

**Bromley Trust Academy**

**Midfield Campus**

Teaching and Learning Policy

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| **Approved by / on** | July 2022 |
| **Next Review** | July 2023 |

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# Aims

We believe that every pupil in our school is entitled to the best possible education that we can provide. We ensure that all our pupils achieve their full potential and gain the skills and knowledge necessary to become successful citizens in the future. We believe that high quality teaching and learning is key to achieving this and this policy reflects our high expectations for all staff and pupils.

At BTAM, our Teaching and Learning Policy is underpinned by our Core Values – DECIDE (Discovery, Endeavour, Community, Independence, Decision and Everyday) – as we encourage:

*Discovery* – we support pupils to take every available opportunity to learn something new, gain new experiences and value each moment as an opportunity to discover and achieve, academically, socially and emotionally

*Endeavour* – pupil to always aim to do better and ‘be the best I can be’

*Community* – Pupils to be part of a school community

*Independence* - through teaching and learning, as we equip pupils with the skills to be prepared to attempt tasks independently, become independent learners who take ownership of their learning

*Decisions –* pupils to make the right decisions, learning right from wrong and developing a good moral compass

*Everyday* – we have high expectations for our pupils and staff every day and expect them to be present for learning

The purpose of this policy is to:-

* ensure that high quality learning takes place in every lesson across the school, resulting in high standards of pupil progress and achievement
* embed the agreed range of good practice across the Trust
* ensure consistency throughout the school
* provide all staff with a clear vision of the school’s expectations
* provide an agreed focus for monitoring learning and classroom practice
* provide opportunities for learning through a blended curriculum, for example, using Showbie as a platform
* To ensure that all pupils, regardless of ability or starting point, have access to quality first teaching

# School Expectations for Pupils

Pupil are expected to:

* be engaged in their learning opportunities, including blended or remote learning where necessary;
* attend school every day and be on time for each lesson;
* work effectively and purposefully in a range of contexts;
* support one another, working collaboratively, recognising the contributions of all;
* ask questions where appropriate to clarify understanding or deepen thinking;
* complete work and work to the best of their ability at all times;
* follow instructions as requested;
* treat everyone, including self, with respect including each other’s cultures and beliefs;
* always listen to others and be honest;
* be willing to share their learning and ideas within a safe, trusting environment;
* have a helpful attitude towards staff and others to help me to learn;
* develop resilience in approaching problems and new learning challenges;
* know where to go for help and recognise that further progress can always be made;
* read through, think carefully about and act on assessment, marking and feedback;
* aim to develop resilience and understand that making mistakes and challenge is part of the learning process;
* accept and embrace appropriate levels of challenge.

# School Expectations for Teaching

Teachers are required to keep a teacher folder that includes the following:

* Timetables (all classes and interventions)
* Schools vision, values and priorities
* Term dates
* SRE dates
* Seating plans
* Curriculum map
* Schemes of work being covered in each term
* DRICE and SDP posters as prompts and reminders
* Half termly planning grid
* Pupils progress and attainment data
* Copy of teaching and learning, feedback and marking and assessment policies.

We expect:

* All lesson underpin our core values of DECIDE
* Staff to have secure subject knowledge and understanding – when support is needed teachers can seek advice from Senior Leaders or other subject specialists.
* Staff to plan appropriately for all groups of pupils, with a range of abilities and access high quality resources.
* Team planning to include discussions around DRICE and SDP as effective planning tools to facilitate deeper and profound thinking.
* That every lesson has clear Learning Intentions which are explained to the individual pupil and class and remain accessible throughout the lesson and that these LI’s are clearly linked to half termly assessment targets. Children are given a success criteria which leads towards the achievement of each learning intention.
* That all lessons demonstrate key elements of good AfL practice.
* That activities are differentiated to ensure that pupils explore, develop and practice new skills/concepts
* SMSC principles and British Values are embedded in everyday teaching practice and interactions with pupils/pupils.
* That staff cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding e.g. the use of visual stimuli and practical activities, ability groupings, peer and teacher modelling, visual support, repetition, emphasis on Speaking & Listening, scaffolding, talk partners and multi-sensory approaches.
* Staff to provide appropriate resources which support learning outcomes and provide challenge for the more able pupils.
* That staff have high expectations of presentation, quality and quantity of work.
* Staff to assess pupils’ learning regularly throughout starters using retrieval tasks and throughout the lesson and plenary using afl approaches.
* That staff are not chair or desk bound in lessons. Furniture is flexible and can be moved for purpose
* PEGs and support staff to be fully involved in lessons and are part of the planning process (team planning and daily discussions with class teacher)
* Staff must plan for effective deployment of support staff in all their lessons, ensuring to liaise with support staff prior to, and after a lesson
* Staff mark pupils’ work in accordance with the school’s feedback and marking policy
* Staff encourage pupils’ independence and all efforts strive towards this.
* Staff to give opportunities for pupils to respond to feedback given as part of their ‘dedicated improvement time’. Teachers should build up a clear dialogue with pupils/pupils in the classroom with verbal feedback, in their books and online journals to show that pupils/pupils are engaging with and benefiting from all feedback.
* All lessons have a plenary when the learning during the lesson can be reviewed and assessed against the Success Criteria as well as mini plenaries throughout lessons to share ideas, encourage, motivate and to keep children on track and in line with their learning intention and success criteria.
* Staff to work with other teachers across the Trust in order to share good practice and moderate.
* Blended learning is fully immersed in the existing curriculum and schemes of work; it is expected that at least two core subject lessons per week will incorporate digital learning (e.g. Socrative, See saw or Showbie).
* Pupils’ targets are reviewed weekly with the pupils

# Planning

* Curriculum Maps are planned around core skills and knowledge.
* Retrieval practice is incorporated into the start of every core curriculum lesson in order to support fluency and learning moving to the long term memory.
* DRICE used as a planning tool to ensure that opportunities are created to facilitate shallow, deep and profound thinking.
* Half-termly plans demonstrate the sequence of learning with an emphasis on clear learning intentions (taken directly from Pupil Asset), appropriately challenging success criteria and clear differentiation (these plans should not be lengthy documents which recreate the scheme of work and negatively impact on teacher workload).
* Planning should be reviewed before each lesson to ensure that assessments from previous plenaries (against success criteria) are factored into lessons.
* Differentiation should enable most pupils to be able to access most of the learning independently and should enable opportunities for challenge for all pupils.
* Effective use of support staff to be planned for so that all staff are facilitating learning throughout the course of a lesson.
* Pupil self-assessment, response to feedback, Dedicated Improvement Time (DIT) should be factored in to lesson planning where appropriate
* High quality, engaging and stimulating resources to be prepared and in place before lessons.

# Assessment for Learning

All lessons will contain one or more of the following AfL elements:

## Planning:

* Use DRICE as a guiding tool during the planning process to support the progress of thinking from shallow, to deep to profound.
* Use assessments from the plenary of the last lesson and assessment related to success criteria.
* A consideration as to whether pupils are secure or require further differentiation.
* Opportunities for peer/self-assessment.
* Generate open ended questions, differentiated to assess understanding of the more able to provide further challenge in next lesson during plenary.
* Use information from marking - responses from pupils to teacher’s comments.

## Introduction/Engager

* Where appropriate, re-visit feedback from the last piece of work.
* Recap on previous learning—what did you learn in our last lesson?
* Share learning intentions for the lesson. What does this mean? What do you know already?
* Introduce Success Criteria - older pupils/pupils can generate their own on occasion - what will make this a good piece of work? How will I know I have been successful in this lesson?
* Model the activity (demonstrating process, shared writing etc.).
* Use focused questions to check understanding.
* Ensure activities are engaging and varied.
* Identify where this piece of learning sits in the ‘bigger picture’ – how does it link to the last piece of learning, next piece of learning or in real life?

## Main Teaching/Activity

* Identify within the planning, individual pupils to work with for the duration of the main activity (Rotate this to ensure that the class teacher works with every child through the course of the week).
* Use mini plenaries, for example, to revisit learning intention and Success Criteria to share a good example - have they achieved all elements of the learning intention? Can pupils identify which elements of the success criteria they have followed?
* Consider extension or challenge star activities (or success criteria steps) for those who complete early and also means for pupils to be independent/self-checking whilst support staff are working with other individuals/groups.
* Digital learning will be used to promote independence and provide opportunities for self-assessment.

## Plenary

* Revisit learning and Success criteria - what have we been learning about today? Have we achieved all the success criteria?
* Peer/self-assess work against success criteria—make an improvement

## Effective assessment for learning should:

* Enable pupils to demonstrate what they know, understand and can do using the core components of our Assessment Model – Working towards (WT), Mostly Achieved (MA) and achieved (A).
* Make pupils’ aware of the level at which they are working.
* Ensure pupils are aware of the learning intentions and success criteria as well as their own personal targets (these can be found in the back cover of core subject books and ‘tick sheets’).
* Give pupils positive reinforcement that celebrates their achievements.
* Involve pupils in recognising what needs to be done to improve their work based on the learning intention, success criteria and feedback.
* Use DIT lessons/tasks/activities/recall sessions/starters to embed and build on or secure knowledge.
* Inform the target setting process by identifying areas that will support the progress of individuals.
* Provide information to inform whole school evaluation and strategic planning

## Observations

Formal observations, learning walks and work scrutiny (including digital platforms and e-folders) will take place throughout the year to ensure that teachers are well prepared and trained to deliver high quality, blended learning lessons and get the best outcomes for their pupils.

## Continuing Professional Development (CPD)

Teachers have a responsibility to reflect on their practice, enhance and update their professional knowledge and skills. This is to ensure that consistently high standards of teaching and learning are maintained and national Teacher Standards are met. Bromley Trust Academy’s CPD programme will provide opportunities for staff to participate in a variety of activities in order to support the individual professional needs of staff.

#  The Learning Environment

**Classroom walls should include:**

* Examples of pupil work – with written feedback / praise (to be referred to in teaching).
* Working walls.
* Literacy and numeracy strategies e.g. lists of key words for your subject.
* Commonly used literacy words / vocabulary - appropriate to the learning.
* Curriculum levels / Assessment Criteria (where appropriate e.g. for an exam syllabus).
* Displays that help to support the learning.
* School values.
* SMSC and British Values links.
* Consider use of interclass competitions and/or subject rewards

**All corridors should include:**

* Photographs of enrichment activities (trips / clubs etc.)
* More able provision – such as details of competitions or display boards to celebrate achievements
* Displays of famous graduates (famous authors for literacy, mathematicians, scientists, celebrities etc. ideally figures which the pupils/pupils can relate to or recognise)
* Promotion of subject / rewards given and/or opportunity.

**Other good ideas include:**

* Model answers (with teacher annotation).
* Pictures of pupils engaged in learning activities and being successful.
* Class boards with the class name at the top and the class should help to display the work as well as create it – this is managed by the pupils with the support of adults.
* Inspirational quotes (subject specific or SEMH).
* Proud writer’s board

**Avoid:**

* Messy areas or clutter
* Small unreadable messages for pupils/pupils
* Making it too complicated

# The Curriculum

The whole curriculum should enable pupils to:

* Acquire knowledge, skills, understanding and practical abilities with the motivation to use them.
* Have regular opportunities for retrieval practice to support the development of the long term memory.
* Develop qualities of mind, body, feeling and imagination.
* Extend the effective use of language.
* Develop the effective use of number.
* Appreciate human achievement in all areas of activity including art, music, science, literature, mathematics and technology.
* Acquire an understanding of the social, economic and political nature of society.
* Help develop the full potential in individuals for their lives at home, at work, at leisure, in the community and as active empowered participants in society.
* Develop a sense of self-value and self-respect and to understand and respect the right to social and cultural differences amongst others.
* Develop British Values within all our pupils
* Develop and grow in the areas as identified in the core values of the school (DECIDE)
* Have access to and confidently use technology to extend their learning experiences and prepare them for the wider world. Technology should also be used to bridge the gap between disadvantaged and non-disadvantaged pupils and work towards removing barriers to learning.

With the help of the whole school community, Bromley Trust Academy offers a curriculum which we feel is relevant, current, exciting and addresses the aims above. We offer a broad and bespoke curriculum which aims to draw curriculum links in a meaningful way, takes into account the new National Curriculum introduced in September 2014 and the Early Years Statutory Framework 2021.

# BTAM – How we organise teaching and learning

At BTAM, we aim to stream pupils by ability, social needs and SEN. The building is divided into two key areas; ‘Discovery’ is for pupils in EYFS and KS1 and ‘Endeavour’ is for pupils in KS2.

## EYFS and KS1

In Discovery the teaching approaches are adapted to meet the levels of the pupils, however, the classroom and outdoor learning provision are set up to meet the needs of EYFS and to enable the delivery of an effective EYFS curriculum, KS1 curriculum or an adapted transitional curriculum for pupils who are working between the two.

We have adopted an EYFS approach, with focus and directed tasks alongside continuous provision. Pupils are supported 1:1 or in very small groups during learning activities, and further intervention will be provided when necessary. The main focus is to encourage the pupils to feel happy and safe so that they can feel motivated and confident to explore and play while learning.

Experienced Key Stage One practitioners provide a balance of exciting and challenging learning opportunities to stretch the pupils academically whilst creating a calm and nurturing environment for them to progress.

The EYFS and KS1 Curriculum is broad, balanced and great emphasis is placed on individual needs and progress. Pupils are encouraged and supported to learn through play as well as developing their journey on the learning of literacy, numeracy, science and phonics.

Pupils should be offered a busy, well-planned and stimulating daily timetable with a mix of academic, creative and calming activities across the whole day which are designed to be highly engaging and relevant. The themes each week are focused around a particular Power of Reading book but can also incorporate annual celebrations such as Harvest, Diwali, Hannukah, Christmas, Chinese New Year, Easter and the seasons etc.

Pupils should be encouraged with activities throughout the day to develop independence skills, self-help skills, speech and language and social skills. These skills are developed through learning activities, social contexts and breakfast, lunch and snack times.

Visual timetables play a vital role in organising the day and sharing expectations for literacy and numeracy which is where a whole class input does take place before the children move on to exploring the continuous provision while 1:1 and small group focus activities are completed.

The Early Years Foundation Stage Curriculum is organised into seven areas of development and learning; three prime areas and four specific areas.

***Three Prime Areas:***

* Communication and language
* Physical development
* Personal, social and emotional development

***Four Specific Areas:***

* Literacy
* Mathematics
* Understanding the world
* Expressive arts and design

The learning environment, activities and experiences should be planned according to the above areas of Learning and Development. Planning will be informed by observations and assessments of the pupils.

Phonics is explicitly taught in KS1 and where appropriate in KS2; this is done following Little Wandle Letters and Sounds Revised along with the recommended reading programme and books to support the development of fluent reading.

KS1 also participate and learn in Forest School, PE, Science, PSHE, Social skills and Computing and opportunities are also offered for Yoga, gardening and cooking.

KS1 record observations and assess the pupils on their progress using Tapestry Online Learning Journal. Tapestry builds a record of a pupil’s experiences, development and learning journey through their education. Using photos, videos and diary entries, the practitioners, along with the pupil’s parents, ‘weaves’ the story of the child and how they are growing and developing. The Tapestry platform then works seamlessly to enable these memories to be kept as a permanent record of each child’s unique journey. All information held in the platform is stored securely, and can be downloaded and shared as required in line with GDPR guidelines. Parents are able to view online their pupil’s progress, whilst also uploading their own comments and media. The communication between staff and parents that Tapestry enables, helps build a shared understanding of how every pupil can reach their full potential

## KS2

In KS2 we follow the schemes of learning as outlined in our ‘curriculum policy’ along with the supporting assessments. The curriculum is designed with our assembly themes as a starting point, from this, we have aligned our curriculum to ensure meaningful links are explored across subjects and our teaching approaches and whole school curriculum are designed to be considerate of cognitive load.

Through exploring our own curriculum and schemes of learning, we have developed our ‘big ideas’ approach for each area of the curriculum, that is to say that although we teach the breadth of the subject, there are overarching ideas running through the curriculum in order to make it meaningful and relevant to the pupils of BTAM - informed by purpose and aims. The curriculum at BTAM is reviewed annually in order to ensure that it remains current, purposeful, is appropriately demanding and meets the learning needs of the pupils.

# Subject Statements

## Literacy

Through the spoken and written word we learn and engage with the world around us; within the English Department at Bromley Trust Academy we foster the creativity and individuality of young people that goes hand in hand with the practical skills required to go out into that world as adults. All learning styles and individuals are catered for through the study of a wide range of topics including novels, drama and poetry.

Literacy learning will incorporate digital elements at least twice weekly for each pupil.

At EYFS, KS1 and KS2, children follow The Power of Reading which is a school development project designed to engage pupils in the curriculum through high quality books and proven teaching approaches. The project offers multi-layered professional development drawing on the Centre for Literacy in Primary Education's (CLPE's) highly regarded classroom-based research and experience of working with teachers. The Power of Reading project combines the use of outstanding books for teachers and children with an approach to teaching the English curriculum that is creative, engaging and develops a love of literacy.

Pupils are encouraged to explore, grow and pursue a life-long love of learning through being exposed to the diverse range of literature on offer at BTA.

## Numeracy

We are committed to raising the standards of numeracy for all our pupils, so that they develop the ability to use numeracy skills effectively in all areas of the curriculum and enable them to utilise the skills necessary to cope confidently with the demands of further education, employment and adult life.

At BTAM we see numeracy as a proficiency which involves confidence and competence with numbers and measures. It is more than an ability to do basic arithmetic; it requires understanding of the number system, a repertoire of mathematical techniques and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Numeracy also demands understanding of the ways in which data are gathered by counting and measuring, and presented in graphs, diagrams, charts and tables.

Through the teaching of numeracy, we promote the skills pupils need to access the whole school curriculum confidently and effectively to enable pupils to appreciate that there is a common expectation of these skills in all subject areas.

Numeracy learning will incorporate digital elements at least twice weekly for each pupil.

At BTAM, we follow the White Rose Maths scheme of work and progress assessments as well as half-termly assessments to deliver the 2014 maths curriculum. This is supplemented with a range of physical resources (including Numicon) and printed resources (including assertive mentoring assessments to identify gaps in learning) to support the broad learning needs and styles of our pupils.

The teaching of numeracy at BTAM is geared towards enabling each pupil to develop their learning without labelling them by ability.  We endeavour to not only develop the mathematical skills and understanding, but also an enthusiasm for learning which will enable the pupil to engage and achieve their best possible personal outcome. We aim to increase pupil confidence in numeracy so they are able to express themselves and their ideas using the language of maths with assurance.

Science
Scientists aim to make sense from observations within our Universe. Biology is generally the study of life, Chemistry is generally the study of the matter that makes up the Universe and Physics is the study of the way that the Universe works.

Through the teaching of science, we aim to incorporate scientific thinking and the application of Science to the world around us. The subject aims to equip pupils with the scientific skills and understanding necessary for their time, not only at school but also into their adult life.

There is an emphasis on learning science through experimental work, using specialist science equipment. Research and problem-solving tasks encourage pupils to be independent enquirers and innovative thinkers as well as team workers. Pupils are provided with the opportunity to share their ideas by presentation in various ways and, in doing so, to reflect on their learning.

At BTAM, we are following the ‘Switched On’ Science across the school and pupils are taught the appropriate year group standards according to their chronological age. Pupils develop a secure understanding of the natural and physical world as well as advancing their observational and experimental skills.

## Homework

At BTAM, In EYFS and key stage one a half termly homework planner is sent home which is aligned with the class based learning and topics which are being covered in English, Maths and Science. In Key stage two, pupils receive weekly times tables and spelling which are focused on in the class learning and assessed at the end of the week, children will then progress through their spelling groups and times tables according to their performance in these weekly assessments. Pupils in upper school (years 5 and 6) will receive an additional piece of work on top of their spellings and tables. This work will be aligned with classroom learning, further practice or reading comprehension skills.

## SEN

BTAM makes provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger’s syndrome, learning difficulties, hearing impairments and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently, in these instances we can access training and advice so that these kinds of needs can be met.

The academy also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plan on a short term basis where a child has been permanently excluded from a mainstream school. Pupils who have accessed the AP sometimes present with the following kinds of special educational need: SEMH; ASD; ADHD; Oppositional Disorder; Conduct Disorder. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Head of School in conjunction with the Local Authority on a short-term basis whilst a new school is identified. It is less likely for any pupil with an EHC Plan to access the AP as it is an expectation that schools should use the emergency annual review process appropriately rather than resort to permanent exclusion. On occasion, pupils with EHCPs may be offered a place at BTASM via the BTA Outreach service if the pupil is awaiting a place at an onward provision and a high need is identified.

# Assessment on Entry to BTA and Transition

In order to operate effectively, it is important that staff, pupils and parents work collaboratively to enable joined up thinking. We encourage pupils and parents to view BTA as both a fresh start and as an opportunity to achieve success. Working with parents, we aim to promote the pupil's sense of self-worth, personal responsibility and respect for others. BTA is a primary and secondary Alternative Provision (and Outreach provision) that supports pupils living in Bromley who have been permanently excluded from mainstream schools, are at risk of permanent exclusion or are pupils who have arrived in Borough due to un-assessed needs and require a period of assessment before moving to the most appropriate provision.

At BTAM, we measure behaviour, emotional and developmental well-being using a range of assessments including the following:

## Readiness for Reintegration Scale

The assessment is based on materials developed by Rebecca Doyle and Jane McSherry and is a screening for suitability for inclusion, giving a diagnostic developmental profile. Used over time, it gives a clear measurement of pupil development skills in each area. It is a specific, quantitative assessment tool to help analyse behaviour; measure readiness to reintegrate; and highlight specific areas that need further development.

The profile considers five main areas:

1. Self-control and management of behaviour
2. Social skills
3. Self-awareness and confidence
4. Skills for learning
5. Approach to learning

The numerical score at the end of each main area is totalled and plotted on the grid with a maximum score of 312; an overall score of 218 (70%) or above gives an indication that the pupil may be ready for transition into their mainstream classroom.

The profile will indicate areas of relative strength as well as areas for further development. The profile can therefore be used to inform IEP targets, track progress and inform planning for reintegration.

## Strengths and Difficulties Questionnaire

The Strengths and Difficulties Questionnaire (SDQ) is a behavioural screening questionnaire for children and adolescents ages 2 through 17 years old, measuring emotional, conduct, hyperactivity, peer and pro-social behaviour. From the questionnaire a total score is achieved as well as an externalised range (the sum of the conduct and hyperactivity scales) and an internalised range (the sum of emotional and peer problems)."Before" and "after" SDQs can be used to audit everyday practice and to evaluate specific interventions.

## The Boxall Profile

The Boxall profile provides a framework for the precise assessment of children who have social, emotional and mental health difficulties and are failing within the school setting. It helps to plan focused intervention for children whose behaviour is difficult to understand. The profile provides insights and suggests points of entry into what lies behind a child’s behaviour. The profile is separated into two sections,

Section I: Developmental strands: This measures progress through the different aspects of development in the pupil's early years- the first assessing the child and young person's organisation of their learning experiences, the second, their internalisation of controls.

Section II: The diagnostic profile: This consists of items describing behaviours that inhibit or interfere with the child's satisfactory involvement in school- self-limiting features, undeveloped behaviour and unsupported development. They are directly or indirectly the outcome of impaired learning in the earliest years. The earlier such children are identified the greater the hope of being able to address and remediate their social, emotional and behavioural difficulties by offering patient and supportive teaching.

All information collected on a pupil is shared with the relevant parties in order to ensure a fully supported and well-informed transition for every pupil moving on to their new / or returning to their previous provisions or schools.

Baseline assessment reading tests are completed using the YORK Reading Assessment scheme which gives a standardised score and reading age for rate, accuracy and comprehension, which is then in turn used for book banding. Maths baseline assessments are completed using Assertive Mentoring which helps to identify the appropriate year group standards and gaps in learning, this is completed in a maths intervention session on a 1:1 basis to also support in identifying misconceptions and thought processes. The remaining assessments include independent writing, further reading comprehension and unit maths tests which take place within the classroom in the normal cycle of class-based assessments. Within a six week cycle, children would complete maths topic assessments in using and applying, 2 reading comprehensions and several independent writing tasks.

Further assessments are completed as necessary e.g. a Lucid Rapid dyslexia screener is used as an early indicator and a dyslexia friendly teaching approach is used across the school for an inclusive approach. Further screeners include a visual stress assessment, processing speed assessment and a further dyslexia screener which observes more strands – these are completed as necessary. All of these screeners are used to identify need and then bespoke reports are assembled to support the appropriate teaching and learning styles for each pupil.

At Hayes Campus, the Assessment and Transition Centre assesses pupils using; New Group reading Test (NGRT); Start Reading Test (Accelerated Reader); Basic and Key Skill Builder (BKSB); PTM (Maths) and PTE (English) GL Assessments. All results from the assessments gathered are used to complete pupils Individual education Plans (IEP’s). Pupils are given the opportunity to take part in dialogue about their long term and short term targets. These are then reviewed during the scheduled Academic review Days (ARD) throughout the year. Alongside this pupils are encouraged to complete Pupil Self Review allowing pupils to reflect on their past educational experiences to enable them to move forward by setting targets. A risk assessment is also carried out for each pupil on entry to the ATC.

As part of the work within the ATC in preparing pupils to return to mainstream/ further education/ college placements/ alternative provision, one-to-one meetings and discussions about pupil/ provision expectations take place in the run up to the pupil moving on from BTA. Pupils that are successfully allocated a school through Fair Access Panel (FAP)/ Core panel are given a 12-week probation period in which they are dual registered with BTA and their new provision. During this time pupils are offered Outreach Support by visiting the pupil at their new education provision at which timely feedback from Head of Years/ deputy Heads and the pupil is obtained and fed back to the school and BTA. This is done through Outreach Reports.