next step marking.** This will enable **RED ZONE** pupils to make good progress and move onto the **Bronze Learning Pathway**.
- Work hard to move any **RED ZONE** pupil towards the **Bronze Learning Pathway** over **ONE** assessment period (EPS Point)
- Encourage pupils and support them to be self-motivated so that they can work independently and achieve a 4LP Gold Award by the end of the academic year and have an aspiration to be on the **Gold Learning Pathway** by the end of Year 11.
- Prioritise **RED ZONE** pupils completing Homework on time and where this is not the case we will be rigorous in ensuring Homework is completed.
- Highlight in good time to Curriculum Area Leaders, those pupils who have remained in the **RED ZONE** across **TWO** successive assessment points.
- Prepare seating plans to help create a good climate for learning and identify **RED ZONE** pupils so as to support effective collaborative learning that engages and challenges.
- Provide effective formative feedback to any **RED ZONE** pupil and evaluate their response to ensure progress over time is made.
- Provide online resources to promote structured revision and independent learning.
- Utilise exam board analysis tools to enhance pupils understanding of strengths and areas to improve based on previous exam performance.
- Engage parents and inform them of the support required to improve progress.
- Ensure pupils know how to revise and provide support to do so effectively.
- Ensure that **RED ZONE** pupils on the RAG Reports (Red / Amber / Green) have their report accurately signed at the end of the lesson with the award of a 4LP sticker if warranted or a comment on what a pupil needs to do next time to get a 4LP postcard and sticker.
- Plan differentiated learning opportunities for **RED ZONE** pupils to remove barriers to learning to enable them to make progress towards the **Bronze Learning Pathway** and beyond.



Teaching & Learning Communities (TLCs)

We Will...

- Deliver engaging TLCs ensuring that the focus is always on pupils making progress and includes differentiated strategies that support moving any **RED ZONE** pupil towards the **Bronze Learning Pathway**
- Encourage through Joint Practice Development and lesson observations all TLC groups to try out new strategies that will have an impact on pupils making accelerated rates of progress.
- Ensure after each assessment point (EPS1 – 6) TLC lead coaches that will support teaching staff and Curriculum Area Leaders (CALs) to move any **RED ZONE** pupil towards the **Bronze Learning Pathway**

Tutors

We Will...

- Update the **RED ZONE** notice board in our tutor rooms after each assessment point (EPS1 – 6) with those subjects that pupils are in the **RED ZONE** for. This information will be triangulated with weekly outcomes that are shown on the **Attendance Matters** notice board and **Going for Gold 4LP** notice board.
- Ensure that **RED ZONE** pupils in our tutor groups are prepared for the day ahead with the correct uniform, equipment and pupil planner.
- Ensure that homework entries are kept up to date in the pupil planner and if necessary will send **RED ZONE** pupils to the Homework Wall so that all Homework that is set is in the pupil planner.

Heads of House

We Will...

- Ensure that all tutor group notice boards are kept up to date. This will include the **Attendance Matters**, **Going for Gold 4LP** and **Red Zone Pupil** noticeboards.
- Ensure that **RED ZONE** pupils are placed on the RAG Reports (Red / Amber / Green) where appropriate and are closely monitored across the day for attendance to lessons, punctuality, uniform and equipment.
- Put in place **Wave 2 strategies: Targeted EPS support programmes for those RED ZONE pupils who have made no progress within the RED ZONE for two consecutive assessment periods so that they make progress towards the Bronze Learning Pathway**
- Ensure a high degree of parental involvement for the **RED ZONE** pupils in our houses. The efficacy of this will be evaluated at each Performance & Evaluation meeting.
- Liaise with the Progress & Attainment Leaders (PALs) for each House and track the **Wave 3 RED ZONE** pupils and provide the necessary support to move any **RED ZONE** pupil towards the **Bronze Learning Pathway**
- Use the **Red Zone Passports** at all meetings whether with parents, external agencies or SIR.



Curriculum Area Leaders

We Will...

- Ensure teachers in our curriculum area use **Wave 1 strategies: Tailored & differentiated teaching in class to remove barriers to learning and to provide timely and personalised feedback both verbal and written, including next step marking.** This will enable **RED ZONE** pupils to make good progress and move onto the **Bronze Learning Pathway** at the earliest opportunity.
- Put in place **Wave 2 strategies: Targeted EPS support programmes for those RED ZONE pupils who have made no progress within the RED ZONE for two consecutive assessment periods so that they make progress towards the Bronze Learning Pathway** and beyond.
- Identify any pupil who has not made progress within the **RED ZONE** for **THREE** consecutive assessment periods (EPS1 – 6) to our Senior Leader line manager to ensure additional **Wave 3** support strategies are put in place.
- Ensure that the Going for Gold strategy is being consistently implemented across all of our teams.
- Effectively track pupils and implement a range of strategies across the curriculum area to move **Wave 2 RED ZONE** pupils to make good or better progress.
- Liaise with the relevant SLT and PAL and refer any pupil remaining in the **RED ZONE** for a third consecutive assessment period to gain additional support to accelerate progress. This will trigger the creation of a Wave 3 **Red Zone Passport**.

Wave 2 Curriculum Area support might include:

- Purchasing past exam papers to help focus future EPS support
 - Providing EPS sessions (breakfast & after school)
 - Ensuring that all Homework is completed on time and where this is not the case being rigorous in ensuring Homework is completed.
 - Liaising closely with the Orchard Centre for any SEND **RED ZONE** pupil.
 - Ensuring early EPS support for Maths and English
- Use the Performance & Evaluation meeting at each assessment point to review the **Red Zone Passport** and put in place strategies to move a pupil who has been in the **RED ZONE** for two consecutive assessment points onto the **Bronze Learning Pathway** at the earliest opportunity.
 - Make available for parents and all staff (on P-Drive) an electronic copy of the **Red Zone Passport**.
 - Interpret provided data and action plan to accelerate **RED ZONE** pupil progress at each assessment point (EPS1 – 6). A **RED ZONE** booklet for every Performance & Evaluation (P&E) meeting will include class by class progress matrices to facilitate direct discussion on how a **RED ZONE** pupil can make progress towards the **Bronze Learning Pathway** and beyond.



Progress & Attainment Leaders (PALs)

We Will...

- Use data effectively to identify **RED ZONE** pupils at each assessment point (EPS1 – 6) in our Houses who are at **Wave 2 or Wave 3** and need increasingly individualised support programmes to accelerate their progress across a range of subjects (English, Maths, Science, E Bacc).
- Track, monitor and map support provisions against the need of the pupil for **Red Zone Passport** initiative for **Wave 3 RED ZONE** pupils and to review the impact these strategies are having at each subsequent assessment point.
- Ensure the **Red Zone Passport** is updated and is transparent for all staff, parents and pupils.
- Meet with pupils, using the **Red Zone Passport** as a discussion tool to remove barriers to learning and to review progress. Where necessary, parents will also be invited to these meetings.
- Liaise with relevant subject teachers, CALs, HOH to provide the necessary support for pupils to accelerate their progress and so move out of the **RED ZONE** towards the **Bronze Learning Pathway**
- Attend half termly PAL meetings to share information about individual **Wave 3 RED ZONE** pupils so that Year group and micro-population mapping can direct strategic support following every assessment point.

Senior Leaders

We Will...

- Ensure through effective line management that any **RED ZONE** pupil who has not made progress within the **RED ZONE** for **THREE** consecutive assessment points (EPS1 – 6) receives appropriate **Wave 3** support from a range of EPS support strategies that might include:
 - Additional Curriculum Area support
 - Parent meetings with agreed action points that are reviewed at each subsequent assessment point.
 - Independent Learning support, advice and guidance.
 - House tracking to ensure barriers to learning are removed.
 - Effective RAG Report monitoring.
 - Behaviour for Learning tracking to identify whole school patterns of underperformance and implement support where necessary.
 - TLC and Coaching support to be provided for teaching staff where necessary
- Wave 3 support will be captured in the Red Zone Passport compiled by teaching staff and senior leaders working closely with the PALs.**
- Ensure that the Going for Gold strategy is being consistently implemented across all Curriculum Areas and that each House is rewarding pupils with the necessary milestone awards in assembly each week.
 - Work closely with parents to ensure good communication and to alert them through accurate reporting mechanisms when their child moves into the **RED ZONE** for any given subject at the earliest opportunity.



Parents

We Will...

- Not hesitate to contact the school if we have any concerns.
- Attend all information and parents' evenings so that if our child is in the **RED ZONE** for any given subject we can support them with the advice and guidance given to us by staff.
- Ensure that we support our children by making sure that they complete their homework on time. This will mean effective monitoring of the pupil planners and adherence to the deadlines that are set.
- Alert school as to any personal reasons for potential underperformance.
- Be available to come in to school to discuss any matter with school staff on how best to support our child to improve their progress in any given subject or subjects should they move into the **RED ZONE** or be making no progress in the **RED ZONE**.



Ensuring Progress & Success

Red Zone Tracking Diamond

