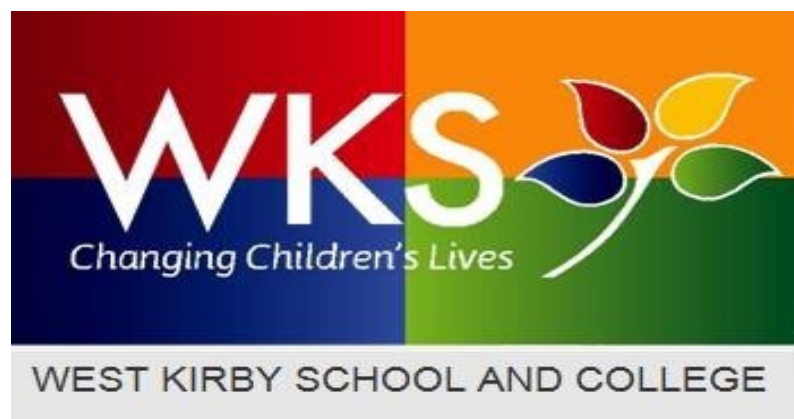


# West Kirby School



## Quality of Education Policy

E Wynne – January 2021

## Quality of Education

West Kirby School is a non-maintained Special school for pupils aged from 5 to 19 in West Kirby, Wirral. The School caters for pupils who exhibit a range of special educational needs including, but not exclusively: Autism, Social Communication difficulties, ADHD, Attachment difficulties and Demand Avoidance.

Due to the complex nature of the pupils that attend West Kirby it is our responsibility to provide them with the most appropriate education to promote their academic learning, life skills, personal, social, health and citizenship and their Spiritual, Moral, Social and Cultural education and meet the long-term outcomes as identified in their EHCP (Education, Care and Health Plan) and Statements from Welsh LAs. This policy covers the flexibility of approach we take and how this approach supports the pupils access the curriculum.

The Principal has overall responsibility for the implementation, development and monitoring of all areas of Quality of Education throughout Key Stages; supported by Deputy Head Teacher and the Education Team Leaders (ETLs)

### **Contents:**

- Curriculum
- SMSC, British Values and Protected Characteristics
- Assessment
- Marking and Feedback Evaluation of Teaching
- Most Able Pupils
- Homework
- PSHE
- Phonics
- Reading

### **Curriculum**

#### **Introduction**

West Kirby School and College offers an innovative curriculum developed with the aspirations and interests of the student at the centre. At West Kirby School and College, all pupils follow the 2014

National Curriculum. We offer a holistic approach through our Support Services Team who provide a wide range of support to enable pupils to access an innovative and aspirational curriculum

### **Aim**

Core aims of the curriculum at West Kirby School and College are to support each child in developing independence, to encourage a positive sense of self, and to promote a positive attitude to learning, so that each child can access learning fully.

#### **Our curriculum aims are:**

- To ensure all our children are at the centre of a broad, varied and interesting learning experience that is enjoyable and relevant for the future.
- For all pupils to gain 5 GCSEs or equivalent by year 11
- To create a sense of awe and wonder in our creative curriculum aims that helps to inspire a lifelong love of learning.
- To promote positive mental health, well-being and to enhance our children's life skills, social skills and cultural awareness through the holistic nature of our practice.
- To ensure relationships that develop between children and adults that are positive, consistent and secure.
- To provide an environment which meets the needs of all children.
- To meet sensory needs.
- To develop self-awareness and self-control.
- To develop resilience and motivation for learning.
- To support children in responding to change.
- To recognise and support anxiety in children. To celebrate success in all its forms.

Subject leaders, in conjunction with the Deputy Head Teacher, have a responsibility for the implementation, development and monitoring of their particular subject area across the key stages, thus ensuring continuity and progression throughout the whole school. They are supported by the ETLs.

### **Primary Curriculum**

In the Primary Department we use, Read, Write Inc. a phonics scheme, Literacy Counts – Read to Write scheme, White Rose Maths and the Wirral Agreed RE Syllabus. We teach the foundation subjects in a thematic way through our and a global curriculum called 'Learning means the world'

We teach phonics and maths daily; the pupils read each day and are read to improve their understanding.

Our primary curriculum is innovative, forward thinking and highly relevant to our pupils' needs. It thoroughly engages them as they tackle challenging topics and issues.

## **Secondary Curriculum**

### **Key Stage 3**

Our classes access a secondary style curriculum with some classes having more class-based lessons which offer a reduced number of staff changes and transitions depending on the needs of the cohort. All students study English, Mathematics, Science, History, Geography, Religious Education, Computing, Design and Food Technology, Art, Music, Drama, Physical Education, and Personal, Social, Health Education (PSHE).

### **Key Stage 4**

Pupils access a secondary style curriculum in the main, with some classes having a reduced number of staff changes and a modified curriculum to include more life skills curriculum. All pupils have English, Maths, Science, ICT, PSHE and RE. Key Stage 4 pupils participate in the Key Stage 4 options which give pupils the opportunity to take a variety of subjects again the options choices are modified to the needs of the pupils. See appendix

### **Key Stage 5**

Our Post 16 provision provides pupils with the opportunity to re-sit qualifications and have further opportunity to study a limited number of subjects to AS and A Level standard. Post 16 develop life skills ready for the next stage of their education or work. Enterprise skills are also developed, alongside opportunities to visit colleges and places of work.

Appendix 1 – WKS Curriculum Overview

Appendix 2 – Rationale and Aims

## **Social, Moral, Spiritual and Cultural education: British Values**

### **Protected Characteristics**

Through timetabling our PSHE and Life skills Lessons we are also able to ensure time is available for wider curriculum aspects such as:

- Anti-bullying (SMSC)
- Fire Safety (SMSC)
- Road Safety (SMSC)
- Celebration of British Values Week (BV)
- Black History Month (Protected Characteristics)
- Internet Safety Week (SMSC)
- Celebrating Neurodiversity (Protected Characteristics)

Social, Moral, Spiritual and Cultural (SMSC) education, British Values (BV) & the Protected Characteristics (PV) are an integral part of our curriculum. The school pays particular regard to the Equality Act 2010 and the protected characteristics set out in it.

The teaching around the protected characteristics is evidenced on the SMSC Grid maker to ensure Protected Characteristics are taught and embedded into all aspects of our school curriculum.

### **Assessment**

Teachers use assessment for learning to provide ongoing assessment, through the use of focussed marking and/or observations of pupils' work, against learning objectives and success criteria. This information is then used to assess progress towards meeting learning objectives, and to identify and set next step targets for each pupil.

### **Assessment methods and materials**

Assessment for learning may take the following forms:

- Observing pupils' interactions, holding discussions with pupils and observing pupils' learning against specific objectives and learning criteria
- Checking understanding as a group and as individuals
- Targeted questioning to determine how secure pupils' understanding is
- Using lesson objectives and success criteria to make pupils aware of what they are learning and how they can deepen their understanding
- Self-assessment and peer assessment, enabling pupils to review, edit and improve their work and become reflective learners
- Coaching pupils using verbal feedback to guide them and prompt improvement
- Providing verbal and written feedback to pupils that is closely matched to their learning needs
- Assessment of exemplar work of different levels

The use of assessment criteria and examination materials

Annotated Schemes of work, made by class teachers and other adults involved with each pupil, are used to record other important information about pupils' progress.

Cat4 is completed by all pupils from Key Stage 3 and above. This assesses their ability to take on new information.

Progress through English (PTE) is completed each Autumn Term up until year 10.

Progress through maths (PTM) is completed each Autumn Term up until year 10.

Star Reading is used as a baseline to identify pupils reading levels on the Accelerated Reader scheme.

The NARA is completed twice a year for all pupils until they reach the reading age of 12 years 10 month. This is in line with the 'Read On, get on Strategy' lead by the National Literacy Trust.

PIVATS are used to assess the social and emotional needs of the pupils.

### **Reporting**

Termly progress reports are sent in the autumn and spring term end of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem. We provide opportunities for parent consultation evenings and the annual reviews so that parents can discuss how well their child has settled and are able to be involved in the target setting process. We also provide reports for pupils at the end of KS1 and KS2 which include the outcomes of National Curriculum assessments.

### **Moderation**

Regular moderation takes place each term to ensure consistency. Teachers meet in phase and subject groups to analyse pupils' work against National Curriculum stages and external examination grades. Teachers are involved in formal teacher assessments, as part of end of key stage assessments and LA moderation. We also have a number of partner schools, with whom we moderate externally.

### **Formative assessment**

Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for pupils' continuing progress. Methods of formative assessment include the following:

- Question and answer sessions
- Observation of pupils
- Hot seating
- Quizzes
- Self-assessment
- Projects which contribute to a final grade

## **Marking and Feedback**

West Kirby School understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – marking is part of the School's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting pupils' learning.

See appendix 3 – Marking Symbols Primary

See appendix 4 – Marking Symbols Secondary

## **Expectations for Marking**

Marking is up to date and offers clear information about why pupils have done well.

When required, verbal feedback can be given

It offers detailed suggestions and targets for improvement

It provides pupils with opportunities to reflect on feedback, which also allows them to respond to the feedback and ask questions

It identifies the next step for pupils,

Teachers used the agreed marking symbols depending upon Key Stage

## **Workload**

SLT understand that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact the learning. If a teacher is unsure about the effectiveness of their own practices, the Education Team Leaders will help with developing an approach to marking and feedback that is more suited to the teacher

## **Evaluation of Teaching**

The main purpose of evaluating teaching is to increase and improve pupils' learning. Therefore, the key indicator of high-quality teaching is rapid, sustained and retained learning. For some of the pupils at West Kirby School, learning may be in relation to social, emotional and independence skills as well as academic learning. At West Kirby School we provide procedures aimed towards ensuring high quality teaching and learning throughout the school.

See appendix 5 – Timetable of moderating teaching

The Leadership team aim to:

- Embed an agreed range of good practice across the school.
- Ensure consistency throughout the school.
- Inform and remind staff of the school's expectations.
- Provide a unified focus for monitoring learning and classroom practice.
- Ensure that the needs of pupils are met.
- Improve and enhance the quality of teaching.
- Ensure that pupils are receiving a broad, balanced and relevant curriculum, meeting the requirements of the national curriculum.
- Ensure that teaching is appropriately differentiated for all pupils.

Every teacher can expect the following to support their professional development and continuous improvement

- Their teaching and impact on pupil learning to be evaluated every term
- This will include lesson observations, learning walks, book scrutiny, pupil progress meetings with teachers and pupil conversations.
- Lessons observations and learning walks will not be graded.
- Those evaluating teaching and learning for the purposes of performance and development of teachers will be senior or middle leaders (ETLs).
- Findings will be based on professional opinions taking into account the teachers standards.
- Feedback from reviewers will be specific and ensure that teachers know how to improve further
- There is an expectation that teacher receive verbal feedback within 24 hours of a lesson.
- Where a school's evaluation of teaching identifies a member of staff in need of improvement, an action plan will be implemented to address areas for improvement and key actions expected of the teacher and support provided by the school. Action plans will be reviewed at least half termly.
- Teachers will be encouraged to undertake peer observations and share best practices with colleagues around learning.

## **Most Able Pupils**

At West Kirby School, we value all pupils equally and endeavour to ensure that each child should have the opportunity to realise their potential in a challenging and supportive environment. Our school will have, at any time, more able pupils, some of whom may be exceptionally able and this may be in one or more areas of learning. We believe that we can make a difference in enabling these



pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes

A teacher's professional judgement will be used to identify the most able and talented and will be based on a combination of objective and subjective assessments:

- Ongoing teacher assessments,
- Test results such as KS1 and 2 SATS , CAT4, PTE, PTM, NARA, Star Reading and all current standardised tests in use,
- High standards of work,
- Depths of insight, intuition and understanding within lessons,
- Outstanding talents which may be apparent within a lesson, e.g. for drama, sport, art,
- Through parental discussion, finding out about pupils' hobbies and interests, which may give a fuller picture of their particular talents.

### **Identification**

Most able pupils are pupils who have ability or abilities beyond the large majority of their peer group and consequently require a more challenging curriculum that is appropriate for the majority. More able pupils are defined as those pupils with one or more abilities developed to a level significantly ahead of their year group. Different areas may be English, Maths, Science, History, Geography and Languages. The school also endeavours to identify any pupils who may have the potential to be gifted but are currently underachieving.

At West Kirby School, we believe that the day-to-day learning environment is the most crucial area for the enrichment, extension and progression of the most able pupil. Therefore, every teacher has the responsibility to reflect this provision in their planning.

### **Homework**

At West Kirby School, we believe that homework plays an important part in education and the benefit of doing homework must be instilled at an early age so that independent study can be achieved.

We are also aware that pupils have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will give careful consideration to ensuring homework is well-balanced across the school.

### **Primary**

In primary, homework is given weekly. Each pupil gets reading, maths and a practical activity linked to their learning which is differentiated based on the pupil's levels of need.

## Secondary and Post 16

Homework is set weekly with each a different subject rotated each week with core subjects.

See appendix 6 – Homework timetable Key Stage 3, 4 and 5

Teachers at West Kirby understand the difficulties many pupils and their families have in receiving and completing homework and use their discretion when setting homework, we look for opportunities for homework to be completed in school time and provide time at lunchtime for pupils to complete homework in school. Teachers use a positive approach to reward pupils who complete homework and no pupil is penalised.

## **PSHE**

Through our curriculum, our school environment, our school vision and the strength of our relationships, we strive to promote pupils' self-esteem and emotional and physical well-being and help them to form and maintain worthwhile and satisfying relationships, based on RESPECT for themselves and for others, at home, at school, at work and in the community. Through our curriculum we want our pupils to know and understand what constitutes a healthy lifestyle and develop a growing awareness of a broad range of safety issues.

Pupil voice lies at the heart of our school and the curriculum and opportunities we offer our pupils mean that pupils grow into independent, active and responsible members of our school community playing an active part in decision making. In order to flourish, thrive and develop into happy adults who contribute effectively to society, pupils develop their personalities and behaviour through the specific focus on important values that enable them to reflect, learn, behave with integrity and work consistently well with others. With these skills, combined with the development of responsibility and resilience, pupils are then able to draw upon their understanding in order to engage and excel in the ever-changing world in which they live both now and in the future.

## **Key Stage 1 and 2**

In our Learning Means the World Curriculum, PSHE is taught throughout within the topics.

## **Key Stage 3, 4 and 5**

In Key stage 3 and 4 our PSHE aims to help our students develop an increased understanding and knowledge of:

- Health issues: drugs, sex education, mental health, healthy lifestyle, and work/play balance;
- Personal issues: goal setting, self-awareness, self-esteem, relationships, emotional wellbeing and mental health interventions, duty of care, child protection, safety and safeguarding, including specific coverage of online issues, including cyber-bullying and peer-on-peer;
- Social issues: relationships including family, friends, workplace, teams, disabled people, protected characteristics, and an understanding of the Equality Act of 2010, workplace law and legislation, and specific learning and engagement around Fundamental British Values
- Emotional literacy: supporting personal and social development by encouraging resilience, positive self-esteem and confidence. The moral and ethical aspects of issues are discussed to enable students to explore their own feelings and thoughts, as well as developing emotional empathy.
- Economic Wellbeing: managing personal finances, banking, credit lending, interest, etc.

Our Bespoke PSHE curriculum has been developed to meet the needs of the pupils at West Kirby out clearly how the curriculum meets the needs of all of our students, with their diverse experiences. Whilst it should be observed that this it is important to note that it is the needs of pupils that drives the PSHE and is paramount, rather than the professional or personal comfort of the adults. PSHE is taught weekly. Assessment for PSHE includes the use of PIVATS to support the development of the pupil's Social, Emotional and Mental health as part of their IEP.

## **Phonics**

At West Kirby School and College, for pupils up to Year 5, we use Read Write Inc. Phonics programme. Phonics is taught until they reach the end of Key Stage 1 expectations in reading.

For pupils Year 5 and above who require additional support e.g. children aged 9 and above who have reading ages below 9 or are below national curriculum expectation for Key Stage 2, we use Read Write Inc. Fresh Start. This teaches students to read accurately and fluently with good comprehension; also, how to spell correctly and compose their ideas for writing step-by-step.  
See Appendix 7

## **Reading**

Reading is a vital skill that will support pupil's learning across the whole curriculum. At West Kirby School, we aim to develop a love of reading to all of our pupils. A range of fiction and non-fiction texts are available to the children in our well stocked library and the notion of everyone a reader is promoted across the school. Reading for pleasure is at the heart of our reading ethos. Throughout the year, events are planned to promote reading for pleasure in the school community. These events include national and school competitions, activities linked to World Book Day, visits to library, author visits and trips to book shops.

Pupils are tested using the NARA twice a year until the reading age of 12yrs 10 months. Star Reading is used to ensure pupils are reading at the correct reading level and this is monitored using the Accelerated Reader programme. Pupils are monitored by the Reading Support team and English team who report to the Deputy Head. Reading interventions are completed by Reading Support, HLTAs and TAs.

### **Key Stage 1 and 2**

In Key stage 1 and 2 pupils are listened to each day until they develop the skills to become a 'free reader. Free readers are pupils who are reading about the reading age of 10 years.

### **Key Stage 3**

Pupils in Key Stage 3 continue to have timetabled reading lessons and it is the expectation that they read for 20 minutes each day.

#### Key Stage 4 and 5

Pupils with reading age of below 12.10 will continue to have reading interventions and reading time is available in English lessons.



Intent	<p>Our vision</p> <p>Share the high expectation that children and young people (CYP) at the school achieve at least five GCSEs or equivalent (depending on ability).</p> <p>Ensure that young people leave school with a good reading level.</p> <ul style="list-style-type: none"> <li>Support, enable and develop CYP to self-regulate and manage their social emotional and mental health and physical needs both within a school environment and in life.</li> <li>Become respectful members of society who are community minded, uphold British Values, understand Protected Characteristics and who contribute to charitable causes.</li> </ul> <p>Enable young people to be proactive, enterprising, aspirational and career minded.</p> <ul style="list-style-type: none"> <li>Ensure that CYP and their parents/carers feel pride in their achievements and a developed/developing self-esteem.</li> <li>Develop independence and resilience in pupils.</li> <li>Enable staff to feel pride in and be aspirational for their pupils and for themselves.</li> </ul>								
	Needs of the pupils:		Subjects				Qualifications	Specialist Services	Awards
Implementation	ASD ADHD Attachment Dyslexia OCD Demand Avoidance Anxiety	Developmental Co-ordination disorder Social Communication Self Esteem Failure tolerance	English Maths Science Computing Life skills	Art History Geography DT German	Chinese TED Creative Media RE Classics	Food Tech Horticulture Graphics Drama D of E Animal Husbandry	ASDAN Entry Level Level 1 Level 2 GCSE AS Level A Level	SALT OT Clinical Psychologist Attachment and Trauma PCT Reading Support Learning Mentor	ADHD Friendly School – November 2019 Autism Accreditation Award – December 2019 Wellbeing Award (August 2021) Arts mark Gold – April 2019 Trauma Award September 2020 Leading Parent Partnership award – (September 2022)
	<p>Approaches to Learning- * Highest learning expectations * Consistent approach to teaching &amp; behaviour * Teaching styles and resources meet pupil's need * Differentiation * Personalised learning * Build on learning beyond school * Inclusion for all * Promote communication</p>					<p>Enrichment - Weekly Wellbeing and Life skills includes – climbing, den building, swimming, Viking Golf, mountain biking Sports opportunities including wheel chair rugby and Judo. Residential trips including Outward bounds, camping, narrow boat. Work Experience opportunities in local area</p>			

Personal Development

Through our SMSC curriculum, pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the wider community. In doing so, pupils learn to recognise their own worth, develop a sense of their own identity and work with others. Pupils are encouraged to reflect on their experiences and to recognise how they are developing personally and socially, addressing the spiritual social, moral and cultural issues that form an intrinsic part of growing

Pupils gain the skills knowledge and understanding they need to lead, healthy, independent lives and to become informed, active and responsible citizens

Pupils Outcomes

Data outcomes \*External examination results

\*Pupil Progress meetings \*Pupils Progress

Conversations \*Parent surveys \*Pupils Surveys

Staff Surveys \*Learning Walks \*Lesson Observations

Book Scrutiny \*Successful transitions in year 11, and Post 16

**West Kirby School Curriculum Rationale and Aims APPENDIX 2**

At West Kirby we believe that children are entitled to a curriculum that raises the aspirations of every child and gives them the confidence to fulfil their potential through positive learning experiences. West Kirby is a school for pupils with complex learning needs including autism and ADHD. This impacts on individual development and, to differing extents, shapes the nature of the

**Aims of West Kirby**

- broad, varied and interesting learning
- the future.
- by year 11 and
- and positive skills and
- all children.
- Meet sensory needs.
- Develop self-awareness and self-control.

**West Kirby**

Every child is unique with their own learning profile. Every child is developed, which means that children will excel in areas such as academic skills, social deficits, anxiety

The effects of social communication on every child and their needs are varied so we tailor our dynamic needs

Children will receive support including: Communication

child's learning experience. Education for children at West Kirby should reflect the unique presentation of each individual, for example meeting sensory needs, providing for social and communication difference or challenging areas of strength. We believe these differences merit a specific approach, whereby skills can be fostered to maximum effect, rather than trying to fit the child into a 'normative' model of development. Core aims of the curriculum at West Kirby are to support the child in developing independence, to encourage a positive sense of self and to promote a positive attitude to learning, so that each child can access learning fully.

Pupils at West Kirby require a support network that is cohesive. We believe it is imperative to work in close partnership with parents, carers and families, to facilitate the sharing of good practice and success across all environments. Drawing on the expertise our school provides including: speech and language therapists, occupational therapists, psychologist

ensures we have a dynamic and holistic approach to every child. for

- Develop resilience and motivation

Teaching and learning  
is supported by the  
Clinical Services team  
who provide a raft of  
support based on the  
School's



## Marking Codes At WKS Primary Appendix 3

All work MUST be marked in green

**V** – verbal feedback. There has been verbal dialogue about the work between the child and the teacher, adult to initial.

**I** – independent work completed by the child

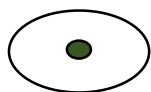
**S** – Support given



- Next Steps



- Success criteria achieved abc – Writing on the line



- Full stop used correctly



- Finger space

**!** – Using exclamation Mark Correctly

**?** – Using question mark correctly

**TD** – Teacher Directed

**CI** – Child Initiated

**WT** - Working Towards

**ABC** – Capital Letters in the correct Place

**//** - New paragraph needed

Anyone marking work other than the class teacher must initial the work they have marked.

## Marking Codes At WKS Appendix 4

All work MUST be marked in green

V – verbal feedback. There has been verbal dialogue about the work between the child and the teacher, adult to initial.

I – independent work completed by the child

S – Support given

Sp. - Word underlined Spelling mistake –correction in the margin

CL - Capital Letter missing

// - New paragraph needed



- Next Steps



-Success criteria achieved

Anyone marking work other than the class teacher must initial the work they have marked.

Timetable of Learning Moderation Appendix 5

Half Term	Activity	Staff completing moderations
Autumn 1	Lesson Observations	SLT/ ETLs
	Book Scrutiny	SLT/ ETLs
	Learning Conversations	SLT/ ETLs
Autumn 2	Learning Walks	SLT/ ETLs/ Subject Leads

	Book Scrutiny	SLT/ ETLs/ Subject Leads
	Learning Conversations	SLT/ ETLs/ Subject Leads
Spring 1	Learning Walks	SLT/ ETLs/ Subject Leads
	Book Scrutiny	Teachers / HLTAs
	Learning Conversations	SLT/ ETLs/ Subject Leads
	Pupils Progress Meetings	SLT/ ETLs
Spring 2	Learning Walks	SLT/ ETLs/ Subject Leads
	Book Scrutiny	SLT/ ETLs/ Subject Leads
	Learning Conversations	SLT/ ETLs/ Subject Leads
Summer 1	Learning Walks	SLT/ ETLs/ Subject Leads
	Book Scrutiny	SLT/ ETLs/ Subject Leads
	Learning Conversations	SLT/ ETLs/ Subject Leads
	Pupil Progress Meetings	SLT/ ETLs
Summer 2	Learning Walks	Teachers / HLTAs
	Book Scrutiny	Teachers / HLTAs
	Learning Conversations	Teachers / HLTAs

Appendix 6 –  
Homework

## Autumn 2021

Week	Key Stages	
	Key Stage 3	Key Stage 4 and 5
2	English	
3	History	Option 1
4	Maths	
5	Geography	Option 2

6	Science	
7	Art	Option 3
Half Term		
1	English	
2	Music	Option 4
3	Maths	
4	DT	Option 1
5	Science	
6	Life Skills/ PSHE	

### Spring 1 2022

Week Beginning	Key Stages	
	Key Stage 3	Key Stage 4 and 5
1	Drama	Option 2
2	English	
3	Computing	Option 3
4	Maths	
5	PE	Option 4
6	Science	
7	Life skills	Option 1
Half Term		
1	English	
2	PSHE	Option 2
3	Maths	
4	RE	Option 3
5	Science	
6	MFL	

Week	Key Stages	
	Key Stage 3	Key Stage 4 and 5
2	English	
3	History	Option 1

4	Maths	
5	Geography	Option 2
6	Science	
7	Art	Option 3
Half Term		
1	English	
2	Music	Option 4
3	Maths	
4	DT	Option 1
5	Science	
6	Life Skills/ PSHE	

## Summer 2022

### Read, Write Inc (RWI) Phonics Rationale Appendix 7

This literacy programme was selected for our school because it's constructed around the science of early phonic development. Its rigid structure and uniform teaching techniques ensures a consistent approach to teaching phonics so that all children age 4-9 years make speedy progress in reading.

Many of our current primary pupils started at our school with poor phonic knowledge. This leads to an inability to read fluently and accurately. The majority of these children were unable to spell or compose their own ideas for writing.

The founder of this programme, Ruth Miskin, currently works alongside the Department for Education as a key informant on improving the quality of phonics taught in both primary and secondary schools. Subscribing to RWI phonics each year will ensure our school has the most upto-date information and resources. Rigorous management of this programme coupled with strong leadership of the teaching and learning will support our pupils' reading and writing development, which will help them to access all other subject areas.

### What was involved in the implementation of RWI Phonics?

- Research and costs involved
- Writing a RWI action plan
- Ordering RWI resources
- Organising allocated areas to teach RWI Phonics
- Ordering suitable classroom furniture to use in these areas
- Organising the provision for each area effectively and making resources for each teacher
- Arranging/monitoring online training for staff
- Completing baseline assessments on all primary children
- Allocating staff members to teach specific pupils
- Organising co-coaching sessions and weekly practice sessions for teaching staff
- Meeting termly with a RWI consultant to monitor the progress of our implementation

## Organising Training 2020-2021

- Due to Covid regulations, the company released most of their training online. The RWI leader watched 170 online training films, prioritised the units and made a tracking sheet for staff to follow and complete the online training on their remote learning days and after school.
- Each member of staff was added to the RWI portal, given access to the online training and asked to complete the tracking sheet in order. The RWI leader has monitored the viewed sections and was given written feedback from all staff members.
- The cycle of practice sessions has changed periodically due to Covid bubbles in school, staff absences and remote learning days. From spring term 2 onwards staff have been meeting weekly for practice sessions led by the RWI lead and have taken part in cocoaching sessions.
- The RWI lead records and tracks the training/progress taking place in practice sessions. Follow on sessions are based on areas to develop as a team.
- Positive and informative feedback is given immediately after a co-coaching session. The RWI lead supports staff by instilling confidence and gently refining the teaching steps.

### Staffed Trained (April 2021)

Staff	Date of Training	Working with
J Eccles – Lead	September 2020 – onwards	LM, LS, MB
J Fitzgerald	September 2020 – onwards	Previously worked with MG until he was able to work in pairs
D Draycott	September 2020 – onwards	MG. MS
J Morgan	September 2020 – onwards	LM, LS, MB
J Goodling	Previous School	LM, LS, MB
K Mault	December 2020 – onwards	Moved the own Class January 2021

**Assessing Reading and Grouping Children** · All pupils completing RWI phonics have been baseline and are assessed every six weeks by the RWI lead. Their progress has been tracked and their provision changed to meet their individual needs at every stage.

- Most of our pupils are taught on a one-to-one basis as their ability levels differ and they have different gaps in their phonic knowledge. However, after plugging gaps some children

have reached a similar ability level and have begun working in groups of two. Where possible, RWI teachers try to teach pupils together as lots of steps involve partner work. This form of participation encourages pupils to apply their speaking and listening skills with their peers. The RWI lead has observed a huge boost in pupils' confidence and levels of determination through the use of this participation technique.

- All teaching staff wear aprons containing target graphemes or tricky words (red words) that individuals are focusing on. Throughout the school day, they create opportunities to practise reading the sounds or words displayed to reinforce the learning.
- The planned provision available in Pathfinders provides children with a variety of practical indoor and outdoor phonics-based activities to play. This is another opportunity to reinforce learning. Individuals in the Adventurous class use this area to learn also.

### **Building a Team of Excellent Reading Staff**

The entire team have committed a lot of time and energy into improving their phonic knowledge. Learning how to compartmentalise a lesson and teach the mechanics of phonics in order, perfecting the speed and accuracy of their teaching. The impact this has had on our pupils' reading ability is huge and evident in the RWI data.

### **Examples of Pupil Progress**

- Pupil A has made the same progress in two months that an average neurological child in Reception would make over a school year.
- Pupil B has made the same progress in one term that would be expected for a neurological five year old across four terms.

All of the children being taught RWI Phonics have made substantial progress so far this year. This is in spite of Covid restrictions, home-schooling and our pupils' individual complex needs.

### **RWI Fresh Start**

In addition to implementing RWI Phonics, our school have also purchased and implemented RWI Fresh Start. This intervention programme follows a similar format to RWI Phonics but is aimed at

children age 9 and above, who have reading ages below 9 or the National Curriculum expectations in England. It uses age-appropriate texts that are suitable for older pupils.

The same implementation steps have been carried out for this programme under the management of the RWI lead and the Reading Support Lead. The assessments, practice sessions and co-coaching sessions for this programme are being led solely by the Reading Support Lead. She currently supports the readings skills of the lowest 20% of pupils across KS2 and KS3.

Both programme leads meet regularly to track progress, monitor resources and examine areas that require development. The leads will be informing parents and carers on the purpose of both reading programmes. They will also discuss how to best support their child's reading at home in the summer term.

#### **Staffed Trained (April 2021)**

Staff	Date of Training	Working with
J Eccles – Lead	September 2020 – onwards	
P Abernethy – RWI Fresh Start Lead	September 2020 – onwards	DF, LG, NW, OM,
S Coates	March 2020- onwards	TL
E Bennett	Trained in previous school	TL (then moved to Primary)
N Pickering	September 2020 – onwards	WC

N Griffiths	March 2020 – onwards	KP