

March 2024

Dear Parent/Carer

As we continue to support Year 11, we are now looking at the interventions in a more bespoke manner as we approach the external exams. Last week in assemblies we launched an additional wave of intervention to support students as they prepare for the exams and life beyond.

At Moorside High School, we believe in Quality First Teaching for all students in every lesson as the bedrock of truly inclusive education. To support this in Year 11, there are also many specialised intervention sessions that take place throughout the year. These sessions support students in individual subject areas and typically include before and after school sessions, Saturday School, and specific GCSE subject exam revision sessions. As we want to strengthen our intervention model further, we have developed our Care Quadrant. The Care Quadrant offers an additional layer of support, mapping every student in Year 11 into one of four groups: Consideration; Aspiration; Resilience and Equality. The Care Quadrant is based on progress versus effort and the intervention is tailored to suit the individual students.

Through the Care Quadrant, I am delighted to inform you that every student in Year 11 will be able to access further support/intervention over the next few months. The groups have been created based upon engagement in learning (an average of every student's reward points and behaviour data) modelled against their progress (an average of current grades across all subjects). By mapping the students across our CARE Quadrant, it has enabled us to create tailored packages of support in building study skills and self-esteem as students prepare for their GCSEs. Key members of the Year 11 team have spent time this week quality assuring the groups and ensuring that students are placed in the correct one, so we are not just relying on the computer generating this information.

Based upon our current data, your child has been placed in the Consideration quadrant. This means they will be offered a range of additional opportunities in school, including individual mentoring meetings and talks on how they will learn best and possible strategies.

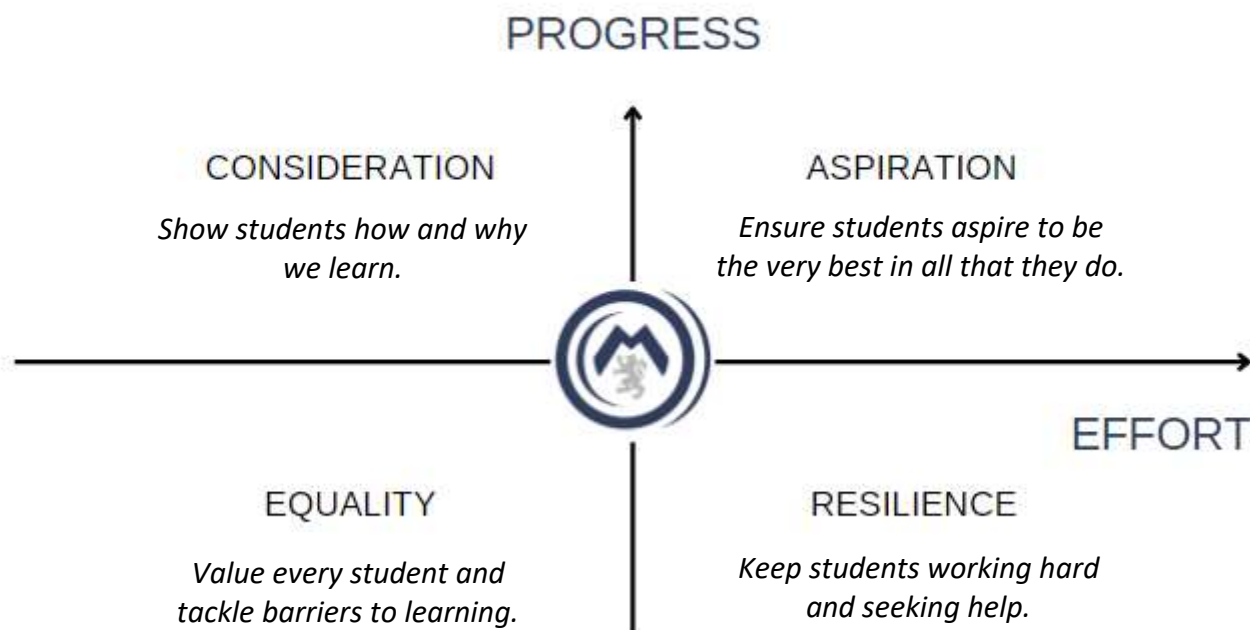
Further to this, please could we take this moment to remind parents and carers to indicate whether their child will be attending the Literature Paper 2 Mock Exam on Thursday 27<sup>th</sup> March. This is to ensure we have numbers for the catering. Pupils will receive feedback on this exam by Thursday 25<sup>th</sup> April.

If you would like any further information on our intervention model, please do not hesitate to contact me.

Kind Regards

Miss Powell  
Key Stage 4 Raising Standards Leader

## C.A.R.E QUADRANT



### Possible indicators of each quadrant group:

Quadrant <i>Effort and progress are based on overall attainment of target grades and attitude to learning</i>	Typical pupil characteristics
<b>Consideration</b> C: Low Effort, High Progress	<ul style="list-style-type: none"> <li>• Struggles with motivation to improve.</li> <li>• Easily distracted. Distracting?</li> <li>• Lacks commitment and application of knowledge in the most effective way.</li> </ul>
<b>Aspiration</b> A: High Effort, High Progress	<ul style="list-style-type: none"> <li>• Strongly motivated.</li> <li>• Keen to improve by targeting weaknesses.</li> <li>• May struggle to 'switch off' or plan time adequately.</li> <li>• Can apply knowledge and skills independently</li> </ul>
<b>Resilience</b> R: High Effort, Low Progress	<ul style="list-style-type: none"> <li>• Strongly motivated.</li> <li>• Keen to improve but unsure how.</li> <li>• Struggles with independent learning.</li> <li>• Working hard but possibly in the wrong way/on the wrong things.</li> </ul>
<b>Equality</b> E: Low Effort, Low Progress	<ul style="list-style-type: none"> <li>• Lacks motivation.</li> <li>• Easily distracted.</li> <li>• Apathetic/low self-esteem.</li> <li>• Behavioural/emotional/SEND needs?</li> </ul>