FRANCIS BARBER

Francis Barber Teaching & Learning Guidance

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Introduction and Aims

Francis Barber PRU (FBP) believes young people have the right to an appropriate broad and balanced education designed to help them reintegrate into a mainstream school, special school or post-16 destination. Many of our children arrive with undiagnosed/unrecognised special needs and/or have experienced trauma, which has impacted on their learning or experience of school. They may have experienced difficulties in managing behaviour for a long period and need support with reengaging with education. Most children will be working below their chronological age. Most pupils have had difficulties in mainstream settings and will have been excluded or have been referred for a period of timed intervention, assessment and/or behavioural support and other types of intervention.

FBP believes that the diversity and uniqueness of our learners, parents/guardians and staff should be celebrated. Our staff work to ensure a culture of inclusion for all in which each individual may feel proud of their identity. We aim to deliver a curriculum that reflects this diversity and responds to the individuality of our learners. We believe it is the school's ability to respond and reach each learner that is central to the successful academic, spiritual and emotional development of our students

We undertake to:

- Enable children and young people to continue their education
- Provide a broad and balanced curriculum, including the National Curriculum where appropriate.
- Promote access to education by reducing barriers to learning.
- Work effectively as part of a multi-disciplinary team, thus contributing to pupils' outcomes.
- Motivate children and young people by building on their knowledge, skills and understanding of the curriculum so that they can reach the highest level of personal achievement.
- Provide a caring and listening environment, where the feelings and rights of pupils are respected and their intellectual and emotional needs are met.
- Encourage participation in familiar, calming and enjoyable tasks in order to make their time out of school easier and aid reintegration, reducing anxiety about education.
- Enable pupils to make progress through achieving individualised next steps and attaining worthwhile outcomes.
- Encourage pupils to reflect on their progress and achievements; instilling a sense of pride.
- Promote interaction with both teachers and peers by providing opportunities for small group educational activities and shared learning experiences.
- To maintain consistency of education through effective communication with parents/carers and other key stakeholders and professionals as appropriate; maximising opportunities for progress.
- Promote systems of planning, shared resources to support good teaching practice by teachers with a healthy work life balance.

It is our belief that teaching in a PRU requires additional considerations for teachers and support staff and the aim of this guidance is to facilitate good practice when working with vulnerable pupils.

Academic aims and objectives specific to the PRU:

- To help children re-engage with learning, and maintain a positive attitude to learning
- To support children with attendance issues.
- To work collaboratively with secondary schools to ensure re-integration is successful
- To have an in-depth understanding of each pupil's learning needs; ensuring that the appropriate level of challenge is provided

Social and Emotional Aims and objectives specific to the PRU:

● To provide opportunities for socialising with other pupils with close adult support
● To help pupils to remain focused on reengaging and attending regularly so they can improve their life chances.
● To encourage independence so that pupils can self regulate and re-engage with learning
● To provide opportunities for creativity where feelings, fears and anxieties may be expressed
● To offer a curriculum that is appropriate for individual student needs, where mentoring and multi agency support is required due to complex behavioural and contextual safeguarding needs.

Special considerations

Children and young people may:
● Be subject to a range of distressing feelings which may include insecurity, pain, anxiety and depression. These feelings may be unfamiliar to them.
● Not function in the same way and at the same cognitive levels as they did previously, owing to their emotional state, medical condition and/or the impact of any safeguarding related needs.
● May have experienced or witnessed trauma within the home such as domestic violence, drug misuse and poverty. May have experienced or witnessed contextual safeguarding events or activities such as sexual, criminal exploitation and missing episodes.
● Need their timetable to be flexible; as a result of the trauma and safeguarding needs.
● May require exam adjustments and special consideration in the event of a significant event during the exam period

Professionalism

We are first and foremost educators and as such relate to our pupils through the medium of teaching and learning. We are also a significant element in a multi disciplinary provision and must therefore integrate our input and observations within the pupils' curriculum.
The teaching profession is a learning profession and practitioners need to continually develop, broaden and deepen their pedagogical knowledge, subject matter knowledge and understanding of educational climate and context. This is especially important within FBP, owing to the type of provision we offer and accreditations teachers deliver.

Timetables

Timetables are regularly reviewed and revised in order to meet the needs of the current cohort of pupils. Timetables vary according to need and are individualised according to key stage, prior achievement and initial assessments . We also take into account whether a student has been out of education for some time, education related anxiety and additional needs.
Whilst the expectation is that students attend all sessions offered will do so, we are flexible and create personalised timetables which reflect a student's readiness to learn and capacity to engage.

Positive Behaviour Management

At FBP we ensure behaviour is positive and enables all pupils to learn in a calm and focused environment. Please refer to the FBP Behaviour Policy for more details on our expectations and approach.

Learning Environment

The learning environment will be managed in such a way as to facilitate different styles of learning, including special educational needs.

Remote learning

Where situations such as the COVID-19 pandemic, or a student's vulnerability, necessitate it, teaching and learning may take place remotely.

Remote learning may take place through video calling platforms such as Google Meet and through providing access to digital resources and the exchange of lesson materials through Google Classroom.
It is FBP' belief that remote learning does not replace face to face teaching, and for all students who attend the school this would be our primary offer (Learning Ready group).
Teachers have been provided with additional Remote Learning Safeguarding protocols.

Classroom Organisation

We strive to make sure our classrooms are attractive learning environments; displays are reviewed and updated on a termly basis . This ensures that the classroom reflects the topics studied by the current cohort of learners. Each classroom will be organised to facilitate learning and safety. This may require flexibility in the organisation of furniture, pupils and staffing. FBP believes that a stimulating environment reflects and promotes a high regard for learning and an organised room enables independent use of resources.
It is expected that:

- The resources in each area will be clearly labelled.
- Labels and posters should, wherever possible, reflect the language diversity of the community we serve.
- Pupils will be involved in the maintenance and care of all equipment and resources as far as possible.
- Sharp objects will be secured safely, and their use closely monitored.
- Pupils will be taught how to use all resources correctly and safely, with care and respect; and with regard for health and safety and waste. Learners are encouraged to recycle. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.
- Where appropriate, online learning platforms may be used to enable flexible learning at home.
- The classroom will need to be assessed and reorganised according to the additional needs of any new pupil. We have a range of sensory 'toys', ear defenders and other adaptations which can be brought out to meet SEN needs. We are able to swiftly purchase or adapt other resources.

Curriculum and planning

We provide a broad and balanced curriculum that is relevant to our learners' needs and incorporates the requirements of the National Curriculum and relevant external accreditations. We offer a holistic and multi-agency approach to pastoral care by providing a keyworker who is responsible for each individual pupil's welfare and pastoral care. SEND and trauma informed approaches support pupils throughout the school. Through this approach we ensure that students are supported to bridge gaps in learning, make accelerated progress based on their starting points
Planning is a process not a product. It has one purpose; to enable high quality delivery which meets the needs of all students (Plan - Teach - Mark - Plan - Teach - Mark).
All staff follow our curriculum approach.
1. **The FBP Curriculum:** Annual curriculum thinking and planning is completed for each subject. This constant annual curriculum plan for each key stage serves students to have a rich varied curriculum that helps them to successfully move onto their next place or stage of education.
2. **Identifying gaps in learning:** Teaching staff are simultaneously assessing and addressing gaps in student understanding. Initial assessments and termly reading and numeracy tests provide ongoing assessments which inform teaching adaptations.

3. **Pupils on Bespoke and Therapeutic timetables:** The student's Keyworkers liaise with the internal and external colleagues, and the family to ensure the young person's programmes of study reflect their ability and aspirations in, this is then updated and modified as needed.

Simultaneously, each teacher is **assessing and addressing gaps in learning while to ascertain the young person's next steps in the curriculum's core knowledge and skills** as is reflected in our Schemes of Work and assessment data. Through this approach we ensure that students are supported to bridge gaps in learning and make accelerated progress

Our curriculum principles ensure our curriculum offer:

• is broad; offering continued and new opportunities for achievement and increased wellbeing

• is personalised and responsive to each young person's needs, enabling students to keep up with peers during and following a period of illness

• is delivered through high quality, dynamic teaching by subject specialists and learning mentors

Assess – Plan – Do- Review

Our model of assessing each learner on arrival and reviewing individual pupil progress through our Individual Progress Review Cycle, ensures that each learner's provision is monitored using the **ASSESS- PLAN- DO – REVIEW** model.

The academic requirements of any programme of study are considered alongside the individual needs of the child; for example, any medical conditions, Social Emotional and Mental Health state, Education, Health and Care Plan (EHCP) or other contextual safeguarding complicating factors.

Teachers and support staff will meet regularly to review and discuss planning and the outcomes for pupils.

Curriculum Overviews are updated annually and made available on our website.

Teachers are welcome to use aspects of Oak National and other nationally recognised schemes of work and resources to enhance their teaching or set additional learning tasks for pupils.

FB PRU feels that the best use of teacher time is on resources which will directly benefit the pupils. It is therefore FBP guidance that termly planning is by either PowerPoint or teaching guidance, to be used within lessons. This planning should follow the guidance provided to ensure literacy, numeracy and assessment points. In the absence of the teacher, this planning should be comprehensive enough to be followed by other members of the team.

Strategies that may be used when planning a sequence of lessons or individual lessons:

● **Clarify learning** - Be clear and precise about the knowledge and skills you want the **students to learn**, not what you want them to do.

● **The Why?** test - Are activities designed to facilitate learning and not just keep them busy?

● Imaginative ideas and stickability moments - Integrate things like storytelling and other memorable activities to help an idea/knowledge stick in their minds.

● **Challenge** - Plan to keep students in the 'struggle zone' to ensure they feel sufficiently challenged but not stressed or anxious.

● **Retrieval practice** - include questions on topics covered in previous days, weeks etc. in the sequence of lessons to embed knowledge and skills - .

● This includes **settlers and 'to do lists' tasks,** with students purposeful from the beginning, appropriate pace for the intended learning. All next steps are reviewed half termly and recorded in the next steps section on Schoolpod, as well as by individual teachers at key points in their programmes.

Adaptive teaching

Teachers and learning mentors will adapt the curriculum based on each pupil's targets or next steps created following baseline assessment. Information and strategies from one page profiles should be considered. See appendix one for further details.

Team Work

All staff within the service must be prepared to work together collaboratively and flexibly as specified in our professional Code of Conduct

Flexibility and Adaptability

FBP staff need to be able to teach across a wide range of abilities, ages, subjects and accreditations.
Pupil turnover can be moderate to high and admissions can range from a few weeks to several months, up to over 2 years for pupils on Fresh Start or in our Pathways provision.
Pupils' attendance in class and their progress may be interrupted by their mental health state, feeling unwell, emotional distress and behavioural difficulties. We endeavour to deploy staff appropriately across the service to best meet the needs of each child. All of our pupils are assigned Keyworkers to oversee their progress and manage liaison with family, home school and other stakeholders. Each member of FBP staff understands the importance of establishing positive working relationships with the young people, and Keyworkers take on an additional pastoral role. All learners are treated with kindness and respect.
Planning may have to be put aside or adapted, sometimes at short notice, for the following reasons:

- The work planned may be inappropriate for the pupil due to unexpected changes in their psychological or emotional condition
- Groupings of pupils may need to be changed due to behavioural needs
- Unforeseeable staff absence
- Unforeseen circumstances (such as the pandemic)

Positive attitudes to learners and their families

All children and young people are entitled to have an appropriate education provision at FB PRU as set out in our curriculum approaches document.

Teaching strategies

Teaching is a lifetime's craft. "Every teacher needs to improve, not because they are not good enough, but because they can be even better." (Professor Dylan William)

- We are all **teachers of literacy and numeracy**. The quality of both students' and teachers' language, such as in instructions and questioning, are significant determinants of progress.
- Teachers must be explicit about **learning outcomes and key words**.
- Go with the learning: the 'flow' of great progress is more important than following a lesson plan.
- All students must be **working harder** than the teacher, over time.
- Ensure that **learning has stuck (remembered)**, through checking and questioning.
- Utilise a **range of pedagogical approaches** including instructional, collaborative and experiential methods.
- Ensure your curriculum is **Innovative** and kindles students' **curiosity**. This can be done through
  - Modelling Curiosity
  - Making curiosity personal
  - Making learning 'compelling'

○ Linking new knowledge with prior knowledge
○ Make sure the 'interesting' things don't get lost.
In order to ensure students' self-esteem and engagement with education are also built upon, teachers will use the EBAF 1-4 approach. (see FBP Behaviour Policy)

Assessment

Teachers must have a secure overview of the starting points, progress and context of all. On arrival at FBPRU all of our pupils are assessed on entry so we can begin to get to know them as individuals as well as their educational needs. All pupils have a Speech and Language screening and complete an initial assessment of mental health needs (RCADS) by CAMHS. Once we have established the best approach, we allocate pupils a Learning Route best suited to their current needs. All pupils are expected to make progress towards national accreditations and to sit public examinations when ready, however, we balance academic expectation with an approach that engages, motivates and nurtures.

Lessons have clear learning objectives which build towards individual and learning targets/next steps. Teachers make ongoing assessments of their progress. Teachers should inform pupils of lesson objectives at the start of each lesson and review work, progress towards objectives and behaviour at the end of the session which is recorded in the pupils planner for each lesson.

Individual Progress Review (IPR)
Parents/ carers and students are invited to attend termly IPR meetings. This is where the keyworkers share with the families the current levels of progress and attainment made by the child.
Barriers to progress and engagement are discussed and targets for learning and progress are set.

One Page Profiles
Each pupil has a one page Profile which is produced as part of the initial assessment. THis is updated with ongoing records including assessment data, strategies from reading tests, Ed psych reports and SEN reviews. These aid teachers in monitoring each learner's progress throughout their admission and to plan future teaching to ensure that each child is working (at the correct level) to achieve their potential. We strive to ensure that all tasks set are appropriate to each child's level of ability.
Record-keeping and assessment procedures are defined in the Assessment Policy.

Monitoring and evaluation

● Pupils' work will be monitored regularly and reported on half termly.
● Progress will be monitored by low stake testing and teacher ongoing assessments and EBAF scores.
● Interventions and outcomes will be reviewed as part of the Assess- Plan- Do Review cycle with next steps identified
● Progress is monitored statistically through lesson evaluations, pupil progress data and as part of the termly performance indicators. This is presented to the Management Committee through the termly report.
● Where a student is undertaking accredited course/s, subject teachers will ensure they are collating samples of work and assessments as needed by exam boards to provide evidence for a teacher assessed grade. These examples of work may also be needed if a student is unable to sit an exam.

Feedback

Marking and assessment have two purposes. One, students act on feedback to make progress over time. Two; it informs future planning and teaching (Mark, Plan, Teach)
Marking must be primarily formative, may be selective, and be clear about what students must act upon.
All adults working with pupils across the school will provide feedback to pupils on their work. Whilst FBP has a marking code, it is not exhaustive nor prescriptive. It is expected for consistency that the same codes are used in all lessons, but more importantly marking should always be clear and motivate the student to improve.

Pupils should be able to explain how they get feedback from their class teacher.

Marking and feedback must be regular and proportionate to curriculum time.

Liaison with home, previous school and other appropriate professionals

Initial interview

Each pupil is invited to attend an initial interview with parents/ carers.

Liaison with other agencies, including Social Workers and Youth justice Service takes place through professionals meetings and multi agency work.

When planning work for children with special educational needs, we give due regard to information and targets contained in the children's EHCP plans (and support plans where an EHCP has not yet been obtained). Teachers modify learning and teaching as appropriate for children with disabilities (see SEND Policy).

Parent/Carer Role

We believe that parents, carers and families have a fundamental role to play in helping children to learn. We do all we can to inform carers about what and how their children are learning by:
● inviting them to attend all; Initial interviews, termly IPR meetings and meetings with other professionals.
● Allocating a Keyworkers to each child and family; coordinating regular liaison between the school and home
● Providing help with transitions and reintegration to schools,college or other learning or employment.
● Providing regular opportunities for parents to talk 1:1 with teachers and keyworkers over the phone or in person.
Parents/Carers are encouraged to support their children's learning by:
● Sharing with the teacher any problems that their child is experiencing
● Supporting their child by attending IPR and other meetings
● Ensuring that all contact addresses and telephone numbers are up to date and correct
● Contributing relevant information to initial assessment
● Responding to texts/emails/ letters sent home by FBP
● Informing the school of reasons for their child's absence
● Informing the school of any significant matters at home, which may affect their child's progress, happiness or behaviour

Equal Opportunities

FBP provides itself as an inclusive school and our curriculum provides entitlement to appropriate educational activities for all pupils, regardless of age, gender/gender expression, ethnicity and SEND.
We value each child as a unique individual. Teachers are familiar with the relevant equal opportunities legislation covering race, gender, gender identity, religion and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.
See Equality and Diversity policy.

Monitoring

- All staff are responsible for the effective implementation of this policy.
- The policy will be monitored through conversations with pupils and teachers.
- Pupils' work will form an important part of the monitoring process, however, pupils should be approached to allow them to provide vital input into the feedback process.

Who is the guidance for?

- Pupils – to ensure that the feedback they are provided with enables them to make progress
- Staff – to enable them to use their professional judgement in how best to provide feedback to their pupils
- Leaders – to ensure that pupils outcomes and teacher workload are protected
- Parents/carers – to support them in understanding how feedback is provided to their children

Related Policies on School Website Policies Page

- Curriculum Policy
- Behaviour policy
- Curriculum statement
- SEND policy

Francis Barber Lesson Planning Template

Title:	

Subject	**Group** and key info of pupils eg reading ages/EHCP/FSM	**Lesson x of x**

Learning Objective **Target knowledge and skills, such as To learn that, to understand...' 'To identify...'.*	**Key Vocabulary** Subject specific and Common words	**Resources** • *Try to include a variety of resources. • *Consider different learning techniques and how these will be met with your resources.

Teaching Input & Lesson Overview

Relentless Routines **Every lesson must have a 'To Do' List with :** **1.Settler** **2.Share Learning Objective** **3. Lesson Intro** **4. Main Tasks** **5 .Plenary**	**Planning aide mémoire:** • Pinpoint opportunities to extend/support children and to utilise any classroom assistance that might be available. • Try to reference children's prior learning and retrieval practice if this is available to you. • Teach misconceptions when they arise - try to plan ahead for known misconceptions • Try to encourage pupils to think more widely around the subject. • Where possible, try to use peer support/discussion/feedback/assessment to show that you encourage both collaborative and independent work. • Ensure you have a balance of activities - avoid all independent/written. • If the lesson is practical, ensure you have mentioned any elements that might need health and safety consideration

SettlerTask

To Do list

Main Activities

Adaptive Teaching

Info from 1 Page Profile	**In lesson adaptations eg extensions activities, scaffolds?**	**Challenge/Extension**

Plenary Task	**Assessment Questions**

Lesson Evaluation

Planning Glossary

Adaptive teaching - Adapting lessons whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations by being responsive to information about learning, then adjusting teaching to better match pupil need.

Challenge/ Extension -when lessons are pitched just right for students, so they are thinking hard and learning effectively.

Lesson evaluation -the process of assessing the effectiveness of a teaching session or lesson.

High expectations - All students are challenged

Learning strategy - A learning strategy is a tool used to help individuals understand the content they need to absorb e.g. note taking, summarising, memorising, retrieval, concept mapping, dual coding.

Learning objectives- Knowledge and skills to be learnt in the lesson

Macro-adaptations – changes based on SEND/pupil needs. Staff should use the pupils' one-page profile to see the needs and strategies which will support them.

Micro-adaptations – Identifying students who need content broken down further and in- lesson changes. Use of scaffold to the specific learning objectives

Plenary task - tasks which review learning objectives and check understanding

Relentless Routines - Francis Barber expectations of lesson structure

Subject specific vocabulary - Key words/ terminology that students need to know and understand for particular subject