

  <p data-bbox="414 638 662 667">North Tyneside Council</p> <p data-bbox="103 649 343 705">NTSSS</p>	  
<p data-bbox="103 705 422 739">Document Information</p>	<p data-bbox="829 705 1468 784">Curriculum, Teaching, Learning, Assessment and Monitoring at Moorbridge</p>
<p data-bbox="103 817 319 851">Version Number</p>	<p data-bbox="805 817 845 851">V1</p>
<p data-bbox="103 862 406 896">Policy operational date</p>	<p data-bbox="805 862 933 896">July 2019</p>
<p data-bbox="103 907 550 940">Responsible Moorbridge Manager</p>	<p data-bbox="805 907 1005 940">Karen Croskery</p>
<p data-bbox="103 952 550 985">Date approved by Governing Body</p>	<p data-bbox="805 952 933 985">July 2019</p>
<p data-bbox="103 1019 662 1052">Signed (by or on behalf of Governing Body)</p>	<p data-bbox="805 1019 1260 1086">J McCarty – Chair of Management Group/Governors</p>
<p data-bbox="103 1108 343 1142">Policy review date</p>	<p data-bbox="805 1108 933 1142">July 2020</p>

Vision and Values at Moorbridge PRU

Moorbridge PRU has a clear Vision and set of Values that permeates all aspects of the school community life and gives Moorbridge PRU the uniqueness for which we are renowned.

The vision and values at Moorbridge are as follows:

Through Encouragement and Enjoyment of Education and Training

- 'School days should be the happiest days of students lives' - we need to instil the love of learning and enjoyment of school - Moorbridge PRU should be a fun place to Learn and Teach - Many children attending Moorbridge PRU (and parents) have had negative experiences of schooling and we need to transform this.

Through Helping Pupils Achieve, Progress and Attain

- Moorbridge PRU provides an arena where all children achieve their academic and vocational potential through a rich diversity of curriculum experiences

Vision

'Building Bridge to Success'

- *all bridges are built on strong foundations* – at Moorbridge PRU the foundations are....

Through Developing Personally and forming Positive Relationships

- All pupils should leave Moorbridge PRU as confident, secure individuals with a high sense of self-esteem having progressed and achieved widely - including positive Mental Health and Well Being.

These values are core to the school and we want them to impact on the following:

- Allowing every student to feel **valued** for who they are and be **successful** having had the ability to **achieve**; All Pupils are capable of learning anything, when given the appropriate support and challenge
- Pupils to realise and appreciate the **value of community**; developing an **empathy and sensitivity** to the needs of others. Shaping the future is intrinsic to all that we do, endeavouring to develop young people who can play an increasingly useful and positive role in society and make informed choices about their lives - both now and in the future
- Ensuring the pupils and staff are part of a school environment where children can **grow up** to become **well rounded individuals** with a keen interest in life and learning
- Pupils will feel a **sense of security** that allows them to become **confident risk takers** in all that they do within school
- We will ensure pupils receive **quality teaching first** to meet their individual learning needs; providing young people with compassion and challenge within a strong, stable and structured environment. **Helping pupils to become independent learners** taking increasing **responsibility for their own learning**. We believe learning is not based solely on the acquisition of knowledge but on the development of the skills, attributes and values needed to encourage life-long learning. Through the teaching of core skills; we aim to equip our Pupils with the skills to learn and a clear understanding of how they learn, becoming reflective Pupils and thinkers. Central to our philosophy is for learning to be enjoyable; for Pupils to thrive and be empowered with the opportunities and confidence required for them to take responsibility, take risks and become independent learners.
- Pupils and staff helping to **raise standards and progress**; knowing that we all need to know what to do in order to improve and how to do it, preparing to be better tomorrow.
- We will clearly **identify** young people's learning and personal needs, set clear targets and regularly review these to ensure good progress, as well as ensuring pupils will reach age **related educational standards**. Wherever possible, we strive to support every Key Stage 4 learner to leave with at least 5 good GCSEs or equivalent. Many pupils far exceed this. We will help pupils achieve **success** by any means - we always adapt to meet the needs of individuals - success is non-negotiable. For our pupils there is no "good enough" - we aim to be exceptional.
- Shaping the future is intrinsic to all that we do. Ensuring pupils are able to **move on** to their next educational provision – be this returning to their mainstream school, another mainstream school, a specialist provision or post 16 Education, Training or Employment (100% pupils in 2018 entered Education, Training or Employment)
- We will always be an **inclusive provision** that values all children and adults in the school community; regardless of race, religion, gender, sexuality or disability. We will instill each young person with an understanding of their inherent **value** and the

value of others. We strive to enable them to go on to live in the world as independent people and meet the challenges of the 21st Century.

- We will create a **secure** and **inspiring** environment where each young person is **supported holistically** to enable them to take ownership of their lives, their learning and their decisions.
- We will give all pupils a **personalised** learning experience which will secure their successful **reintegration or transition** into an appropriate educational provision, employment or training. Equally importantly, we help equip them with the **skills** to succeed in adult life such as developing communication, cooperation and confidence.
- We will listen to our learners, seeking to understand their **'journey'** and any difficulties in their lives that make engagement a challenge then help them to re-engage.
- We will use robust **Governance** to guarantee that the highest standards of leadership and management and teaching, learning and pastoral care are maintained and developed.
- We will remain at least a **GOOD** in OFSTED judgements.

Moorbridge PRU Curriculum

Pupil Referral Units do not under legislation have to follow the National Curriculum, nevertheless, we believe at Moorbridge PRU that if we want to achieve of Core Values we need to mirror many aspects of this.

The National Curriculum document draws a clear distinction between what it terms the “School Curriculum” and the National Curriculum”.

*“The school curriculum comprises all learning and other experiences that each school plans for its pupils. The National Curriculum is an important element of the school curriculum”
(National Curriculum p10)*

The “School Curriculum” should have as its foundation secure Curriculum Aims.

In the past few years the Moorbridge PRU has been working on developing its own “School Curriculum”, establishing clear aims which in turn drive the teaching and learning. So whilst the National Curriculum may determine “What is to be taught” the school curriculum increasingly determines “How it is taught”

The school’s curriculum planning seeks to create themes that will deliver the school’s aims alongside the vast majority of aspects of National Curriculum and Examination subjects.

The following pages outline these aims. These were developed by staff and Management Committee/Governors (Curriculum Committee) and are the foundation on which all learning is built within Moorbridge PRU.

The aims of the curriculum at Moorbridge are to:

- *P – Personal and Relationship Development*
- *E – Enjoyment & Engagement of Education*
- *P – Personal Development and Relationships*

Happy Memories
 Enjoyment, Fun and Love of Learning now and in the future.
 Friendship and Community

Holistic Attainment
 Attainment
 High Levels of experiential success.
 Communication
 Application of Nurture
 ICT

Develop a Sense of Belonging (DSB)

Achieve, Progress & Attain (APA)

Encourage Enjoyment of Education and Training - 'School days should be the happiest days of students lives' - we need to instil the love of learning and enjoyment of school - Moorbridge PRU should be a fun place to Learn and Teach - many children attending Moorbridge PRU (and parents) have had negative experiences of schooling and we need to transform this.

Pupils Achieve, Progress and Attain - NTSSS provides an arena where all children achieve their academic and vocational potential through a rich diversity of curriculum experiences

Moorbridge PRU Curriculum Aims to..

Moorbridge PRU Vision - 'Building Bridges to Success' - all bridges are built on strong foundations - at Moorbridge PRU the foundations are....

Personal Development & Develop Strategies to Succeed (PDSS)

Personally Develop and form Positive Relationships

- All pupils should leave Moorbridge PRU as confident, secure individuals with a high sense of self-esteem having progressed and achieved widely - including positive Mental Health and Well Being

Manage Learning (ML)

Self Confidence
 Self Improvement
 Self Esteem
 Emotional Regulation
 Responsibility for own learning
 Global Awareness and Responsibility
 Responsibility for Actions
 Managing Disappointment and Control
 Managing Time
 Managing Risk and Uncertainty
 Reflection Self Motivation
 Effective Communication
 Reaching Potential

Positive Relationships (PR)

Emotional Intelligence
 Respect Adults, Peers, Property & Environment
 Teamwork and Collaboration
 Peer Approval
 Socially Accepted Routines
 Reflective
 Ability to Listen
 Appropriate Physical Contact
 Socially Acceptable Norms
 Understanding, building and developing relationships
 Managing Restorative
 Conflict/Conflict Resolution
 Restorative

Access the Curriculum
 Understanding Criteria
 Engagement
 Extension
 Personal Responsibility
 Remain on Task
 Creativity
 Growth Mindset - Problem Solving
 Follow Instructions
 Accepting Critical Feedback
 Appropriate asking for help
 Self Motivated/Personal Responsibility/Self Manager
 Questioning Skills
 Compliance with rules/protocols/policies
 Time Management/Organisation Skills
 Positive Risk Taking
 Resourceful

Curriculum Organisation at Moorbridge

The curriculum at Moorbridge PRU is based on our Curriculum Aims and protocols. Each Key Stage has created a Curriculum Model which reflect learning opportunities provided as well as the end point – e.g. returning to mainstream school, Post 16 or accessing specialist support:

	KS3 Short Term Provision	KS3 Longer Term Provision	KS4 Provision
	<i>Pupils will be based at Moorbridge PRU for up to 12 weeks and then return to their original mainstream school or a new school</i>	<i>Pupils will have their needs further identified and will need further development in order to return to a new school or specialist provision</i>	<i>Pupils will have their needs identified and met to help them succeed in Post 16 education.</i>
Develop a Sense of Belonging	Pupils build bridges with the mainstream school to allow them a successful return – partnership working relationship	Pupils build bridges to allow them a successful return to another provision – specialist or mainstream depending on the identified needs - partnership working with additional resources eg L&C Team, YOT, Family Partners.	Pupils build bridges with education in order to allow them to engage in Post 16 education.
Achievement, Progress and Attainment	Pupils will have the opportunity to develop core skills to help them close the gap in Core Skills to allow them to return to school	Pupils help to develop Core, Enhancement and Personal Development skills all of which allows the pupils to achieve, attain and close the gap, and progress from their starting point	Pupils will need to learn how achievement feels/Success feels as many of the students have had set backs in their education. All tasks will be based on the pupils assessed needs in order to allow them to achieve. Once pupils start achieving they progress and attain qualifications.

<p>Personally Develop and Form Positive Relationships</p>	<p>Pupils will be assessed and learn strategies to help them engage positively in School to allow a return to mainstream school Pupils will learn how to manage their own behaviour such as Anger, Mindfulness, positive thinking, negative associations</p> <p>Pupils will develop knowledge and skills to help manage this including relationship management, friends, organisation, Communication etc The students will learn to manage conflict and disappointment in learning as well as personal relationships as well as managing time and resources. Students will learn to manage risk taking and uncertainty when in lessons.</p>	<p>Many pupils arrive disaffected from engaging in education. The curriculum is designed to help pupils gradually become engaged in education and start to love learning. Pupils through personal management strategies learn how to manage when there is an issue and not allow this to stop them from moving forward.</p> <p>Pupils will develop knowledge and skills to help manage this including relationship management, friends, organisation, Communication etc The students will learn to manage conflict and disappointment in learning as well as personal relationships as well as managing time and resources. Students will learn to manage risk taking and uncertainty when in lessons.</p>	<p>Many of the pupils in KS4 due to Mental Health and Medical needs have missed a great deal of school. Thus a sense of success, achievement and consequently engagement is necessary in all lessons in KS4 Pupils through personal management strategies learn how to manage when there is an issue and not allow this to stop them from moving forward into Post 16 Education Pupils will develop knowledge and skills to help manage this including relationship management, friends, organisation, Communication etc The students will learn to manage conflict and disappointment in learning and life and work as well as personal relationships in a further education setting as well as education. Learning to manage time and resources. Students will learn to manage risk taking and uncertainty when in lessons.</p>
--	---	--	---

We acknowledge that our students SEMH benefit from access to a curriculum where priority is given to maintaining and developing their physical and Mental Health well-being and ensuring that their medical and sensory needs are addressed.

In addition we have developed an Intervention Model to address the needs of learners working below expected norms many of whom have an additional need.

See Appendix 4 - Deeper Learning Days

Where learners move from Key Stage 3 to Key Stage 4 and Post 16/FE the emphasis shifts more towards preparation for adulthood, employment, training and maximising independence. Where relevant, opportunities are provided for students in KS4 and FE to participate in mini-enterprise activities, link courses and work experience in order to support them plan for the transition process and prepare for life after school. Learning in

KS4 is accredited and the aim is for as many students as possible to achieve qualifications which will help them enter their next stage of Education, Employment or Training.

Personalised Programmes

A few students need a personal programme developing to meet individualised needs as they are unable to access the full curriculum. These students will nearly all have CAHMS or other Medical involvement where there have been great concerns about the young person and are not at the current time able to access a full time education. In such circumstances there will be direction from Medical professionals involved as well as working with pupils and parents/carers to achieve the very best outcomes for that young person. For each of these students, the hours, days and subjects will depend on the following:

- Mental Health or 'Physical Wellness'/Medical Condition
- There will be advice from CAHMS or Medical professionals advising on length of time in school
- Academic ability and what areas of schooling have been missed
- Interests and hobbies to help re-engage the young person in learning
- Relationship development and Nurture to ensure the best possible MH and Well Being

All such pupils will receive individual or very small group teaching (across KS3 and KS4) and will be issued with a Short Term Schooling Plan. These plans are agreed by the LA and are of a nature that change will not happen quickly that they are reviewed on a 6 weekly basis looking for even the smallest of improvements.

Assessment of Pupils Abilities

All pupils are assessed on entry using GCSE Grades. We use this as our assessment levels so that all schools can relate to our assessment processes.

Personalised Learning and Inclusion in KS3 and KS4

We adapt the curriculum for individual learners according to their needs. We recognise pupils' strengths, needs and interests and build on these to promote achievement and success. We identify our pupils' needs through the Baseline Tests, Boxall Profile, Mainstream School Observations and Assessments and plan and adapt provision and learning opportunities to meet these needs.

We are committed to providing the best learning opportunities, including access to learning programmes that link classroom learning to life skills.

All children learn best from first hand experience. To develop a full understanding of a concept a child must have relevant, practical learning experiences in different situations.

We strive to provide opportunities to practice and apply learning in many contexts.

Alongside the traditional curriculum the school has a range of therapeutic inputs that support young people struggling with adolescence to access learning. These include Speech

and Language Therapy, Thrive Approach, Restorative Practice Conferences and conversations, Play Therapy, Councillors to name but a few.

KS3 and KS4 Curriculum Plans

KS3 Curriculum Statement and Plan -Short Term Placement (12 Weeks)

Background:

Pupils will be placed in the Moorbridge Short Term Placement through the North Tyneside Fair Access Panel.

Pupils will have a partnership placement with their original mainstream school or a new school.

Pupils and mainstream school staff will have a number of meetings during their placement in order to maintain the relationship.

Mainstream school and Moorbridge Pupil Referral Unit will constantly monitor the pupils' progress in order to ascertain their readiness to return to school.

Intent

The curriculum at Moorbridge PRU Short Term Provision aims to:

- *P – Personal and Relationship Development*
- *E – Enjoyment & Engagement of Education*
- *P – Personal Development and Relationships*

The short term placement aims to develop a range of skills in a short period of time. Whilst maintaining the academic curriculum pupils also need to develop a range of skills to help them succeed in mainstream school.

The curriculum is based on a 12 week academic and personal development rolling programme which aims to give breadth to the curriculum, delivering key topics that are covered by our mainstream schools. If we covered subjects in depth there is the chance that some pupils, from the 14 different schools that we serve, would have already covered some topics and thus not engage. With a wide variety of topics within each subject it is more than likely that students will not have covered some of the topics previously or can develop their knowledge and thus stay engaged with the programmes of study.

The Academic and Personal Development Programme has been developed so that pupils will be able to access all topics at a personalised level, thus developing a wide range of skills and knowledge. All lessons are widely differentiated for pupils ranging from pre-GCSE grades to higher GCSE Grade work.

Pupils are assessed on entry to Moorbridge and using a combination of these scores, mainstream schools current levels and the pupils KS2 results teaching staff develop work for pupils in order to engage them in the lessons then stretch them to their highest possible attainment levels.

The Personal Development programme as well as the Personal Development Targets – derived from the mainstream schools referral and the holistic development profile is as important as the academic curriculum in order to help the pupils develop skills in order to return to mainstream school.

Additionally pupils who on entry have low Reading, Spelling, Literacy, Numeracy and Social Skills as well as issues with Mental Health and Behavioural issues receive an additional programme of interventions.

Through the curriculum we aim for pupils to :

- 1 Help pupils reach their personal and academic potential;
- 2 Have a strong sense of responsibility, self-regulation and coping strategies.
- 3 Develop skills to become a 'good citizen'
- 4 Re-engage the pupil with learning and school
- 5 Encourage the pupils to be inquisitive about their world and eager to keep on learning;
- 6 Help pupils respect each other as individuals, having a tolerance and empathy for other people's cultures, religions and points of view; Helps to ensure that they are confident in their relations with other people and able to make positive contributions – they are caring and active citizens;
- 7 Make sure pupils are happy and safe by nurturing their self-esteem and confidence;
- 8 Help the pupils learn that it is possible for everyone to learn and for the teacher to teach
- 9 Encourage pupils to treat each other with courtesy and consideration;
- 10 Ensure that the Pupil Referral Unit is a "bully-free" environment;
- 11 Always speak politely;
- 12 Respect one another's property.
- 13 Help pupils fulfil their academic potential by re-engaging them in their learning;
- 14 Ensure pupils know what they can do and what they need to learn next;
- 15 Use different styles of teaching to ensure learning is always interesting, engaging and fun;
- 16 Listen to the children and responding flexibly so those with specific needs can all work at an appropriate pace and to their potential;
- 17 Encourage the pupils to ask questions
- 18 Help the pupils to understand and adopt a healthy, physically active and environmentally friendly lifestyle.
- 19 Help Pupils Recognise how to keep themselves safe, including when using mobile technology and social networking sites;

Implementation

The Implementation will be through the following Core Curriculum:

	English	Maths	Science
1	SPAG, Fiction & Non Fiction Text, Sentences	Distance	Biology – Cells and life processes
2	SPAG, Fiction & Non Fiction Text, Paragraphs	Speed and Time	Adaptations
3	SPAG, Fiction & Non Fiction Text, Structure	Ratio & Proportion	Nutrition and healthy diet
4	SPAG, Fiction & Non Fiction Text, Summarising Materials	Prime Numbers	Classification and feeding relationships
5	SPAG, Fiction & Non Fiction Text, Character	Factors & Multiples	Chemistry – solids, liquids, gases and solutions
6	SPAG, Fiction & Non Fiction Text, Atmosphere and Setting	Powers & Roots	Atoms, elements, compounds and mixtures
7	SPAG, Fiction & Non Fiction Text, Tone and Style	Decimals	Reactivity
8	SPAG, Fiction & Non Fiction Text, Analysing Text	Fractions	Acids and Alkalis
9	SPAG, Fiction & Non Fiction Text, Writing to Inform	Addition	Physics – Space – Days and Seasons
10	SPAG, Fiction & Non Fiction Text, Persuasion	Subtraction	Forces, motions and investigation skills
11	SPAG, Fiction & Non Fiction Text, Speaking and Listening	Times	Energy and energy transfers
12	SPAG, Fiction & Non Fiction Text, Debate	Division	Light and sound

	Careers	French (if a pupil is taking an alternative language we will endeavour to meet their needs)	Global Citizenship (Humanities)
1	What Careers are available?	All About Me	The Price of Fashion
2	Careers Opportunities – Missed Opportunities	My Family	The Price of Fashion
3	Careers Opportunities – Missed Opportunities	School Life	Conflict
4	Society, Health and Development Careers	My School Day	Criminal Justice
5	Society, Health and Development Careers	Sports & Hobbies	Crime and Punishment
6	What are Employers looking for?	Leisure Plans for the Summer Holiday	Diverse Society

7	Entrepreneurs	Food & Drink – Healthy Diet	Environment
8	Establishing Goals, Reaching the Goals and Clarifying these.	Free time & Media	Global Community
9	The Handshake and Body Language	New Technologies	Human Rights
10	Work and Wages	Jobs & Future Plans	Keeping the Peace
11	Work and Wages	Town	Religious Diversity
12	Preparing for your Future	Environment	World Peace

	E'Learning	B4S	PSE
1	E safety – Social Media	Regulating Emotions & De - Escalation	Knife Crime
2	E safety – Online Gaming	Mindfulness	Alcohol Abuse
3	E – Safety – Online Trolling	Critical Thinking	Drugs and Drug Abuse
4	E safety - Grooming	Problem Solving	Tabacco and Vaping
5	Spreadsheets	Fixed v Growth Mindset	Sexually Transmitted Diseases
6	Word Processing skills 1	Relationships and how they affect our lives	Child Abuse
7	Word Processing skills 2	Bullying	CSE
8	Excel spreadsheet 1	Teamwork and collaboration	Citizenship in the UK
9	Excel spreadsheet 2	Negative Relationships & Positive Relationships	Citizenship in the UK
10	Excel spreadsheet 3	Peer Pressure & Sexual Relationships	Citizenship in the UK
11	Computer systems 1	Resilience	Mental Health
12	Computer systems 2	Stereo Types, Prejudice and Discrimination	Adolescent Mental Health

Pupils will also access an enrichment curriculum which will develop further Emotional and Social Skills;

- Cookery
- Sport/Activity
- Life Skills
- ICT

Additionally pupils will have daily 1:1's to look at Personal Development and set targets to help achieve

Impact

All subjects will include a formative assessment to see how much the pupils know and at the end of their placement they will complete another test to see how much they have learnt – summative assessment.

Pupil will also be assessed on the following:

- Spelling Age
- Reading Age
- Learning Style
- Cognitive Ability
- Holistic Development

Additional at the beginning and end of 12 weeks pupils will be assessed in each topic area and a rate of progression will be given in the end of placement report. This will be expressed as:

- Outstanding Progress
- Good Progress
- Expected Progress
- Below Progress

Pupils will be able to state in Pupil Progress Meetings how they have addressed their personal issues, what they can do to help themselves and what they need to do in the future to return to school.

During the twelve week placement additional issues may be identified and then some students may not return to school until an EHCP is completed.

This will be reported back to the Fair Access Panel and students would be moved into the longer term provision which delivers depth of knowledge and skills as well as breadth.

KS3 Curriculum Statement and Plan – Longer Term Pupils

Intent

The curriculum at Moorbridge PRU Short Term Provision aims to:

- *P – Personal and Relationship Development*
- *E – Enjoyment & Engagement of Education*
- *P – Personal Development and Relationships*

As in the short term curriculum we aim to develop a range of skills and knowledge. Nevertheless, as the pupils are with us for a longer period of time – normally 12 weeks onwards and therefore we cover breadth as well as depth. Thus developing similar skills and knowledge to mainstream schools in KS3.

Pupils continue to receive interventions to meet individual needs and the curriculum still aims to develop pupils academically as well as personally as many pupils have had negative experiences of education this needs to be a priority.

Through the curriculum we aim for pupils to :

1. Have a strong sense of responsibility, self-regulation and coping strategies.
2. Develop skills to become a ‘good citizen’
3. Re-engage the pupil with learning and school
4. Encourage the pupils to be inquisitive about their world and eager to keep on learning;
5. Help pupils respect each other as individuals, having a tolerance and empathy for other people’s cultures, religions and points of view; Helps to ensure that they are confident in their relations with other people and able to make positive contributions – they are caring and active citizens;
6. Make sure pupils are happy and safe by nurturing their self-esteem and confidence;
7. Help the pupils learn that it is possible for everyone to learn and for the teacher to teach
8. Encourage pupils to treat each other with courtesy and consideration;
9. Ensure that the Pupil Referral Unit is a “bully-free” environment;
10. Always speak politely;
11. Respect one another’s property.
12. Help pupils fulfil their academic potential by re-engaging them in their learning;
13. Ensure pupils know what they can do and what they need to learn next;
14. Use different styles of teaching to ensure learning is always interesting, engaging and fun;
15. Listen to the children and responding flexibly so those with specific needs can all work at an appropriate pace and to their potential;
16. Encourage the pupils to ask questions
17. Help the pupils to understand and adopt a healthy, physically active and environmentally friendly lifestyle.

18. Help Pupils Recognise how to keep themselves safe, including when using mobile technology and social networking sites;

Implementation

All students have a full time timetable unless they have a severe medical or mental health reason (backed by a Consultant/Doctor/CAHMS) to state that they are unable to attend school full time

The groups in Key Stage 3 are:



<i>Extremely Anxious/Vulnerable/MH</i>	Orange Group	Sports Academy	Sports Pathway	<i>Extreme Social & Emotional/Behaviours</i>
Yellow	Orange	Green	Purple	Red

- **Red** – Social and Emotional – Behavioural Issues –serious disruption has been caused in school by these pupils and their management has to be strict, tight and consistent.
- **Orange** – These pupils have a variety of issues, mainly anxious and vulnerable with some challenging behaviours. These pupils require an extremely nurturing and flexible environment to meet their individual needs.
- **Yellow** – These pupils are extremely anxious and vulnerable with a wide range of MH issues, often having tried to commit suicide or have depression alongside other conditions such as ASD. These pupils require a highly nurturing environment with a great deal of flexibility for those times when their MH difficulties are extreme.
- **Green** – The KS3 Sports Academy – the pupils in this group have the full Range of needs from Anxious/Vulnerable/MH to Social & Emotional/Behavioural nevertheless, all these pupils have been or are actively involved in sport or have an interest in sport – therefore with these pupils we use to sports to re-engage them with education, develop self esteem and confidence. Pupils study a full range of subjects as well as before and after school sports sessions and often partake in sporting activities with other PRUs and schools.
- **Purple** – A group of vulnerable boys with behaviour issues and social difficulties. This group have a different reward structure to allow more sport activity breaks during the day.

The curriculum in KS3 for longer term pupils is split into 3 sections:

- **Core Curriculum** (English, Maths, Science, Humanities, Reading & ICT Literacy & Numeracy) - YELLOW
- **Personal Development** (B4L, Life Skills, Nurture, CPSE, Deeper Learning Days and SMSC Days) - BLUE
- **Enrichment** (Food, Art, Sport & Design) – PINK

Example of KS3 Timetable:

3.1 MR/SD Green	3.2 FM/KST (AI) Red	3.3 KB/AB Orange	3.4 JT/ MJ Yellow	3.5 DHE/AP Blue	3.6 AR/CB Purple
Nurture & B4L					
PSE JT/SD	Hum FM/KST	ICT KB/AB	Eng DG/MJ	Ma TS/AP	Sci DHE/CB
Sci DHE/SD	PSE JT/KST	Hum FM/AB	ICT KB/MJ	Eng DG/AP	Ma TS/CB
English Lang Skills/Reading					
Break					
Ma TS/SD	Sci DHE/KST	PSE JT/AB	Hum FM/MJ	ICT KB/AP	Eng DG/CB
Eng DG/SD	Ma TS/KST	Sci DHE/AB	PSE JT/MJ	Hum FM/AP	ICT KB/CB
Social & Emotional Development/Lunch					
Outdoor Ed DHE/ SD	Food DE/KST	Art MR/AB	Activity TS/ MJ	Life Skills FM/AP	Design AR/CB
Key Teacher Reflection & Celebration Time & B4L					

The time spent on the subjects each week:

KS3 - Hours per Week per Subject	
Subject	KS3
English (including Reading)	3 Hours 30 Minutes
Maths	3 Hours 15 Minutes
Science	1 Hours 30 Minutes
Humanities	1 Hours 30Minutes
PSE	1 Hours 30Minutes
E' Learning	1 Hours 30Minutes
PSE	1 Hours 30Minutes
Food	1 Hours 10 Minutes
Activity	1 Hours 10 Minutes
Art	1 Hours 10 Minutes
Life Skills	1 Hours 10 Minutes

Design	1 Hours 10 Minutes
Outdoor Education	1 Hours 10 Minutes
Nurture Time	45 Minutes
Social & Emotional Development	3 Hours 45 Minutes
Reflection & Celebration	50 Minutes
Break	1 Hours 15 Minutes
Total	28 hours 10 minutes

Literacy, Numeracy and SMSC is explicit in all subjects.

Core Curriculum

The Core Curriculum is as follows:

- English (Including Skills and Reading)
- Math,
- Science,
- Humanities,
- PSE
- E' Learning

Nurture and Skills Sessions in the mornings:

- Numeracy Skills
- STEM Skills
- Careers Skills

All of these subjects are following national curriculum guidance and they are currently using GCSE Grades/ Life after Levels to describe pupils attainment.

Progress in each of these subjects is measured from the Moorbridge baseline as well as comparison to the KS2 results – upon entry all pupils are tested in:

- English
- Maths
- Science
- Reading Age
- Reading Comprehension
- Curriculum Engagement

Personal Development

These subjects develop Social and Emotional Skills, PLTS (Personal Learning and Thinking Skills), Behaviour Modification as well as other key learning skills –

- B4L – what do the pupils need to achieve to reach their targets – weekly 1:1 sessions to discuss this
- Life Skills, E. learning
- Nurture,
- Social and Emotional Development
- Positive Mind
- Deeper Learning Days
- SMSC Days

Social and Emotional Activity - this is based on the PSHE & Citizenship programme of study but is approached in an engaging and 'fun' manner in order to explore issues deeper with students who are often disengaged from education.

Staff will use their knowledge of the individual students and their group organisations to focus specifically on different skills (e.g. Vulnerable/Anxious students - focus may be on Independence, collaboration and engagement in activities whereas Groups which have predominantly behavioural issues may focus on Reflection, Problem Solving and Relationships with Adults) or the teacher may choose to focus on all of the skills.

The skills which the pupils will develop are in:

- Independence/Self Management Skills
- Practical Skill Development
- Collaboration
- Reflection in Learning
- Engagement in Activities
- Problem Solving
- Relationships with Adults/other Students

Enrichment

These sessions are designed to develop a range of skills not always addressed by the core curriculum or Enrichment Curriculum - this aspect of the Moorbridge KS3 Curriculum allows pupils to enjoy and engage in the practical/vocational skills to progress where they may find difficulty in the academic curriculum and thus enrich their skills and knowledge in a different way.

The focus of the lessons will be around the development of Social and Emotional Literacy and aimed at the development of the process to achieve the task/activity rather than just the end product.

The areas of Enrichment are:

- Food

- Design
- Outdoor Education
- Art
- Activity
- Design

Teachers will have a plan for each 1/2 term which will aim to focus on all or some of the above 'development skills' this will be achieved through one or a number of individual tasks.

Teachers will record after every lesson when the pupils have achieved an element of the development skills (date and highlight) - each pupil will have their own individual Progress Chart Pupils will be given a RAG rating at the end of each lesson relating to their points score - pupils will then be advised how they will be able to improve next time in terms of development skills.

Pupils will only be given 'Verbal Feedback' - this will not be recorded as written feedback

Impact

- Pupil Progress, Achievement and Attainment
- Development of Self Esteem and confidence
- Outstanding learning by all pupils
- Developing Strategies to Succeed
- Personal Development & Positive Relationships
- Re-engagement of pupils in education
- Development of confidence of individuals who are able to live safe, healthy and fulfilling lives and develop both academically and personally
- Developing foundations for future learning
- Successful learners who enjoy learning; make good progress and achieve excellence.
- Developing responsible citizens who can make a positive contribution to society and re engage in mainstream or post 16 education
- Creating an aspirational students who believe in themselves, thus developing Self Esteem and Self Confidence.
- Teaching and Learning for all pupils takes into account individual needs and styles achievement culture, allowing everyone to experience success and raising standards of attainment.

KS4 Curriculum - Long Term - Pupils with Emotional, Social and Mental Health issues who are Vulnerable and Anxious

Pupils will enter KS4 either from

- KS3 where their needs have been identified in partnership with their mainstream schools and multi agency professionals to meet the criteria for the KS4 students
- From mainstream school in either Year 10 or Year 11 where the school and other multi agency professionals have identified the need for a provision for this anxious and vulnerable young person.

The curriculum at Moorbridge PRU Short Term Provision aims to:

- *P – Personal and Relationship Development*
- *E – Enjoyment & Engagement of Education*
- *P – Personal Development and Relationships*

Rationale for KS4 Curriculum

- New Government Curriculum for KS4 has a greater emphasis on English and Maths, the content is more difficult and it is expected that the pupils need to gain higher marks to achieve the top grades.
- Pupils in KS4 suffer from Medical or Mental Health Issues and have had or currently have CAHMS interventions/Workers who agree with placement at Moorbridge as well as Mainstream School recommendations. Higher levels of Medical issues or Mental Health Issues often leads to higher rates of absence and thus the current curriculum is not allowing enough time for completion of the coursework.
- We need to have a two year curriculum with increased time for subjects and the ability to achieve qualifications each year due to the possibility of a decline in MH or increase in medical issues – when this happens the pupils are often off school for a long period of time therefore we need to ensure when they are ‘good’ we capture as much of this as possible – some pupils may complete Year 10 but then mental Health goes down in Year 11 – this would allow them to still gain qualifications.
- To gain as many GCSE’s 9-4/A*-C or equivalent in order to form a ‘bridge’ to their next stage of their education eg College, Training or Employment.
- Many of the courses we are now offering have a large coursework component and thus pupils likely to be able to gain 9 -4 Grades (A-C) within these courses even prior to completing the exams which is important to the development of pupils resilience, self esteem and confidence thus alternatives to this where pupils can succeed is required.
- The Curriculum offers an element of choice as in mainstream school – not too much though as MH pupils can not deal with this.
- Emphasis on vocational skills for those who need this.

Range of qualifications available for pupils depending on year of entry to Moorbridge, time of entry and individual needs

Year 1 KS4 Curriculum	Year 2 KS4 Curriculum
GCSE English	GCSE English Literature
Functional Skills Level 2	GCSE English
Functional Skills Level 1	Functional Skills Level 2/GCSE English
GCSE Maths	GCSE Statistics
Edexcel Number & Measure/Algebra Level 2	GCSE Maths
Edexcel Number & Measure/Algebra Level 1	Edexcel Number & Measure/Algebra Level 2 or GCSE
GCSE Art & Design	NCFE Level 2 Craft or Personalised Learning
AQA PSE Level 1 & Level 2 Award/Certificate	NCFE Employability Skills Level 2 Award
BTEC First Award Science (Principles of Science)	BTEC Science (Principles of Science) or IGCSE single Award
BTEC Home Cooking Skills and Level 2 Food Hygiene	NCFE Level 1 / 2 Food Production & Cooking Skills or Hospitality
Cambridge Progression Sports Studies and Sports Leader Award and NCFE Employment in the Sports and Leisure Industry	NCFE Level 1 / 2 Award in Health and Fitness and Level 1 / 2 Nutrition and Health and Duke of Edinburgh
NCFE Level 1/ 2 Occupational Skills (based on Work Based Learning)	NCFE Level 1/ 2 Vocational Studies (based on Work Based Learning) and Learning to Learn
NCC Resources – Level 2 Qualifications – Food Hygiene, Food and Nutrition, Drugs Awareness, Equality and Diversity, Mental Health Awareness and First Aid.	NCFE PLTS – Personal Learning and Thinking Skills

All students are placed on one of four pathways depending on previous experiences, ability and future aims.

Pathway 1

Academic and Alternative Qualifications.

Aim 5+

GCSE's/Equivalent 9 - 4

Pathway 2

Combo (Vocational and Academic Curriculum in School with a Focus on a Subject area – Sport or Food)

Aim 5 GCSE 9-1

Pathway 3

Vocational Route Qualifications
Personalised to Pupils needs

Pathway 4

1:1 Personalised/DRS Partnership
Personalised to Pupils needs

Core Curriculum

GCSE's/ Equivalent:

- English/English Literature (GCSE)
- Maths/Statistics (GCSE)
- Science (BTEC Unit 1 or Unit 2)
- Photography (GCSE)/Arts Award (Silver)
- PSE (Level 2)
- NCC Level 2 Qualifications
- ECDL/ICT
- NCFE Employability

In addition all pupils have PE/Activities and Nurture Time

It is expected that these students will go on to Post 16 provisions to complete Level 3 qualifications.

Core Curriculum

of GCSE's or Equivalent:

- English (GCSE/Level 1 & 2 Functional Skills)
- Maths (GCSE/Level 1 & 2 Functional Skills)
- PSE (Level 1 & 2)
- NCC Level 2 Qualifications
- CP Sports or BTEC HCS
- PSE/Employability Skills

Options: -

- Science
- Photography
- BTEC Cooking
- CP Sport

In addition all pupils have PE/Activities and Nurture Time

Pupils will have planned interventions to improve Literacy and Numeracy skills

Pupils will progress to post 16 provisions completing Level 2 or 3 Qualifications.

All pupils will have a personalised timetable and will be expected to complete an Alternative Education Placement for up to 2 days per week. These students may have additional needs in the form of a statement or other identified issues.

All students will follow a **Core Curriculum** of GCSE's or Equivalents in :

- English (Level 1)
- Maths (Level 1)
- Photography
- PSE/Employability
- Vocational/ Occupational skills
- NCC Level 2

Every pupil will have a personalised timetable depending on their needs, abilities and skills Pupils will transition to Post 16 provisions or Apprenticeships.

Year 11 Students - Every pupil will have an individualised timetable which will be the result of a collective partnership with the mainstream school to meet the individual needs of the Young person.

This pathway is for those students whose Emotional, Social and Mental Health may deteriorate so much so that they may be in danger of not completing Year 11 without additional support.

The Young person will follow the curriculum of their mainstream school and the mainstream school will provide the work, support and advise necessary for the Young person to achieve the GCSE's they are expected to achieve.

All pupils will have the opportunity for Social and Emotional Development activities.

The pupils will remain on the roll of the mainstream school.

An example of the KS4 timetable is as:

Tuesday		4.1 DG/BG Amber	4.2 KS/LSH Aqua	4.3 DE/TH Food	4.4 KYS/AS Sport
8.45-9.15		Nurture			
9.15 – 10.00	1	Science KS/ LSH	English HAL/ AW	PSE/Empl Skills SW/TH	Maths KYS/AS
10.00- 10.45	2	Science KS/ LSH	PSE/Empl Skills TH SW/	English HAL/AW	Maths KYS/AS
10.45– 11.00		English Lang Skills/Reading			
11.00-11.15		Break			
11.15-12.00	3	English HAL/AW	Science KS/LSH	Maths KYS/TH	Art MR/DE
12.00-12.45	4	English HAL/AW	Science KS/LSH	Maths KYS/TH	Art MR/DE
12.45-1.30		Social & Emotional Developemnt/Lunch			
1.30-2.05	5	Computer Studies/ NCC KB/AW	Maths KYS/LSH	Science KS/TH	English HAL/AI
2.05.2.40	6	Computer Studies/ NCC KB/AW	Maths KYS/LSH	Science KS/TH	English HAL/DG
		Key Teacher Time			

The amount of time per week is :

KS4 - Time per Subject				
	Pathway 1	Pathway 2 Food	Pathway 2 Sport	Pathway 3
GCSE /Functional Skills/NCFE 1 /2 English	3 hours 45minutes	3 hours 45minutes	3 hours 45minutes	3 hours 45minutes
GCSE /Functional Skills/NCFE 1 /2 Maths	3 hours 45minutes	3 hours 45minutes	3 hours 45minutes	3 hours 45minutes
BTEC Science (Unit 1 and 2) (Equivalent 2 GCSE's 9 -4)	4 hours	4 hours	4 hours	4 hours
GCSE Art & Design OR	3 hours 45 minutes	3 hours 45 minutes	3 hours 45 minutes	3 hours 45 minutes
GCSE English Literature	3 hours 45 minutes			
NCFE Level 1 / 2 PLTS (Equivalent 1 GCSE's 9 -4)	1 hours 30 minutes			
ECDL ICT/ NCFE Level 1 / 2Computer Studies Computers (Equivalent 1 GCSE's 9 -4)/ NCC (Potential Equivalent 3 GCSE's 9 -4)	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes
NCFE Level 1 / 2 PSE/Employability Skills(Equivalent 1 GCSE's 9 - 4)/Learning to Learn (Equivalent 1 GCSE's 9 -4)	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes	1 hours 30 minutes
BTEC Home Cooking Skills/NCFE Food Production & Cooking (Equivalent 1 GCSE's 9 -4)		3 hours 45 minutes		
Cambridge Progression Sports Studies (Equivalent 1 GCSE's 9 -4)			3 hours 45 minutes	
NCFE Level 1 / 2 Vocational Studies(Equivalent 1 GCSE's 9 - 4)/Employability (Equivalent 1 GCSE's 9 - 4)/Occupational Skills (Equivalent 1 GCSE's 9 -4)				3 hours 45 minutes
Reading	1 hour 15 minutes	1 hour 15 minutes	1 hour 15 minutes	1 hour 15 minutes
Social and Emotional Development (Non-Exam)	2 hours 30 minutes	2 hours 30 minutes	2 hours 30 minutes	2 hours 30 minutes
Total Possible GCSE's/Equivalent 1 GCSE's 9 -4	7+	6+	6+	5+
Total Number Hours	27.5 Hours	27.5 Hours	27.5 Hours	27.5 Hours

Teaching and Learning at Moorbridge

Outstanding Teaching & Learning at Moorbridge

What is 'good teaching' and learning at Moorbridge PRU?

At Moorbridge PRU we believe that good teaching and learning is when teachers (and other School staff when applicable – **Appendix 2**);

1. Form positive relationships with the Pupils in their class and other members of the school community;
2. Plan lessons effectively which take pupil's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all Pupils;
3. Insist on high expectations of learning and social behaviours;
4. Ensure that effective direction and support is given in order that the Pupils make good progress;
5. Demonstrate secure subject and pedagogical knowledge in order to inspire Pupils and build their understanding;
6. Apply a range of teaching styles which appropriately match the pupil's learning styles in order to sustain their concentration, motivation and application;
7. Develop and sustain good links and focussed communication with parents/carers in order to support the pupil's learning;
8. Develop and maintain safe, secure and inspiring classroom and learning environments;
9. Demonstrate effective lesson organisation;
10. Effectively assess and monitor Pupil's progress in order that they can extend Pupil's learning both within individual lessons and over time;
11. Use resources effectively, including other Staff, to support Pupil's learning;
12. Use technology effectively in order to support Pupil's learning;
13. Develop the range of reading skills required to access all the curriculum effectively;
14. Use questioning effectively to gauge and extend Pupil's skills, knowledge and understanding;
15. Are reflective regarding their professional practice and the overall provision the School offers.
16. Ensuring that teachers and support staff are equipped with the necessary skills, resources and knowledge needed in order to provide the Pupils with the best possible learning experiences both in class and when undertaking interventions.

What is a good lesson at Moorbridge?

At Moorbridge PRU we believe that a good lesson should comprise of the following elements;

- Planning – Before the lesson
- Introduction to the lesson
- Main teaching
- Group teaching and independent activities

- End of the lesson; plenaries and/or mini plenaries within the lesson
- Use of assessment and evaluation – before, during and after the lesson.

Assess-Plan-Teach-Do-Review

Our philosophy aims:

- To set out a clear set of high expectations and a common approach to assessment and feedback so that teachers, parents/carers and pupils are all aware of and can work towards the highest possible standards of education.
- Our evolving a mark-plan-teach-do-review philosophy, alongside a range of tools and strategies ensures we strive to fulfil the aims and principles within our policy.

To do this at Moorbridge we:

- I. Assess: Identify prior and current knowledge. Identify gaps and needs.
- II. Plan: Planning is a process not a product. Support and challenge needs to be adapted regularly in order to meet the needs of all Pupils.
- III. Teach: Go with the learning: the flow of great progress is more important than following a lesson plan.
- IV. Do: Timely feedback (on the spot assessment or next lesson response time) makes a difference as it helps the teacher to target misconceptions and inform future planning to ensure progress is made by all.
- V. Review: Evaluate learning. Teacher, child and peer can evaluate the understanding and progress thus informing future planning. Ensure no learning is left behind.

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" (Prof Dylan Williams).

Reflective Practice

All teachers are responsible for:

- Undertaking performance management reviews as part of the appraisal cycle.
- Presenting progress information at Pupil's progress meetings each term.
- Demonstrating a willingness to adapt their practice to maximise Pupil's learning and progress.
- Embracing opportunities for sharing good practice within their phases and across the school, participating in CPD opportunities and through professional partnerships.
- Showing commitment to developing the key priorities within the schools SDP, ensuring they fulfil their role, as teacher, in addition to being a member of the wider school community.

Policy Review

This policy is a working document and therefore is open to change and restructuring as and when the need arises.

Assessment at Moorbridge

Assessment for learning within lessons

Assessment for learning within lessons

The Fundamental approach to assessment reflects the mastery approach to learning and supports the premise of 'no learning left behind'. Improving learning through assessment depends on: effective feedback to Pupils; active involvement of Pupils in their learning; adjusting teaching and taking account of results of assessment; recognizing that assessment has a profound influence on motivation and self-esteem; and the need for Pupils to be able to assess themselves and understand how to improve. (Paul Black and Dylan Wiliam,1998)

- Ensure no learning is left behind.
- Enable all Pupils to know their strengths and areas for development.
- Ensure that all Pupils progress in and across lessons.
- Ensure that planning learning lessons are amended to ensure that teaching and learning is responsive to the needs of all Pupils.
- Gather information about progress and attainment of individual pupils, groups and cohorts, which can then be used to set specific targets, and identify strengths and areas for development in learning.
- Is based on developing the key knowledge and skills required for success in KS4
- Is based on high expectations and standards of learning in all our students
- Is based heavily on formative feedback and allows all students to succeed and so develops a growth mindset
- Incorporates periodic summative assessments to support this ongoing formative feedback
- Is simple and easy to understand – for staff, parents and students.
- Has consistent principles to be used across subjects but the flexibility to be suitable for all subjects.

If we want to develop successful learners at Moorbridge we need them to develop a 'Growth Mindset' – this can be done effectively if it is an integral part of our teaching as well as within our day to day interactions with students.

So within our teaching of the curriculum we need to ensure that we are developing the following attributes alongside other skills to develop 'Master Learners @ Moorbridge' develop the following skills -

- **Expect Excellence** – develop a belief that everyone can improve and reach for excellence, when expectations and levels of challenge are high
- **Be Resilient** – develop in students an understanding that learning requires hard work, effort, deliberate practice and learning from our mistakes –but that with the right approach, we can all overcome obstacles.
- **Respond to feedback** – give good quality and specific feedback as well as the opportunity for students to respond to feedback.

- **Inspired by others** – to use the success and excellence of other to inspire students to go on and improve their own work.
- **Challenge and - Problem Solving and Thinking Skills**
- **Questioning and Communication skills**
- **Time Management Skills**
- **Collaborative Working/Team Work**

KS3 Assessment at Moorbridge															
Aspect of the Curriculum	Core Subjects (Yellow on Timetable)	Enhancement (Peach on Timetable)	Personal Development (Blue on Timetable)												
Description	Foundations of the academic curriculum at Moorbridge	Subjects whereby the pupil develops knowledge through a practical curriculum.	Subjects which develop the pupil as a person – emotional and social well being and safety.												
Subjects	English Maths Science Geography History	E Learning Art Cooking Activity Project	RSPSE Life Skills B4L Nurture Time												
Assessment Method	<p>All pupils are graded using the '5 Year' Grading Process/GCSE Grades.</p> <p>Pupils are graded from D to 9. D is Developing and is below the GCSE Grading System.</p> <p>All pupils are Graded on the GCSE grades in KS3 and KS4.</p> <p>In English and Maths staff will look at 'Closing the Gap' through a 'Flightpath' model</p>	<p>Assessment of the activities in these subjects is through Expected Progress Measure which is based on a RAG rating.</p> <p>Our aspiration is for all pupils to reach at least 'Confident' in their Expected Progress Measure</p> <table border="1"> <thead> <tr> <th>Colour</th> <th>Achievement Description</th> <th>Average work Points in Lessons / 5</th> </tr> </thead> <tbody> <tr> <td style="background-color: #00a0e3;"></td> <td>Beyond</td> <td>4 – 5</td> </tr> <tr> <td style="background-color: #92d050;"></td> <td>Confident</td> <td>2 – 3</td> </tr> <tr> <td style="background-color: #ffc000;"></td> <td>Developing</td> <td>1 – 2</td> </tr> </tbody> </table>	Colour	Achievement Description	Average work Points in Lessons / 5		Beyond	4 – 5		Confident	2 – 3		Developing	1 – 2	<p>Assessment of Pupils is through the <i>Holistic Development Profile.</i></p> <p>The staff who teach these subjects will work together to complete the Holistic Development Profile.</p> <p>In the Holistic Development Profile pupils are all assessed on :</p> <ul style="list-style-type: none"> • Personal Development and Strategies to Succeed • Positive Relationships/Relationships with Others • Manage Learning • Overall Rating <p>Staff will then use the scores to develop personalised targets and interventions.</p>
Colour	Achievement Description	Average work Points in Lessons / 5													
	Beyond	4 – 5													
	Confident	2 – 3													
	Developing	1 – 2													

	<p>and will identify how they are able to help pupils close the gap between what was expected at KS2 results and where they are now. Most pupils who are at Moorbridge have had some sort of trauma which has reduced their ability to perform and thus the aim is to close this gap.</p>	<table border="1"> <tr> <td data-bbox="557 185 660 271" style="background-color: red;"></td> <td data-bbox="660 185 804 271">Beginnin g</td> <td data-bbox="804 185 943 271">0 – 1</td> </tr> </table>		Beginnin g	0 – 1	<p>The Rating is an <i>Expected Progress Measure</i> which is based on the following:</p>
	Beginnin g	0 – 1				
A2L	<p>Pupils are graded in these subjects on their A2L – Attitude to Learning. This is based on a 5 Point Scale:</p>	<p>This is taken into account in the Holistic Development Profile and therefore separate A2L is not given.</p>				

	Poin t Scor e		
	5	Excell ent	Highly motivated and seeks challenge. Actively Listens and makes valuable contributions An independent proactive learner Works collaboratively supporting others.
	4	Go od	Motivated and accepts challenge. Actively listens and engages in learning. Works with increasing independence. Works collaboratively.
	3	Satisfact ory	Levels of motivation fluctuate greatly from fully engaged to rarely engaged. Listening and engaging fluctuates greatly from fully engaged to rarely engaged. Can work independently at times Collaborative working fluctuates greatly from fully engaged and collaborative to rarely engaged and collaborative.
	2	Improve ment Required	Completes class work but below expectations. Would benefit from greater motivation to learn Listening skills need developing. Needs regular reminders to stay on task. Has difficulties working collaboratively.
	1	Unaccep table	Rarely completes. Not motivated Neither listens nor engages in learning. Does not stay on task Disruptive to the learning of others,

KS4 Assessment at Moorbridge

Aspect of the Curriculum	GCSE Subjects	BTEC/Cambridge Progression	Vocational Subjects NCC Resources																		
Description	<p>Foundations of the academic curriculum at Moorbridge.</p> <p>In all of these subjects pupils will receive a 9 – 1 grade</p>	<p>Subjects whereby the pupil develops knowledge through a practical curriculum.</p> <p>Pupils will receive a Level 1 or Level 2 pass.</p> <p>In some subjects – Science, Sport and ECDL they will receive – Level 1 or 2 then a Pass, Merit or Distinction.</p>	<p>Subjects which develop the pupil as a person – emotional and social well being and safety as well as vocational skills to follow the pupil into the workplace.</p> <p>Pupils will receive a Level 2 Pass.</p>																		
Subjects	<p>English Maths Art English Literature</p>	<p>Science (BTEC) Sport (Cambridge Progression) Catering (BTEC) PSE (AQA) ECDL Functional Skills English Functional Skills Maths</p>	<ul style="list-style-type: none"> • Drugs and Alcohol Awareness • First Aid • Mental Health Awareness • Equality and Diversity • Food Hygiene • Food, Nutrition and Health • RSE (NCFE) • Vocational Qualification (NCFE) • Employability Skills (NCFE) 																		
A2L	<p>Pupils are graded in these subjects on their A2L – Attitude to Learning. This is based on a 5 Point Scale:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Point Score</th> <th style="width: 15%;">A2L</th> <th style="width: 75%;">Explanation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">Excellent</td> <td>Highly motivated and seeks challenge. Actively Listens and makes valuable contributions An independent proactive learner Works collaboratively supporting others.</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">Good</td> <td>Motivated and accepts challenge. Actively listens and engages in learning. Works with increasing independence. Works collaboratively.</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">Satisfactory</td> <td>Levels of motivation fluctuate greatly from fully engaged to rarely engaged. Listening and engaging fluctuates greatly from fully engaged to rarely engaged. Can work independently at times Collaborative working fluctuates greatly from fully engaged and collaborative to rarely engaged and collaborative.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">Improvement Required</td> <td>Completes class work but below expectations. Would benefit from greater motivation to learn Listening skills need developing. Needs regular reminders to stay on task. Has difficulties working collaboratively.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">Unacceptable</td> <td>Rarely completes. Not motivated Neither listens nor engages in learning. Does not stay on task Disruptive to the learning of others,</td> </tr> </tbody> </table>			Point Score	A2L	Explanation	5	Excellent	Highly motivated and seeks challenge. Actively Listens and makes valuable contributions An independent proactive learner Works collaboratively supporting others.	4	Good	Motivated and accepts challenge. Actively listens and engages in learning. Works with increasing independence. Works collaboratively.	3	Satisfactory	Levels of motivation fluctuate greatly from fully engaged to rarely engaged. Listening and engaging fluctuates greatly from fully engaged to rarely engaged. Can work independently at times Collaborative working fluctuates greatly from fully engaged and collaborative to rarely engaged and collaborative.	2	Improvement Required	Completes class work but below expectations. Would benefit from greater motivation to learn Listening skills need developing. Needs regular reminders to stay on task. Has difficulties working collaboratively.	1	Unacceptable	Rarely completes. Not motivated Neither listens nor engages in learning. Does not stay on task Disruptive to the learning of others,
Point Score	A2L	Explanation																			
5	Excellent	Highly motivated and seeks challenge. Actively Listens and makes valuable contributions An independent proactive learner Works collaboratively supporting others.																			
4	Good	Motivated and accepts challenge. Actively listens and engages in learning. Works with increasing independence. Works collaboratively.																			
3	Satisfactory	Levels of motivation fluctuate greatly from fully engaged to rarely engaged. Listening and engaging fluctuates greatly from fully engaged to rarely engaged. Can work independently at times Collaborative working fluctuates greatly from fully engaged and collaborative to rarely engaged and collaborative.																			
2	Improvement Required	Completes class work but below expectations. Would benefit from greater motivation to learn Listening skills need developing. Needs regular reminders to stay on task. Has difficulties working collaboratively.																			
1	Unacceptable	Rarely completes. Not motivated Neither listens nor engages in learning. Does not stay on task Disruptive to the learning of others,																			

Assessments and Equivalents	New grading structure	Current grading structure	Level 2 Qualifications
	Level 2 Distinction	9	
Level 2 Merit	8	A	
Level 2 Pass	6	B	
Level 1 Distinction	5	C	
Level 1 Merit	4	D	
Level 1 Pass	3	E	
	2	F	
	1	G	
	U	U	
			Level 1 Qualifications

GCSE Grades Explained

All pupils in Core Subjects @ KS3 and ALL pupils in KS4 on the GCSE Grading system.

The new grades explained:

- Grade 9: top A* performers; awarded to the top 20% of pupils who achieved a grade 7 or higher NATIONALLY
- Grade 8: the rest of those who obtained A* but did not qualify for a 9
- Grade 7: equivalent to an A grade pass
- Grade 6: equivalent to the top two thirds of a grade B
- Grade 5: equivalent to the top third of a grade C and the bottom third of a grade B
- Grade 4: equivalent to the bottom two thirds of a grade C
- Grade 3: approximately equivalent to a D grade pass
- Grade 2: approximately equivalent to an E grade pass
- Grade 1: approximately equivalent to grade F and G passes

Current Grade	G	F	E	D	C	B	A	A*	Top 20% of 7+
Nationally New Grade	1	1	2	3	4 5	6	7	8	9

Feedback

- Timely feedback makes a difference, targeting and informing future planning.
- Feedback adheres to the assessment policy.
- To address immediate needs and expectation, feedback should include a range of formative feedback in books, 'live' assessment and next step teacher assessment.
- Editing and proof checking – Pupils need to be guided in their appropriate use and encouraged to reflect on their own learning.
- A range of feedback prompts could include the use of reminder prompts, scaffold prompts and example prompts.
- When marked work is returned, Pupils must be given the opportunity to make focused improvements in response to the next steps. (For further details, please refer to Moorbridge Assessment Policy)

Quality Assurance at Moorbridge

SELF-EVALUATION

Self-evaluation at Moorbridge PRU takes many forms, and is ongoing.

Local Authority

Moorbridge PRU is subject to Quality Assurance visits from North Tyneside Council School Improvement Service . These visits can inform the school's development priorities through the identification of good practice and areas of weaker performance.

- The school currently receives a Quality Assurance visit once a term from our School Improvement Partner. Each visit is linked to a specific Quality Indicator from OFSTED. An agenda is distributed to the school prior to each visit, and there is an opportunity to gather and present relevant evidence for scrutiny.
- On occasions throughout the school year the school receives a Quality Assurance *visits from the Management Committee/Governors*. This incorporates classroom observation, scrutiny of documentation, tour of the school, meetings with staff, pupils and parents, and presentations by the Head Teacher. In addition to this Management Committee Meetings take place which challenge the Headteacher and the team.

OFSTED

Moorbridge PRU currently is in the second year of the OFSTED framework and will be due for inspection again in the Autumn term of 2020. The previous inspection in September 2017 rated Moorbridge PRU as 'GOOD' with many outstanding features.

In-House Annual Quality Assurance Cycle

- An annual broad view audit is carried out with all teaching staff in May. This is linked to the following key titles:
 - Key Performance Outcomes
 - Impact on learners
 - Impact on Staff
 - Delivery of Education
 - Policy Development and Planning
 - Management and Support of Staff
 - Partnerships and Resources
 - Leadership
- Evidence for self-evaluation is also gathered from a range of other sources:
 - Views of all staff – both teaching and non-teaching.
 - Views of Parents
 - Views of Pupils
 - Monitoring of Pupil's work /Moderation and Standardisation/Work Scrutiny
 - Pupil's Attainment

Management Committee/Governor Visits
Learning Walks
Lesson Observations
Formal and Informal Assessment

- This evidence is used, in conjunction with national and local priorities, to produce a Self Evaluation of Moorbridge PRU and a “School Development Plan” for the forthcoming academic year.
- The Data Pack which is produced every Term which contains a variety of evidence including:

Evidence of Pupils attainment e.g Progress, Closing the Gap and attainment
Statistical Information e.g. attendance
Broad Achievements e.g. Sports, Awards, Fund-Raising.
Evidence of progress in relation to the school development plan.
Evidence of pupil attainment e.g. National tests.

MONITORING

Monitoring procedures are part of school self-evaluation. Informal classroom visits by the Head Teacher, SLT and the wider leadership team combined with systematic monitoring procedures, evaluate our work, draw conclusions and influence future development needs in order to ensure quality in learning and teaching. Monitoring is not seen as appraisal and is a means to school improvement

Monitoring takes place in order to:

- Ensure the delivery of a quality curriculum
- Ensure that school policies and guidelines are being followed and implemented
- Provide evidence of school’s progress in raising pupils’ achievements and levels of attainment in relation to an area(s) of the curriculum
- Improve learning and teaching
- Identify and share good practice and resources
- Identify resource needs and requirements
- Provide the LA, SIP, Management Committee and OFSTED with information
- Gather evidence to inform the development planning process and report on standards and quality.

The Head Teacher monitors by: (See Appendix for monitoring calendar)

- Studying class timetables to ensure structure and balance in the curriculum, providing feedback to class teachers.

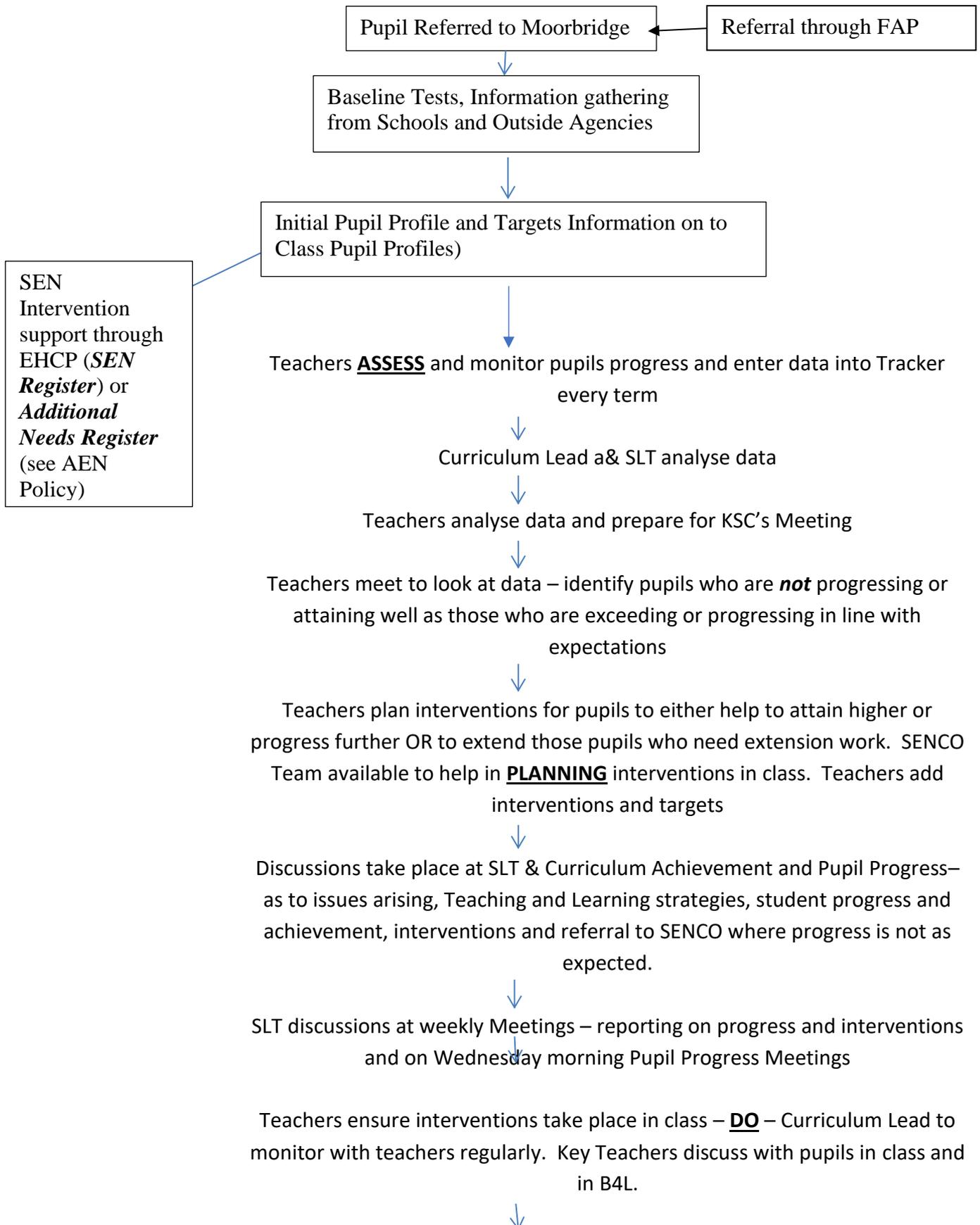
- Ensuring that class teachers and visiting staff have completed forward plans as appropriate, and where possible that they are stored on the school computer network Paper copies are kept in the “Staff Plans” folder in the Leadership Room
- Reading staff plans and evaluations each term and responding (Appendix 3/ 3a).
- Monitoring pupil work through Work Scrutiny and Learning Walks as well as formal observations..
- An *informal* classroom visit to ALL teaching staff at least three times a year, and all visiting teachers once a year.
- A formal classroom visit to all class teachers at least twice a year to monitor learning and teaching (October and February). A focus for this visit will be agreed beforehand (Appendix 5/ 5a).
- Reading all pupil reports which are distributed on a six weekly basis to mainstream schools
- Studying internal data and national assessment results and targets.
- RAG Meetings Weekly

Class Teachers monitor by:

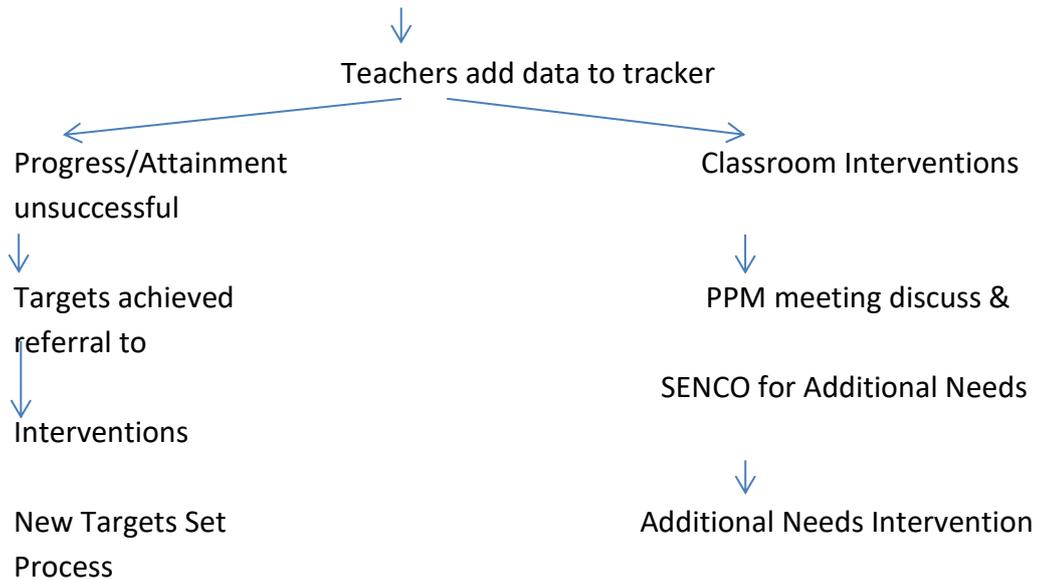
- Evaluating their own work and that of their pupils informally all the time
- Evaluating pupils assessment results
- Evaluating areas of the curriculum within the forward planning process
- Sharing developments with colleagues (STANDARDISATION)
- Being involved with national assessments
- Being involved with target setting as part of raising standards (Including Nat. Test targets in May).
- Discussing individual pupil progress with the Leadership Team and wider staff audience (MODERATION) – (Oct/ Apr).

Informal monitoring of pupils takes place not only in the classroom, but also in the school corridors, at ‘extended school day’ and educational visits. This on-going monitoring encompasses Personal and Social development as well as academic achievement.

Quality Assurance Monitoring of Pupil Progress and Attainment



REVIEW - Teachers assess pupils progress and identify where interventions have been successful and have not – this is entered on to IAPPPR and on to IAPPPR.



In the meantime Key Teachers will see this information in the pupil file . Key teachers will then:

- Include this/these targets on **Weekly Target (B4L)** sheet and should be discussed with pupils
- Weekly Target sheets to be displayed in **class file** so pupils and teachers will refer to this all the time

Thus the Pupil File and Target setting sheets will record:

- Specific SEN/AEN targets & Interventions
- Attendance Targets
- Specific Behaviour intervention Targets developed by Behaviour Manager

AS WELL as the '**personal targets**' developed by the pupils with their Key Teacher (often based on the HDP). If there is an overlap between targets they **DO NOT** need to be repeated.

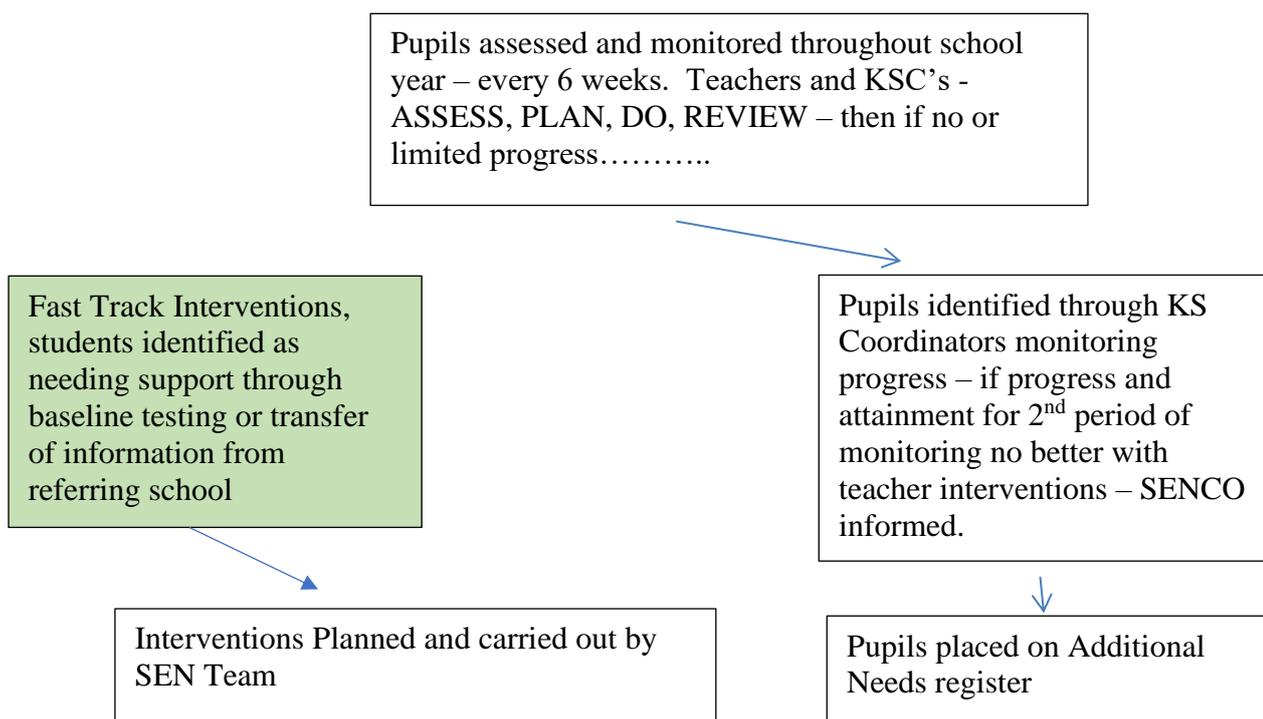
All of which will allow pupils to constantly be aware of what they need to do to improve, all teachers to see what needs to be achieved and look for opportunities to achieve this, monitoring in the term through Key teacher and pupil discussions in B4L.

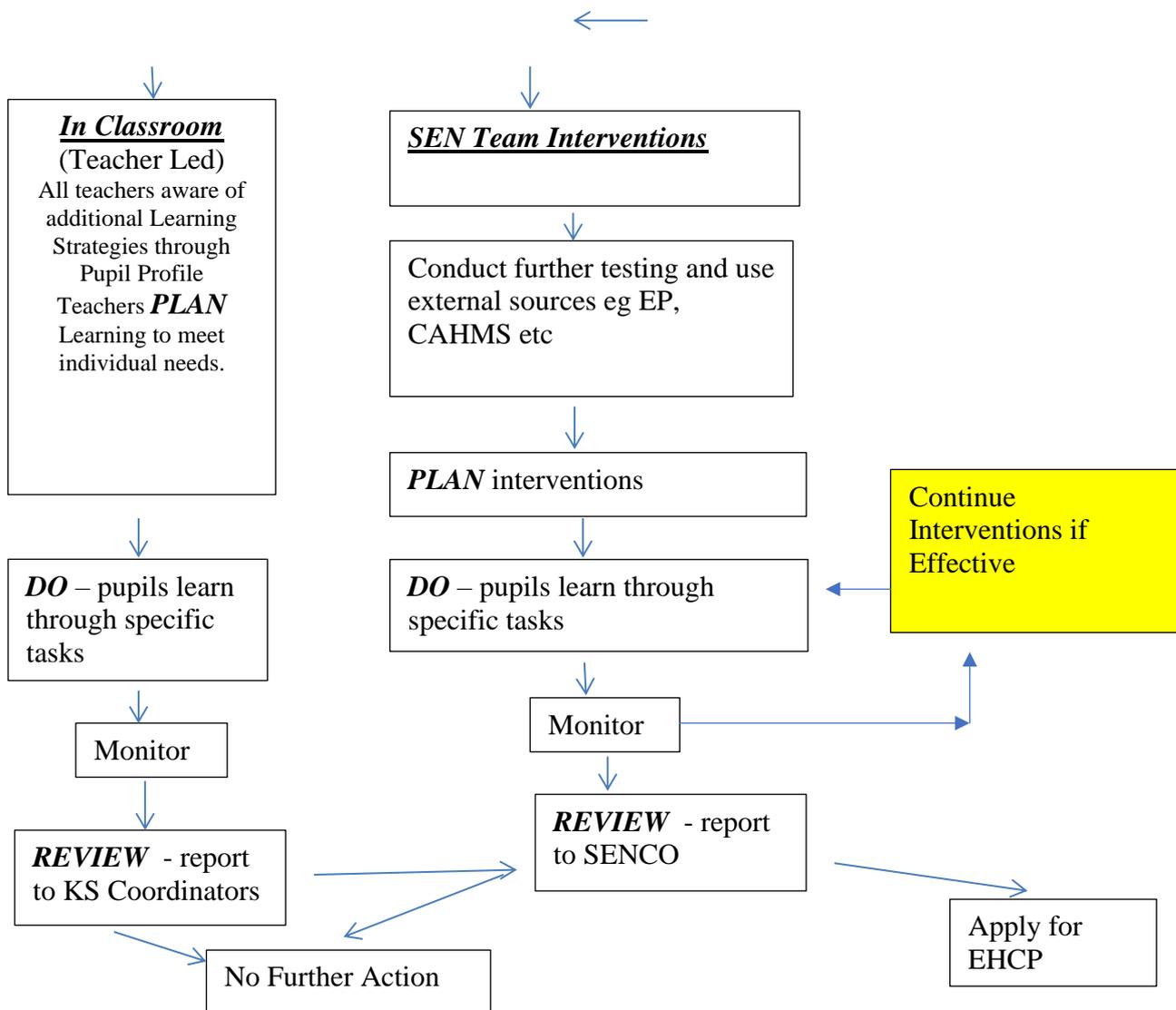
It is essential that these targets & interventions follow an EHCP/Statement if one is present. It is also essential that the process is followed of :

- Assess
 - Plan
 - Do
 - Review
-

This process can be then will be used for part of applying for an EHCP where necessary.

Additional Needs Intervention Process





Additional Monitoring Guidelines:

During monitoring visits, the Head Teacher/SLT will observe the work being done by the teacher and the pupils. On formal visits he/she will focus on Quality of Education.

Teachers will be given prior notice of classroom visits, which will take place at a mutually convenient time.

The curricular focus of the visit will be agreed prior to the visit.

Following formal visits, the Head Teacher/SLT will provide the class teacher with written evidence of the visit, and will offer the teacher an opportunity to discuss the visit.

Following informal visits, the Head Teacher/SLT will offer the class teacher an opportunity to discuss the session observed.

Monitoring of Forward Planning:

Class teachers will submit forward plans to the Head Teacher each half term within an agreed time frame.

The Head teacher will inspect all plans and discuss each teacher's plan's briefly with him/her. The Head Teacher complete the appropriate monitoring form (Appendix 3).

Plans will be monitored to ensure continuity and progression and differentiation across all levels.

All current plans should be available in the class "planning folder" in the classroom. Plans should also be placed on the school computer network wherever possible). Specialist plans should be given to both the Head Teacher and the class teacher.

Moorbridge PRU Quality Assurance and Monitoring Procedures 2018 to 2019

Autumn 1	Autumn 2
<ul style="list-style-type: none">• SLT Lesson Observations• Student Voice• Management Committee Visit – Safeguarding – Mark Henderson (STM)• Headteachers PM – Steve Wilson (WBHS) & MC & SIP• Moderation of Progress Reports by Leadership Team• Raising Achievement Group – Core Subject Leaders and KS Curriculum Coordinator• Pupil Progress Partnership Meetings with Mainstream Schools• Coaching and Mentoring• Friday Afternoon Dissemination of Information	<ul style="list-style-type: none">• SIP Visit and Learning Walk – report produced• Moderation in Core Subjects (Core Subject Staff and KS Coordinators)• Learning Walk – Behaviour, Engagement and Support Staff Usage – SLT• Parent View• Internal Verification for BTEC• Moderation of Progress Reports by Leadership Team• Raising Achievement Group – Core Subject Leaders and KS Curriculum Coordinator• Pupil Progress Partnership Meetings with Mainstream Schools

	<ul style="list-style-type: none"> • Friday Afternoon Dissemination of Information
Spring 1	Spring 2
<ul style="list-style-type: none"> • Internal Standardisation Meeting (All Teachers – Looking at standards of attainment and progress) • Assisted review Local authority • Learning Walk SEN Focus (repeated after 4 weeks to check on sustainability) • Learning Walk – Behaviour Focus – Management Committee – Phil Kemp PALS – Report • Work Scrutiny – Progress/assessment and feedback • LA School Improvement Visit Maths – Alex Frazer • External Moderation with PALS and Silverdale • Moderation of Progress Reports by Leadership Team • Raising Achievement Group – Core Subject Leaders and KS Curriculum Coordinator • Pupil Progress Partnership Meetings with Mainstream Schools • Pupil Voice • Peer assessment • Friday Afternoon Dissemination of Information 	<ul style="list-style-type: none"> • Moderation and teaching & Learning Visit from LA – Science – Gareth • Learning walk with Management Committee Members • Learning Walk Attendance with Senior School Improvement Advisors – AF & KB • Book Scrutiny – SLT looking at Core Subjects • Parent View • Moderation of Progress Reports by Leadership Team • Raising Achievement Group – Core Subject Leaders and KS Curriculum Coordinator • Pupil Progress Partnership Meetings with Mainstream Schools
Summer 1	Summer 2
<ul style="list-style-type: none"> • Staff View • Moderation – Subject Leads/KS Coordinators/SLT • SLT Lesson Observations • Pupil View • Management Committee Visit – Learning Walk – Deeper Learning Day • BTEC and Cambridge Progression QA Visits • Pupil Progress Partnership Meetings with Mainstream Schools 	<ul style="list-style-type: none"> • Moderation Task with Management Committee Members • Teaching and Learning Walk with Management Committee Member • Parent View • Moderation of Progress Reports by Leadership Team • Raising Achievement Group – Core Subject Leaders and KS Curriculum Coordinator • External Examination Moderators Visits • Pupil Progress Partnership Meetings with Mainstream Schools

PUPIL PROFILES:

Monitoring through informal notes kept on individual pupils regarding aspects of the curriculum, multi agency contact and Parent/carer Contact.

External Examinations and Attainment:

Records of External Test are updated by the exam officer on the tracker. Updated class lists including data are given external data to class teachers at least every term. Completed tests are kept, along with the previous level attained. Any failed tests are also kept for reference until that level has been passed.

PUPIL/PARENT/CARER & STAFF SURVEYS

Pupils are encouraged to reflect upon their own learning and to set themselves targets. At the end of each term, pupils are asked to complete a self-evaluation. Opportunities are created during the year for pupils throughout the school to have “B4L” with their class teacher – allowing them a chance to discuss and reflect upon their progress. Records of these discussions are kept on CPOMS

Local Authority Advisors/School Improvement Service/SIP:

Visiting specialists consult informally with class teachers, though arrangements can be made for joint planning time if necessary. Efforts are made to ensure joint planning time between the ASN teacher and class teachers/ ASN auxiliaries at least twice a year. Informal consultation is on going.

PLANNING FOR IMPROVEMENT

The School Self Evaluation and Development Plan:

Moorbridge PRU produces an annual SEF & Development Plan. Priorities for development are discussed and agreed with all staff, pupils, parents and Management Committee as appropriate. The development plan is a response to the broad view audit carried out earlier in the year, the responses of all staff, parents and pupils, in addition to national and local priorities.

The Development plan includes the school's aims, evidence of audits undertaken, a record of the progress made towards achieving last year's targets, and an action plan for school improvement.

Staff take an active role in the implementation of the school's Development plan.

PROFESSIONAL REVIEW AND DEVELOPMENT

Staff Review/Performance Management and Development Procedures

The head teacher and SLT reviews all staff annually. This usually takes place in June. This provides an opportunity for staff to evaluate their own work, and to identify and acknowledge particular strengths. Development needs and requests are also highlighted and, where possible, the school attempts to meet these needs.

Staff are given a school Staff Review form prior to the meeting in order that they have an opportunity to reflect beforehand. The head teacher & SLT completes a record of the meeting, which is agreed and signed by both parties. A copy is given to the staff member and another copy is kept within school records.

CPD

Staff are expected to keep a record of the CPD they have done throughout the year. A record of this is given to the head teacher at the annual review. CPD is matched to the identified needs of individuals and of the school as a whole. The head teacher remains alert to CPD opportunities of interest to the staff, and makes them aware of relevant training that comes to light.

LEADERSHIP

The head teacher is expected to give a lead in all aspects of the school's work. This entails:

- Promote teamwork, and staff involvement in policy development, development of learning and teaching. Quality assurance and planning.
- Communicate effectively and develop productive relationships with pupils, parents, all school staff, other agencies, Management Committee, the local authority, and the wider school community.
- Show professional competence and commitment across a wide range of management skills
- Deal promptly and efficiently with any complaints.
- Pursue a programme of continuous school improvement, and leading by example – giving support, prompting challenge and demonstrating and encouraging creativity of approach.

- Move the school forward in line with its aims, and sustaining a shared vision.

This should be cross referenced in all teachers planning and development of subjects

Development of a Sense of Belonging (DSB)		
DSB 1	Happy Memories	At the end of the pupils' time at Moorbridge PRU we believe that each pupil should leave with a memory of rich and happy memories. This is in fact the bedrock of the school's philosophy and encompasses everything it seeks to achieve.
DSB 2	Enjoyment, Fun and Love of Learning now and in the future.	The curriculum should instil within pupils' that learning is fun allowing them to appreciate that facing and overcoming challenges helps to build self-esteem and a sense of self-worth. This concept of learning becomes an experience which they value and enjoy. The curriculum should engage pupils so they not only see a value and use for learning now but come to appreciate the importance of lifelong learning which helps to develop a rich and fulfilling life in the future.
DSB 3	Friendship and Community	Moorbridge PRU is seen as a small community within the borough of North

		<p>Tyneside and therefore we provide rich opportunities for children to develop a depth of friendship and relationships with others that they find supportive in the short term but also later on in life; it is true that many of life's most precious adult friendships spring out of those developed as children. This is particularly important in a school such as Moorbridge where pupils have previously faced many set backs in all aspects of their life and have rarely experienced other pupils who understand their particular issues and are accepted for who they are.</p>
--	--	--

Attainment, Progress & Achievement		
APA 1	Holistic Attainment, Progress & Attainment	<p>At Moorbridge we believe that success in all aspects of school life is important. This will be from Attendance to Self Development to Academic and Vocational achievement – all of which are as important as the other. Pupils will not succeed in life if they do not develop personally and equally will not succeed if they do not progress and attain academically and vocationally.</p>

APA 2	High Levels of expectation and success.	We believe that all pupils at Moorbridge can succeed and we will set pupils targets and task to encourage this to happen. We aim for the majority of pupils in KS4 to achieve 5 GCSE's Grades 9-4/A-C or equivalent as well as ensuring that pupils close the gap between what is predicted from their KS2 results and where they are now. This is often impacted by life experiences, trauma and transience.
APA 3	Communication	Communication is the bedrock of human society. Successful communication builds solid relationships and is the arena in which all academic study is presented to others. Whilst the majority of work may well be in written form the curriculum should take due care to emphasise the need to develop secure skills in Speaking and Listening.
APA 4	Application of Number	The curriculum should reflect the fact that the acquisition of mathematical calculation strategies is not an end in itself. Children should apply these within a range of contexts, presenting their findings coherently and justifying, in mathematical terms, their reasoning for the conclusions they have drawn. We also aim for students to have a positive perception of themselves as learners of Maths.
APA 5	E' Learning	The acquisition of ICT skills will prepare children to participate fully as adults in the rapidly changing technological age. More than that, ICT offers children access to new ways of learning. The internet is an ever increasing rich resource of information, whilst the presentation of ideas, concepts and children's own work has been revolutionised through ICT. We also aim to equip children with the skills to keep themselves safe and have positive experiences online.

Personal Development & Positive Relationships		
PDPR 1	Self Esteem and Confidence	The curriculum and, more importantly, the manner in which it is delivered, should enhance a child's awareness of their own abilities and strengths as a learner - ensuring

		that they see learning as an ongoing process, not a one-off event
PDPR 2	Reaching Potential	The curriculum should present children with a sense of inbuilt challenge that causes them to permanently strive to achieve their best. They should appreciate the intrinsic value of always seeking to reach one's potential in every sphere of life.
PDPR 3	Developing Societal Values	Pupils should be given opportunities to explore their own values in society as well as the morals and values of others
PDPR 4	Being Healthy	The curriculum should provide adequate opportunities to encourage children to develop a healthy lifestyle.
PDPR 5	Understanding, Building and Developing Relationships	Children should come to appreciate the impact that their personal behaviour has on others and how to resolve issues of conflict when they arise. The curriculum should provide rich opportunities for children to develop a wealth of relationships in differing contexts. By definition, these should cross gender and age barriers and should emphasise the strength of diversity whilst celebrating the uniqueness of the individual.. The curriculum should provide opportunities for children to relate to others appropriately, developing an emotional skill set that allows them to develop mature and fulfilling relationships based on empathy and true understanding and tolerance of others.
PDPR 6	Teamwork and Collaboration	The curriculum should provide opportunities for children to work in teams. They should understand how teams operate and the variety of roles needed for teams to be effective. They should also experience leading and being led by others. The children should develop a competence in their ability to work alongside and develop the skills and talents in others; this may be in the role of a peer in a teamwork situation or as a teacher in working with children younger than themselves.
PDPR 7	Emotional Intelligence	We believe Emotional Literacy is the term used to describe the ability to understand and express feeling. Emotional Literacy involves having self-awareness and recognition of one's own emotions and knowing how to regulate them, such as the ability to stay calm when angered or to reassure oneself when in doubt. It includes empathy, i.e. having sensitivity to the feelings of other people and it has been

		<p>said that emotionally literate people are able to employ self-discipline in order to harness their emotions and identify and reach their personal goals.</p> <p>Emotional Literacy also includes being able to recognise and adapt to the feelings of other people, whilst at the same time, learning how to manage and express one's own emotions effectively. This is helpful to developing good communication skills and the enhancement of our relationships with other people.</p>
PDPR 8	Global Awareness and Responsibility	<p>The principles of global awareness allow children to take the relational skills they have developed at a local and personal level into the wider arena of caring for those they may never meet. They should appreciate that the decisions they make about their own lifestyle can have a profound effect on the lives of others around the world.</p>
PDPR 9	Cultural Appreciation	<p>The curriculum should offer children a full and rich understanding of their own heritage and culture, whilst developing a healthy respect for the cultural traditions of others. They should acquire an appreciation of the way others do things and recognise that these differences add to the richness of the world, not detract from it.</p>

Managing Learning		
ML 1	Taking responsibility for your own learning	<p>The curriculum should engage children fully in the learning process. Teachers should therefore teach in a manner that allows children to make increasingly accurate assessments of their own performance and help them reflect on how to improve it.</p>
ML 2	Accepting critical feedback	<p>We believe that allowing pupils to accept critical feedback to help them improve and move forward is an important part of both learning and life. Pupils who are unable to accept this will undoubtedly find school and life in the future difficult. We aim to do this in both a constructive and challenging manner.</p>

ML 3	Creativity, Problem Solving & Challenge	The ability to generate and extend ideas is, and will increasingly be, valued in the adult world therefore the curriculum should provide rich opportunities for children to explore creatively. This should not be limited to the traditional creative subjects such as Art and Design but should permeate all curriculum areas as the children explore concepts.
ML 4	Thinking Skills	The curriculum should provide adequate opportunity for all children to explore a range of thinking skills. This allows children to focus on “knowing how” as well as “knowing what” – learning how to learn. These should include the ability to reason, analyse and evaluate and should be applied across the whole spectrum of curriculum subjects.
ML 5	Growth Mindset	We encourage the curriculum to help pupils develop a growth mindset. A mindset which is a mental attitude that guides how pupils interpret and understand situations, other people and even themselves. Mindset plays a key role in determining how pupils make sense of their successes and their shortcomings.

DS - Developing Strategies		
DS 1	Managing conflict	The pupils should develop a wealth of strategies to resolve conflict in a manner that allows them to retain their own self-respect but similarly acknowledges that those around them have a different viewpoint to their own.
DS 2	Managing Disappointment	The pupils should understand the importance of managing disappointment appropriately. This is important where lessons form a challenge for pupils so that there will be opportunities for pupils to overcome setbacks and discouragements. They need to see

		these as an integral part of the learning process, not a symptom of failure.
DS 3	Managing Time and Resources	Pupils should be able to manage their time effectively. They should be able to work towards appropriate deadlines both as individuals and as teams, handling the pressure when time constraints impact on a given project.
DS 4	Managing Risk and Uncertainty	Pupils should experience a curriculum that offers opportunity for risk taking and uncertainty. Accepting challenge and taking risks is part of everyday life and pupils need to accept this confidently and fully to appreciate that no learning takes place without some uncertainty and unfamiliar contexts.

Appendix 3

We believe that good teaching and learning is.....

At Moorbridge PRU we believe that good teaching and learning is when teachers (and other School staff when applicable) form positive relationships with the pupils in their class and other members of the school community;

- Staff and Pupils demonstrating mutual respect;
- Staff and Pupils developing a good rapport with one another;
- Staff demonstrating respect and consideration for themselves and others;
- Staff understanding that their behaviour is a model for the Pupils in the school and therefore ensuring that their behaviour is exemplary;
- Staff working with Pupils to establish and meet rules and targets for both learning and behaviour;
- Staff demonstrating support, encouragement and praise to Pupils and other Staff and encouraging this to be reciprocal within the School community;
- Staff taking pride in shared and personal successes;

- Staff taking an active part in the life of the school by acting professionally and with sensitivity;
- Staff working and communicating effectively with Pupils, colleagues at all levels and parents/carers in order to maximise Pupil's learning;
- Staff being keen, able and confident to tell their colleagues about their school-day in an honest way.

At Moorbridge PRU we believe that good teaching and learning is when teachers plan lessons effectively which take Pupil's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all Pupils;

- Senior leaders develop clear and consistent structures and systems for all aspects of curriculum planning;
- Teachers and School leaders, at all levels, have an understanding of and are able to effectively utilise the complete planning process; including the use of the Year Road maps to develop long, medium and short term plans, to inform both the construction of the curriculum and its delivery;
- All planning is suitably differentiated for all learners with clear learning and steps to success in language the Pupils will understand;
- Planning identifies a range of engaging activities to develop Pupil's skills, knowledge and understanding;
- Planning explicitly notes appropriate subject specific language;
- Planning details resources to be used which support learning, including the strategic deployment of any other Staff;
- Planning shows that the teacher has been reflective and assessed the Pupil's work, annotating this to indicate potential next steps in the Pupil's learning which will directly move the learning on;
- Teachers have the opportunity to plan together with their year group/support staff at least weekly.

At Moorbridge PRU we believe that good teaching and learning is when teachers (and other Staff when applicable) insist on high expectations of learning and social behaviours;

- Senior leaders develop clear and consistent structures and systems for all members of the School community that identify expectations for both learning and social behaviours;
- Teachers and other Staff maintain positive relationships with the Pupils without underestimating the need for good behaviour;
- Lessons are well paced, interesting and match the Pupil's learning needs so that all Pupils are encouraged to display good learning behaviours;
- Teachers and other Staff consistently but sensitively use the School's Behaviour Policy in order that all Pupils know what is expected of them, can learn and socialise appropriately and understand the difference between right and wrong and that there are consequences to their actions;
- Pupils are praised and rewarded for the good things that they do and sanctioned if they do not do the right thing.

At Moorbridge PRU we believe that good teaching and learning is when teachers (and other Staff when applicable) ensure that effective direction and support is given in order that the Pupils make good progress;

- Senior leaders develop clear and consistent structures and systems for all members of the School community that identify expectations for both learning and social behaviours;
- Pupils are given clear consistent direction about their expected conduct both in lessons and around the School;
- Pupil's work is regularly, diagnostically assessed; verbally or in written form, clearly stating what the Pupils have done well and what their next steps in their learning are;
- Teachers and Pupils; and teachers and senior leaders, have regular discussions about the Pupil's work which affect provision and support arising from this within the accountability process;
- Pupils and teachers use a variety of accurate, timely and regular assessment strategies in order to assess Pupil's work in relation to the lesson's learning;
- Teachers and Pupils to develop accurate and timely use of the assessment performance descriptors for Reading, Writing and Mathematics in line with the 2014 Primary Curriculum;
- Teachers have a secure understanding of what each child is capable of in their class and will only accept appropriate outcomes for each individual, relative to their ability and moderate work within year groups, phases and across the school in order to support accuracy and consistency;
- Teachers have a secure understanding of progression within each core subject (English, Mathematics, Science and ICT); including what skills, knowledge and understanding need to be demonstrated for a child to aim to achieve at National Standard and what the next steps for that child are in order that they make progress in their learning, or where to find this information for all curriculum subjects.

At Moorbridge PRU we believe that good teaching and learning is when teachers demonstrate secure subject and pedagogical knowledge in order to inspire Pupils and build their understanding;

- Teachers have a good knowledge of each subject that they are teaching and an understanding of progression of learning in that subject;
- Teachers engage Pupils throughout the lesson by providing clear and concise explanations and expectations, a good balance of challenging and appropriate activities, questions and discussion points and opportunities to assess what has been learnt and develop considered accurate responses to the next steps in their study or learning;
- Teachers are instrumental in their own Professional Development; actively taking part in Continuing Professional Development (CPD) sessions both within school and elsewhere;
- Subject Leaders and other designated staff within the school leading CPD sessions for colleagues on areas of specific need in order to support and develop staff knowledge as required;
- Undertaking reciprocal peer observations in order to support colleagues, further enhance their own practice and develop a learning ethos across the school.

At Moorbridge PRU we believe that good teaching and learning is when teachers apply a range of teaching styles which appropriately match the Pupil's learning styles in order to sustain their concentration, motivation and application;

- Teachers have a clear understanding of the variety of teaching styles, which ones they instinctively use and plan to utilise the other teaching styles accordingly;
- Teachers have a clear understanding of the variety of learning styles of the Pupils in their class and match their teaching styles accordingly;
- Teachers use this knowledge in order to develop Pupil's learning and sustain the concentration and motivation of the Pupils in their class.

At Moorbridge PRU we believe that good teaching and learning is when teachers develop and sustain good links with parents/carers in order to support the Pupil's learning;

- Senior leaders, at all levels, teachers and other staff use informal and formal opportunities to develop positive relationships with parents/carers that enable clear, honest and relevant information to be shared which is aimed at supporting learning and the development of good learning and social behaviours;
- Teachers use the following opportunities to work towards the aim stated above;
 - i. Formal opportunities such as pupil progress meetings, pupil progress reports and meetings organised at the request of either School or parents/carers;
 - ii. Informal opportunities such as at the beginning and end of each school day, on educational visits and through extended schools opportunities;
 - iii. Inviting parents into School so that they can share their expertise in order to support Pupils with their learning;
 - iv. Liaising regularly with parents and carers in a variety of ways including; sending home 'Celebration Assembly' invitations and postcards, home/school communication
 - v. Parents/carers, Pupils and a member of School staff all sign a Home/School agreement in order to establish the roles, rights and responsibilities of all members of the School community.

At Moorbridge PRU we believe that good teaching and learning is when teachers develop and maintain safe, secure and inspiring classroom and learning environments;

- Senior leaders, at all levels, and all staff take time to consider both the classroom and learning environments in terms of their safety and are continually looking for ways to improve them;
- The classroom and learning environments will be managed in a way that supports the development of learning; academic, social and emotional. Features of this will include:
 - i. Furniture being arranged to facilitate different types of learning; through whole class teaching, group work, one to one and also to ensure inclusion;
 - ii. High quality classroom and corridor display with good balance between the celebration of Pupil's work (double mounted) and annotated with the child's name, class group and an explanation of the work and displays that develop Pupil's learning by providing expectation and/or support;
 - iii. Age and ability appropriate learning resources which are clearly labelled and accessible for all Pupils as appropriate;
 - iv. All classroom and corridor displays will, as far as is practicable, reflect the diversity of the School population including annotations

- v. The acknowledgement by School leaders, at all levels, and all staff that communal areas within the School environment such as the playgrounds, School Halls and 'Rewards Rooms' contribute to the academic, social and emotional development of Pupils and therefore receive due consideration and are developed accordingly;
 - vi. Further expectations for the classroom environment can be found in the School's Display Policy.
- Teachers ensuring that Pupils have the opportunity to work both within the School environment and also in alternative environments, when appropriate, during educational visits.

At Moorbridge PRU we believe that good teaching and learning is when teachers demonstrate effective lesson organisation;

- Lessons are well structured to include appropriate time for an introduction, independent or collaborative tasks and for a plenary or series of mini-plenaries with ample opportunity for teacher/child interaction, in order to discuss, enhance, reflect and further develop the Pupil's learning;
- Teachers provide clear direction to ensure Pupils know what they are doing and how to do it including the modelling and demonstration of key elements within lessons, working with a guided focus group when appropriate using the day-to-day assessment of the Pupil's progress.
- Teachers apply the most appropriate classroom organisation, both in terms of the physical environment and also how the Pupils are organised, in order to match and contextualise the Pupil's learning;
- Opportunities are available for Pupils to engage in practical activities, investigations and problem solving;
- Teachers provide opportunities for Pupils to practice and reinforce skills learnt and appropriate extension and challenge activities;
- Teachers use appropriate resources, including the use of ICT to support and extend Pupil's learning;
- Resources are clearly labelled, the Pupils can access them and use them with increasing independence;
- Support staff are well deployed, optimising all learning opportunities and throughout their conduct in school set high expectations of themselves and the Pupils.

At Moorbridge PRU we believe that good teaching and learning is when teachers effectively assess and monitor pupil's progress in order that they can affect Pupil's learning both within individual lessons and over time;

- Senior leaders, at all levels, and all teachers maximise the opportunities to impact on Pupil's learning through self-evaluation structures, the School's 'Accountability' structure and on-going classroom assessment and feedback. This will involve senior leaders, at all levels, and teachers engaging in the following activities and affecting practice accordingly;
 - i. The analysis of statutory assessment data to evaluate individual, group and cohort standards and achievement;
 - ii. The regular assessment and tracking of Pupil's standards and achievement in English, Maths and Science

- iii. The regular evaluation of progress shown by all pupils through discussion between senior leaders;
- iv. Class teachers regularly assessing pupil's understanding and progress both within lessons, at the end of lessons and over time in order to quickly recognise Pupil's barriers to learning and moving swiftly to overcome them and using these assessments to inform the next stage of learning and the planning process;
- v. Teachers providing encouragement, praise and rewards for the effort, outcomes and progress pupils make;
- vi. Teachers use diagnostic feedback to Pupils; either verbally or in written form, which can be used by the child to improve their learning with the child becoming increasingly active within this process;
- vii. Pupils becoming increasingly involved in assessing their own and others learning and taking appropriate actions to develop this e.g. self-assessment against the lessons learning steps to success.
- viii. Teachers liaising with the School's SENCO in the formulation and implementation of any intervention programme including Pupil's Individual Education Plans (IEPs) and evaluating the impact of these on the Pupil's learning.

At Moorbridge PRU we believe that good teaching and learning is when teachers use resources effectively, including other Staff, to support Pupil's learning;

- Teachers ensure that each classroom has a basic set of age and ability appropriate resources;
- Subject or aspect leaders ensure that specialist resources are stored, maintained and audited in designated areas;
- Pupils are taught how to use resources correctly and safely and also to respect and maintain equipment;
- Care is taken that resources reflect the cultural and linguistic diversity of the school and that all Pupils have equal opportunities to use these resources;
- Resources used are appropriate to the task and age of Pupils in supporting and engaging them with their learning;
- Other Staff are deployed effectively to work with individual Pupils or small groups of Pupils both within the classroom and in intervention activities to maximise learning opportunities.

At Moorbridge PRU we believe that good teaching and learning is when teachers use technology effectively in order to support Pupil's learning;

- Senior leaders, at all levels, and teachers use the School's electronic assessment system to record and monitor Pupil's progress against the targets set at the beginning of the year and affect provision accordingly;
- Teachers increasingly use a wide range of technology to support, enhance and engage Pupils in their learning and encourage and support Pupils to use these resources increasingly independently.

At Moorbridge PRU we believe that good teaching and learning is when teachers use questioning effectively to gauge and extend pupil's skills, knowledge and understanding;

- Teachers ask a range of questions (comprehension, knowledge, application, analysis, synthesis and evaluation) to Pupils in order to check understanding and move their learning forward; and increasingly expect the Pupils to ask such questions themselves using the appropriate language.

At Moorbridge PRU we believe that good teaching and learning is when teachers are reflective regarding their professional practice and the overall provision the School offers.

- Senior leaders, at all levels, and all staff are aware of the need to be both reflective and proactive in developing both the School and themselves in order to develop and sustain effective provision and practice. This is exemplified through effective and robust School systems and structures within the accountability process including:
 - a. School self-evaluation practices;
 - b. The Performance Management Cycle;
 - c. Bespoke whole, group or individual staff Continuing Professional Development
 - d. The School's meetings cycle; including Governors, Senior Leaders, teaching staff, phase group, and support staff.
 - e. Informal support from colleagues at a variety of levels.

Appendix 4

What is a good lesson at Moorbridge?

Planning - Before the lesson teachers will:

- Use formal and on-going assessments in order to determine where the Pupils are in their learning and their next steps;
- Establish a clear learning goal ' I am learning to/about' in 'child friendly' language arising from this assessment, the steps to success that will enable the Pupils to achieve the learning and opportunities for both Pupils and the teacher to assess progress against these;
- Establish an initial 'hook' that will motivate and engage the Pupils;
- Contextualise the learning either by making it relevant to the lives and/or interests of the Pupils, and where appropriate making cross curricular links e.g. within the IPC unit – The Big Idea being studied;
- Plan an appropriate structure of differentiated activities that will enable the Pupils to engage in their learning and meet the learning; including the use of other Staff and the timings of the lesson; ensuring maximum learning opportunities and catering for all learning styles.

Introduction to the lesson – A good introduction to a lesson will include:

- Recapping on prior learning, allowing time for the Pupils to look at their feedback from the previous lesson;
- Sharing the learning with the Pupils and referring to at different stages throughout the lesson to keep learning focussed; (There may be circumstances when the 'I am learning to/about' is developed later in the lesson e.g. arising from an investigative activity.)
- Sharing the learning goal and lesson's steps to success with the Pupils so that they know exactly what they need to do in order to achieve the learning and where appropriate enabling the Pupils to develop own steps to success through clear modelling;
- Introducing subject specific language which is modelled by the teacher during the session with an expectation that the Pupils will use the vocabulary in their verbal and written responses;
- Putting the learning into context; explaining to the Pupils why they are learning what they are learning;
- Using appropriate resources, including ICT and other Staff, in order to support Pupil's learning;
- Ensuring there is a good balance between teacher and child talk and that all Pupils are actively involved, engaged and challenged in meaningful activities;
- A wide range of assessment strategies are used by both the Pupils and the teacher in order to ascertain progress made and assessed in line with the National standard from the assessment performance descriptors for Reading, Writing and Mathematics;
- Evidence of positive relationships between Pupils, their teacher and the other Staff in the room; everyone displaying good social and learning behaviours.

Main teaching - The main teaching part of the lesson will include:

- Informing the Pupils of the learning, steps to success and specific language to be used;
- Teacher modelling the process and task which is expected of the Pupils;
- Using resources which stimulate, sustain and support Pupil's learning;
- Appropriately differentiated questioning;
- Good pace to the lesson; ensuring that it is not too quick that Pupils are not understanding their work and are being left behind; but pacy enough that Pupils remain engaged;
- Secure subject knowledge demonstrated by the class teacher;
- All Pupils actively involved and engaged in their learning;
- High expectations of Pupils both in terms of their work and their learning and social behaviours;
- Praise for the Pupils when they do the right thing, achieve well and make progress;
- A wide range of assessment strategies which are used by both the Pupils and the teacher;
- Evidence of positive relationships between Pupils, their teacher and the other Staff in the room; everyone displaying good social and learning behaviours.

Group teaching and independent activities – This part of the lesson will include:

- Differentiated activities through prescribed outcome, support, resources, etc which match the learning and steps to success;
- Opportunities provided for the Pupils to talk about learning, experimenting with concepts, asking questions and learning in preferred learning style;
- The teacher normally teaching a focus group; moving that group's learning forward and maximising all opportunities for learning;
- Effective use of other Staff both class based TAs and Learning Support, in order to support learning and/or move it forward;
- Mini plenaries, where appropriate, to either move learning on, consolidate learning or address misconceptions;
- Pupils receiving positive and diagnostic feedback about their effort and their learning;
- Time reminders to indicate to the Pupils how long they have left to complete activities;
- A purposeful learning atmosphere dependent on the task the Pupils are completing.

End of the lesson – A good plenary or series of mini plenaries will include:

- Reference to the learning that has taken place and steps to success;
- Teachers and increasingly Pupils making assessments which will inform future learning;
- The use of a range of assessment strategies; allowing Pupils time to reflect on their learning, checking to see if they have met the lesson's learning using the lesson's steps to success;
- Pupils receiving positive and diagnostic feedback about their effort and work;
- Consolidation on the lesson's learning, reflecting on whether the steps to success have been achieved, moving learning forward, addressing misconceptions, further peer or teacher modelling of work, making links to future learning.

Assessment and evaluation – after the lesson good assessments made by the teacher will include:

- Evaluating whether all the Pupils or groups of Pupils achieved the learning and met the lesson's steps to success, and whether the Pupil's learning moved on and if it didn't, why not?
- Reflecting on which parts of the lesson went well, which parts were the Pupils most engaged in; and which parts of the lesson did not go so well and why;
- Reflecting on whether the work needs to be revisited at the start of the next lesson or does the learning objective need to be completely revisited again;
- Diagnostically assessment the Pupil's work, clearly stating what they have done well and what the next stages in their learning are (using the School's assessment codes);
- Using assessment to inform future planning and next steps in learning and the assessment performances descriptors for Reading, Writing and Mathematics to regularly moderate and ascertain whether the child is at national standard and what is needed in order for them to achieve this.

A. Curriculum Planning

- 1) Moorbridge PRU planning is based on the following requirements:
 - the needs of the Pupils we are teaching.
 - The curriculum aims at Moorbridge

- The new National Curriculum 2014;
- 2) Long Term Planning
 - Our 'Whole School Curriculum Map' and individual KS Maps the content for each curriculum area;
 - It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.
 - 3) Medium Term Planning.
 - For English and Mathematics we use the planning provided by the National Curriculum Programme
 - our medium term plans are based on guidance within the NC Profile for KS3
 - 4) Short Term Planning
 - Detailed, daily short term plans are drawn up by year groups for all subjects each week, unless a unit of work is being taught as a block when it will be planned accordingly. The plans identify the learning goal, steps to success, key vocabulary, assessment opportunities, direct teaching input, key questions, differentiated activities at different levels and resources for learning.

B. The Role of Support staff

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To support the teaching; either through direct delivery or by enabling access for identified Pupils;
- Supporting a small group within the classroom;
- Delivering intervention groups;
- Carrying out assessments;
- Preparing resources;
- Supporting Pupils with IEPs / Individual Behaviour Plans (IBPs) or statements of special educational needs.

Appendix 5

Deeper Learning Days/SMSC Days and Weekly Pastoral Topics

Deeper Learning Events and SMSC Days

2019 – 2020

Deep Learning Days, when the normal lesson timetable is suspended, take place during the year. These days allow students to learn in different ways such as off site, with external providers and a range of students. These days cover Staying Safe, British Values, Study Skills, Pathways and work ready skills. There are 8, ½ days per year for each of the Deeper Learning Events (KS3 Thursday Afternoons and KS4 Friday Late Mornings) and 6 full days for the SMSC Days which is for KS3 only.

The Deeper Learning days:

Year Group/ Key Stage	1	2	3	4	5	6	7	8
KS3 Year	Study Habits, Timeta	Work Ready Skills,	Staying Safe Emotion	Economic Well Being-	Visits to University and Post	Work Ready Skills,	Staying Safe, The	Emergency Services and

	ble, Flashcards and Notes	Team Building	al Resilience, Mindfulness, Yoga (Lorraine Brewis)	ASDAN Personal Finance	16 Provision	Research and Presentations	Law, Gangs and Knives (Dave Burns)	Staying Safe (Police and Lifeboat Brigade)
KS3 Year 9	Study Habits, Timetable, Flashcards and Notes	Work Ready Skills, Team Building	Staying Safe, The Law, Gangs and Knives (Dave Burns)	Staying Safe Emotional Resilience, Mindfulness, Yoga (Lorraine Brewis)	Pathways Post 16/18 External World of Education Visits	Work Ready Skills/World of Work Visits	Study Habits Reading	Economic Well Being- ASDAN Personal Finance
KS4 Year 10	Religious Education in the Age of the Media	Work Ready Skills	Economic Well Being	Work Ready Skills, Pathways, Networking/starting Profile	Staying Safe in Society	Work Ready Skills – Communication & Presentation	Visits to University and Post 16 Provision	Study Habits, Timetable, Flashcards and Notes
KS4 Year 11	Study Habits, Timetable, Flashcards and Notes	ECDL/NCC	ECDL/NCC	Work Ready Skills – Communication & Presentation	Staying Safe in Society	Work Ready Skills, Pathways, Networking/starting Profile	Visits to University and Post 16 Provision	ECDL/NCC

The SMSC Cross Curricular Days :

These days are for KS3 ONLY due to time restrictions in KS4

These are in addition to the above Deeper Learning Events, they take place on a Thursday and are for the full day. The end of the day cumulates in a celebration event and a demonstration of the articles produced.

The SMSC days this year are:

- World Food Day
- Careers Day
- STEM Day
- Sports Day

- Languages of the World
- Safety (Holistic)

Weekly Themes for Nurture Time and Thoughts for the Day

10.09.2018 – 26.10.2018	5.11.2018 – 21.12.2018	7.01.2019 – 15.02.2019	25.02.2019 – 12.04.2019	29.04.2019 – 24.05.2019	3.06.2019 – 23.07.2019
British Values PREVENT Inspirational Young Person (Entrepreneur) World Space Week National Curry Week Black History Month	Guy Fawkes: Terrorist /Freedom Fighter Remembrance Day Anti-bullying month: Cyber Bullying Inspirational Young Person/Story Honour Based Violence & Forced Marriage Christmas Around the World Christmas Quiz	Respect One-another: Peer on Peer Child Sex Exploitation: Girls and Boys Mental Illness Week (Blue Monday) Inspirational Young Person/Story Relationships: Sex Education Internet Safety Day - (E-safety/grooming) Valentine’s Day Quiz	Contraception: Sex Education National Apprenticeship Week Mental Health Easter Quiz	International Happiness Day: Measuring Happiness Inspirational Young Person (British Values) St George: Making a Patron Saint - 23/04 Star Wars Day/May Day: What is it? Can Screen Time Seriously Damage Your Health? Limerick Day 12/05 Half Term Topical Quiz	Can Screen Time Seriously Damage Your Health? Ramadan Mubarak 16/05 to 14/06 FIFA World Cup International Day Against Drug Abuse - 26/06 Inspirational Young Person/Story World Population Day: Teen Pregnancies - 11/07 End of Year Topical Quiz

SMSC and British Values at Moorbridge

SMSC

At Moorbridge we believe the following is a definition of what is believed to be Spiritual, Moral, Social & Cultural Development.

Spiritual Development

Personal development relating to the spirit or soul and the intangible. N.B. It does not relate to physical nature or matter and is not synonymous with religious education – although religious education can be a major vehicle for the delivery of spiritual matters.

Moral Development

Personal development relating to human behaviour, especially the distinction between good and bad or right and wrong.

Social Development

Personal development concerned with living in a community rather than alone.

Cultural Development

Personal development concerned with the total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action.

An audit was taken, with different subjects at Moorbridge indicating how each subject makes a distinct and particular contribution to SMSC.

We also have SMSC/PSE/Enrichment as a specific activity session on the timetable where a variety of issues are looked at depending on the nature of the pupils at anyone given time and issues in society as well as ensuring basic topics such as Religion, Festivals, Tough Issues, Social Problems etc are covered.

It is important to note that other policies directly influence, support and promote SMSC. e.g. our Behaviour Policy and Equal Opportunities show that these policies form an integral part of daily classroom practice at Moorbridge.

Apart from specific subjects it is clear that our Personal & Social Education (PSE) programme contributes substantially to the promotion of SMSC awareness within school, as well as the SMSC specific activity session led by our Learning Mentors.

Within the Curriculum SMSC is extremely important:

English/Literacy/Reading

Makes a major contribution to pupils' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity;
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, and media
- Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film;
- Helping pupils to understand how language changes over time, the influences on spoken, and written language and social attitudes to the use of language.

Mathematics/Numeracy/Challenge

Can provide a contribution to pupils' SMSC by:

- Supporting whole school policy on issues such as discipline and behaviour.
- Enabling pupils to acknowledge the important contribution made by mathematicians to society.

Science

Provides opportunities for pupils' SMSC development through examples such as:

- Encouraging pupils to reflect on the wonder of the natural world;
- Awareness of the ways that science and technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many different cultures.

ICT

Can contribute to SMSC development by:

- Making clear the guidelines about the ethical use of the internet and other forms of communications technology.
- Acknowledging advances in technology and appreciation for human achievement.

Humanities (Geography/History)

Makes a contribution to SMSC by:

- Looking at the establishment of multi-cultural Britain.
- Enabling pupils to reflect on issues such as slavery, the holocaust and War
- Showing an awareness of the moral implications of the actions of historical figures.
- Awareness of the moral dilemmas created by technological advances, the impact of 'winners & losers' ethos.
- How different cultures have contributed to technology.
- Opportunities for reflection on the creation, earth's origins, future and diversity are given.
- Reflection on the fair distribution of the earth's resources.
- Studies of people and places gives pupils the chance to reflect on the social and cultural characteristics of society.

PE/Alternative Education/Activities –

Pupils' SMSC development is actively promoted by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

British Values

At Moorbridge we promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole child'.

We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils.

The curriculum in all phases (KS3 &KS4) offers broad and balanced opportunities.

We want our pupils to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion.

Personal, Social, Health Education and Citizenship (PSHE&C) is at the heart of our school which emphasises the difference between right and wrong and respecting & tolerating differences in a very diverse and modern Britain. We have planned a curriculum that will enable pupils to make progress towards these aims. Through engaging lessons using our learning model and appropriate activities, we can give them all a better understanding of themselves and others in the ‘community of communities’ in which they live. We can secure and influence Social and Emotional Well Being, behaviour and attendance and encourage further involvement and commitment to education now and in the future.

SMSC & British Values and related School values		Examples of how these are developed in the school and wider curriculum
<u>SMSC - Spiritual Development</u>	Personal development relating to the spirit or soul and the intangible. N.B. It does not relate to physical nature or matter and is not synonymous with religious education – although religious education can be a major vehicle for the delivery of spiritual matters.	Give pupils the opportunity to explore values and beliefs, including religious beliefs and the way in which they affect peoples’ lives. <ul style="list-style-type: none"> • Give pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful. • Encourage pupils to relate their learning to a wider frame of reference- for example, asking ‘why?’ ‘how?’ and ‘where?’ as well as ‘what?’. • Explored in detail in our ‘enrichment programme’ lunchtimes and break times where pupils debate, discuss and explore local or national issues.

<p><u>SMSC - Moral Development</u></p>	<p>Personal development relating to human behaviour, especially the distinction between good and bad or right and wrong.</p>	<p>Provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.</p> <ul style="list-style-type: none"> • Promote measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria. • Encourage pupils to take responsibility for their actions; for example, respect for property, care of the environment, and becoming responsible for their own behaviour. • Provide models of moral virtue through literature, humanities, sciences, arts, assemblies.
<p><u>SMSC - Social Development</u></p>	<p>Personal development concerned with living in a community rather than alone.</p>	<p>Foster a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.</p> <ul style="list-style-type: none"> • Help pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect. • Provide a conceptual and linguistic framework within which to understand and debate social issues. • Work together co-operatively • Creative Arts Programme - social development addressed through creative arts options where team work and social interactions are key in developing competency. In Creative Arts Physical this is addressed through paired work, small group work and a larger team environment which all encourage social interaction and development • The Dallagilo Foundation and NUFC Football Foundation have also explained social development through the organisation and participation in regional and national competitions

<p><u>SMSC - Cultural Development</u></p>	<p>Personal development concerned with the total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action.</p>	<p>Provide opportunities for pupils to explore their own cultural assumptions and values.</p> <ul style="list-style-type: none"> • Present authentic accounts of the attitudes, values and traditions of diverse cultures. • Extend pupils’ knowledge and use of cultural imagery and language. Recognising and nurturing particular gifts and talents. • Provide opportunities for pupils to participate in literature, music and art, crafts and other cultural events and encouraging pupils to reflect on their significance.
<p><u>BV - Democracy</u></p>	<p>To understand and respect the democratic process :</p> <ul style="list-style-type: none"> • To understand how they can influence decision making through a democratic process • To understand how to argue and defend a point of view • To understand the importance of team work 	<p>The ability to understand and communicate are the most important areas of learning. We ensure that pupils are given a ‘voice’ to communicate. This ‘voice’ could be using words, objects, photographs, pictures, symbols, touch cues, eye pointing or body language.</p> <p>We empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each ‘voice’ and by listening and responding to that voice we demonstrate that we support democracy and liberty.</p> <ul style="list-style-type: none"> • Cross Curricular Project on Political Parties • Cross Curricular Political Party Invention, policies and presentation • Annual pupil survey • focus groups and class discussions to encourage students to make decisions about school life. • At the beginning of each topic, children are asked ‘What do I know already and what do I want to learn?’ - pupils are also asked to be reflective throughout the topic • Pupils and staff discuss and decide how to be effective learners together / how to create

		<p>a positive learning environment for one another.</p> <ul style="list-style-type: none"> • Pupils contribute as a whole class rules, in addition to the school rules • School vote on the name of the new intervention room – name chosen Reflection <p><u>Moral strand of our PSHE&C curriculum:</u></p> <ol style="list-style-type: none"> 1. Begin to exercise choice and the right to decide 2. Begin to discuss and debate topical issues in both small and larger groups 3. Begin to contribute to the life of the class & school; e.g. classroom, corridors, Shiremoor Centre 4. Become aware of and respect the different opinions of others 5. Offer simple ideas or opinions about real school issues. 6. Be confident to try new activities, initiate ideas and speak in a familiar group. 7. Consider the consequences of their words and actions for others. <p>P.E and school sport/Extended School/Dallagilo Foundation:</p> <ol style="list-style-type: none"> 1. Team games taught for striking & fielding, net and invasion games 2. Team games and working with others developed at Social and Emotional Development Time- linked to P.E. lessons /Extended School/Dallagilo Foundation: 3. Athletics/Games 4. A range of extra-curricular activities
<p><u>BV - The rule of law</u></p>	<p>Ability to recognise the difference between right & wrong and apply this to their own lives</p>	<ul style="list-style-type: none"> • KS assemblies focus upon the School's Rules /Rewards Programme

	<ul style="list-style-type: none"> • Ability to accept responsibility for their behaviour • To understand the consequences of their behaviour and actions • Ability to resolve conflicts effectively • Understand how they can contribute positively to the lives of those living and working in the locality and society more widely • To understand that living under the rule of law protects them and is essential for their well-being and safety 	<ul style="list-style-type: none"> • Points System used in all classrooms to manage learning behaviours • Yearly police talks / emergency services visits • Star of the week /Student of the week/Friday Rewards • Classroom rules • Circle time discussions in PSHE/Key Teacher Time • Individual behaviour/management plans • Restorative Justice at the Heart of Behaviour Management Practices at Moorbridge <p><u>Moral strand of our PSHE&C curriculum:</u></p> <ol style="list-style-type: none"> 1. Begin to manage their feelings in a positive way 2. Understand how rules help them; e.g. Rewards System, classroom learning rules 3. Agree and follow rules for their groups and classroom 4. Begin to respect property- personal and public 5. Begin to recognise the difference between right and wrong 6. Begin to understand behaviours which are helpful and unhelpful to make all children feel safe and happy 7. B4L/Begin to set personal goals/Target Setting and weekly reflection with Behaviour Manager to help to learn to manage Behaviour 8. Begin to understand the roles of others in society e.g. people in our local community/people who help us. – regular Police Visits/Social Workers
<p><u>BV - Individual liberty</u></p>	<p>To understand rights & responsibilities</p>	<ul style="list-style-type: none"> • Points System used in all classrooms to manage learning behaviours • Circle time discussions • Classroom rules • School’s Rules <p><u>Citizenship strand of PSHE&C curriculum:</u></p>

		<ul style="list-style-type: none"> • B4L/Begin to develop a sense of responsibility and set a personal target. • Offer simple ideas or opinions about real school issues. • Begin to understand the rights and responsibilities of children. • Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others. • Consider the consequences of their words and actions for others. • Begin to know about different groups they belong to and the important people and roles within them.
<p><u>BV - Mutual respect & Tolerance of those with different faiths and belief</u></p>	<p>Reflective about their own beliefs, religious or otherwise that inform their interest in and respect for different people’s faiths, feelings and values</p> <ul style="list-style-type: none"> • Reflective about their own experiences • Interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others • Use a range of social skills in different contexts, including working and socialising with pupils from different religions, 	<p>A range of different resources are used to support the entire curriculum to help pupils understand and welcome diversity</p> <ul style="list-style-type: none"> • Signs around the school in other languages (classrooms and communal areas - Numbers) • Visits from Religious Leaders • Work with Diverse groups of people eg Iman discussion with pupils and then worked with pupils to complete a meal for the Whole School • School’s Rules • Points and Rewards system used in all classrooms to manage learning behaviours • Equality action plan-updated annually • Children working in all curriculum areas in different groupings • Diversity within the school personnel • Monitoring of bullying and prejudiced based incidents by type • Participation of community based activities; i.e. Working with NTDF

	<p>ethnic and socio-economic backgrounds</p> <ul style="list-style-type: none"> • Participate in a variety of communities and social settings, cooperating well with others • Understanding and 	<p>for Charity Fundraising, sharing facilities with NTDF, Breast Cancer Awareness Fund Raising, Cross Curricular Days</p> <ul style="list-style-type: none"> • Christmas and Easter Celebrations • Restorative Practice Meetings and conversations <p><u>Moral strand of our PSHE&C curriculum:</u></p> <ul style="list-style-type: none"> • Identify and respect similarities and differences between people including physical appearance, culture, family, religion and language • Begin to know what bullying is, that there are different types of teasing and bullying and that bullying is hurtful and wrong • Learn how to respond appropriately to bullying • Respond positively to the diversity and similarity of individuals and groups, including questioning stereotypes • Have a positive self-image and show that they are comfortable with themselves. • Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others. • appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain • Understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes pupils sharing experiences of different festivals • To understand beliefs and teachings • To understand practices and lifestyles • To understand how beliefs are conveyed
--	---	--

		<ul style="list-style-type: none"> • To explore family routines and customs • To reflect • To understand values • To talk about similarities and differences between families, communities and traditions <p><u>French curriculum:</u></p> <ol style="list-style-type: none"> 1. To understand the French culture 2. To know the similarities and differences between themselves and others and among families, communities and traditions <p><u>History curriculum:</u></p> <ol style="list-style-type: none"> 1. To investigate and interpret the past 2. To build an overview of world history <p><u>Geography curriculum:</u></p> <ol style="list-style-type: none"> 1. To map where all families live/from 2. To compare the local area with Africa
--	--	---