

Emerging Scholars' Intervention Programme

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Information for Potential Supporters 2011-12

An Overview

ESIP (Emerging Scholars' Intervention Programme) is a Saturday School providing a safe, supportive, fun and exciting development opportunity to improve students' long term prospects.

ESIP is focused on four things:

- improving aspirations,
- improved academic results,
- providing skills for academic and career success
- building soundly-based confidence and resilience to cope with new challenges

The programme will run for ten Saturdays each year at Forest School in Snaresbrook plus a weekend residential. Successful applicants will be offered a place for two years (Years 8 and 9) with a further application process to enter Year Ten.

Why is this different?

ESIP provides an environment for bright students from the three different schools to mix and challenge each other. The small class sizes (and high teacher/student ratio with mentor support) allow more individual support and focus. The curriculum is specially designed to help teachers go deeper into subject areas and open new possibilities. The extended 'single subject' day sessions ensure greater depth and allow more time for presentation, argument and questioning to develop communication skills. Forest School (and the university visits) ensure even higher quality resources which might not be available to all students

Students will be encouraged to reflect on each session and set challenges throughout the year. The use of mentors helps embed personal learning and thinking skills inside and outside the classrooms ensuring the whole day (from breakfast to hometime) becomes a learning environment.

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Participating schools:
Plasht School, St Angela's Ursuline and Sarah Bonnell.
The Saturday School sessions take place mainly at
Forest School in Snaresbrook.

The ESIP Programme

Vision

The Emerging Scholars Intervention Programme (ESIP) aims to enhance long-term opportunities for girls between 12 and 15 years of age in Newham. The programme is designed to raise their aspirations, build soundly-based confidence and provide the skills considered appropriate to engage in activities relating to both self-determined interests and enhanced future career opportunities.

Specific aims

1. To increase aspirations (as reflected in university choice)
2. To improve attainment (as reflected in assessment scores)
3. To improve learning capability
4. To increase resilience

Programme Objectives

1. Define and maintain a clear strategic programme direction documented in a strategic plan
2. Develop (and document) an excellent curriculum and resources to engage, enthuse and inspire students and staff
3. Run programme of ten Saturday sessions (plus one weekend residential) providing excellent teaching and learning to students
4. Provide one to one targeted intervention to students during sessions (and where appropriate outside sessions)
5. Provide high quality operational management and governance on a day to day basis
6. Ensure a rigorous monitoring and evaluation of outcomes and operations
7. Ensure effective and meaningful communication between programme and schools and parents and other stakeholders
8. Ensure effective fundraising for sustainability and excellent financial management
9. Learn from experience through a process of continuous improvement and apply learnings quickly and methodically

Who is involved?

The ESIP Forest programme is based at Forest School, an independent school in Snaresbrook working with students, teachers and leaders from three state schools in Newham – Plashet School, St Angela's Ursuline School and Sarah Bonnell School.

The 2011/12 programme has a single Year 8 cohort of 33 students who will continue for three years of the programme.

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Programme Content

The programme runs over ten Saturday sessions (0930 to 1520) approximately once a month over the academic year from October to July. There are three 'lessons' of one hour and twenty minutes each providing four hours of teaching and learning time per day. Students start with registration and an informal breakfast club where they can work with mentors, fellow students and staff and the day ends with fifteen minutes reflection time where they consider what they have learned and how to apply it outside the programme or in future sessions.

All sessions focus on five elements: Creative thinking, critical thinking, problem solving, communication and team working. Most sessions are based on traditional academic subjects but offer the teaching team freedom to explore different concepts, stretching students outside a traditional exam specification.

The 2011/12 programme will operate as follows.

- Week One – Induction followed by English or Art
- Week Two – Philosophy and Critical Thinking
- Week Three - Aspirations followed by Art or English (reverse of Week One sessions)
- Week Four – Robotics Awayday to Imperial College
- Week Five – Language and Linguistics
- Week Six – English and Communications
- Week Seven – Science
- Week Eight – Maths awayday to Cambridge
- Week Nine – ICT and Media
- Week Ten – End of Year Celebration (and preparations)

Example session plans include:

Art – “The aim of this session is to develop students’ understanding of how Art can impact on others and its surroundings. Students are to develop their understanding through a discussion session, inspired by the work of artists, such as Andy Goldsworthy, Anish Kapoor and Tom Hare. Students will then develop a series of drawings based on natural forms as a way of understanding structure. The final part of the session, will be a challenge for students working in groups of 4, to design and construct a sculptural piece that will be installed (temporarily) in the school’s external grounds. The idea behind the sculpture, should be to effect a change/reaction from others and to make a change to the way the environment is viewed.”

English – “This session is entitled ‘Ways of Seeing’ and is designed to encourage pupils to think critically and creatively. The first lesson will be focused around the skills of synthesis and critical reading and the ‘spine’ of the session will be the pupils’ response to the question: How are poetry and painting linked? The second lesson is focused around the pupils’ own creative and reflective skills. While the first session will be quite intensively teacher led, the second session, by contrast, will give pupils more opportunities to work independently, with teachers in a ‘coaching’ role.”

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Monitoring and Evaluation

The programme is assessed on its four outcomes as follows:

| Outcome | Target | Tool (and how stored) | Measurement point |
|--|---|--|---|
| 1. Increased aspirations reflected in university and career choice | <ul style="list-style-type: none"> ▪ Increased percentage (20 percentile points from baseline) of students who intend to study at Russell Group University ▪ Career choice defined (and ranked as High/Middle/Low¹) and improved across cohort during programme ▪ Aspirations plan drafted by all students (and evidence of execution of plan over programme term) | <ul style="list-style-type: none"> ▪ Survey (all) and interview (select number) – initial survey and interview through application form and interview pre programme ▪ Complementary information on aspirations improvement from case studies and interviews with selected students and parents at end of each year | <ul style="list-style-type: none"> ▪ recruitment in year 8, ▪ end of year 8, ▪ end of year 9, ▪ end of year 11, ▪ university entry |
| 2. Improved attainment reflected in assessment scores | <ul style="list-style-type: none"> ▪ Averaged three sub-level increase over programme year using Teacher Assessment grade (quantitative) | <ul style="list-style-type: none"> ▪ Teacher Assessment grade (ENG, MA, SCI as NC level e.g. 5a) at end of year compared to end of previous year (quantitative) – use remainder of G&T group in each of the three schools as a control group. Data extracted by schools from SIMS. | <ul style="list-style-type: none"> ▪ recruitment in year 8, ▪ annually end of each programme year to end year 10, ▪ GCSE results |
| 3. Improved learning capability | <ul style="list-style-type: none"> ▪ Average 8 points increase (0-100 scale) per student in MALS [Myself as a Learner] from start Year 8 to end Year 9 ▪ Increased passion for learning and commitment in classroom | <ul style="list-style-type: none"> ▪ MALS ▪ 360 feedback (qualitative; mechanism – teacher, student, parent feedback on each individual student)² ▪ Reflective learning journals completed online (via Fronter) at end of each session with targets met and evidenced ▪ Selected comparison of student end of year reports in key subjects (Eng, Maths, | <ul style="list-style-type: none"> ▪ recruitment in year 8, ▪ annual end of each programme year to end year 10, ▪ year 11 (not MALS) |

¹ Will use Brunel criteria to define and segment careers

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| | | Science) <ul style="list-style-type: none"> All G&T students in respective year groups in the participating schools will be tested (MALS) at same time. | |
| 4. Increase in resilience | <ul style="list-style-type: none"> Increase in extracurricular activities (inside and outside school, non-school) and achievements Average 5 points increase (0-35 scale) per student in Ashridge Resilience Questionnaire from start Year 8 to end Year 9 Evidence of new challenges mapped and tracked Resilience plan and resilience strategy drafted by all students | <ul style="list-style-type: none"> Application form at start of Year 8, 9 and 10 Resilience questionnaire Recruitment interviews pre programme and pre Year 10 All G&T students in respective year groups in the participating schools will be tested (Ashridge/Dweck) at same time. | <ul style="list-style-type: none"> Start of Year 8, 9 and 10 Resilience questionnaire at start and end of each year |

We have developed an 'About Our Learning Questionnaire' building on the successful MALS (Myself as a Learner Scale) and adding components for resilience and attitudes towards fixed or growth mindsets.

ESIP students will be assessed against a control group of similar students in their own schools and comparative results will be published for each programme cohort.

We are currently working with Ashridge Business School to develop and implement a longitudinal study of the impact of the programme over ten years (roughly the period from a student starting second year of secondary school and finishing their first year of work post university).

How The Programme Works

The programme is led by an experienced Programme Leader (with responsibility for day to day management) and overseen by a Governing Board of Headteachers and Deputies from the host and participating schools. The Governing Board oversee all elements of teaching and learning and delegate day to day elements of this to the Teaching Team Lead.

All sessions (except whole group workshops) are taught by experienced teachers (often Heads of Department or Advanced Skills Teachers in their respective schools). Sessions will be challenging and support advanced academic work alongside communication skills and teamwork. The programme will help build confidence, a growth of self esteem and an "I-



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can-do-it-attitude". It will help develop thinking skills via decision making exercises and problem solving and help increase curiosity and commitment to hard and smart work.

Students are taught in classes of up to 17 with one teacher and up to four mentors. Most classes also have an assistant tutor (a fully qualified teacher not a teaching assistant) to provide support and reflection over the course of the day.

Teachers, mentors and other staff are on hand throughout the day to provide support, challenge and ensure the needs of the 'whole child' are met.

Selection Criteria – How Students are Selected

Students are selected based on disadvantage but also their current ability. We have identified students from the lower half of the Gifted and Talented register as these students typically need the most support to reach their full potential and do not get the same opportunities as students in the very top cohort. Disadvantage indicators used include: FSM (free school meals), EAL (English as additional/second language), ward profile (low economic status), large families or other identified disadvantage.

For more information about ESIP, please contact the Programme Leader, Dr Simon Davey.

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We are very grateful to SHINE and the schools involved for their generous funding of the core programme and the support of Forest School in hosting and supporting the programme activities.

You can follow the current progress (including photos and session reports) of ESIP at Forest School at our website, www.esipforest.org.uk The 2011/12 programme started on Saturday 1st October 2011 and will run until 7th July 2012.

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