



## **Learning@Silverdale**

**Being ready for the next stage of education, training or employment**

**2022 - 2023**

**How we plan and make our judgements of progress**

**@Silverdale**

## Pupil Baseline Profile on Entry

A typical pupil joining Silverdale, at any age, may have experienced Fixed Exclusions, Permanent Exclusions, low attendance, school phobia and as a consequence, have very low academic attainment on entry despite their actual cognitive abilities. In addition, some come with a history of assault of family members, parents/carers and siblings, assault of peers and staff and a range of Adverse Childhood Experiences such as bereavement and loss, experience of domestic violence, drug and alcohol misuse, poor mental health within the family and sexual assault and neglect. Many pupils are diagnosed with ADHD or are on the pathway for assessment and we also have a rapidly growing group of pupils with ASD or features of social communication needs. Some students may also have barriers to their learning such as Moderate Learning Difficulties, Specific Learning Difficulties and physical or medical needs whilst others can be gifted and talented. All pupils require support with their mental health and development of age appropriate social skills.

## Teaching and Learning Groups @ Silverdale

Typical class sizes at Silverdale depend upon the Key Stage and purpose of the different departments. Please see below for class sizes and staff ratios. Due to the needs of the children flexibility is built in so that staff can be deployed to deliver 1:1, 1:2 support when required. Those decisions are made by the Management Team and data is used, case by case, relating to academic needs, risk assessment, pupil profiles and vulnerability.

| <b>Department:</b> | <b>Typical class size:</b>  |
|--------------------|---|
| ARP                | 10 pupils   |
| Primary            | 6/7 pupils  |
| Middle             | 6/7 pupils  |
| ASD Oasis          | 7 pupils  |
| KS3                | 6 - 8 pupils  |
| KS4                | 7 pupils  |
| Learning Centre    | Ratios managed depending upon need, can be 1:1. 1:2 or 2:1 adults to pupils |

Lessons are delivered using a variation of the Bloom’s Taxonomy model. Learning is structured through first preparing, then knowing, understanding, practicing and applying the knowledge gained so far. The next levels support students in analysing, evaluating and creating.

## Curriculum Delivery at the ARP (EYFS, KS1 and KS2) and Primary (KS2)

Pupils are taught stage not age and are grouped according to needs, friendship groups and academic abilities. This means teachers may have to teach learning objectives from different year group planning within one lesson. In the ARP, pupils can also attend at any time in the year so changes in classes as new pupils come on roll are possible, although consistency is aimed for, to develop relationships and reduce anxiety. To ensure the curriculum is not duplicated, topics are set for each term and taught in every class. If a child needs to move mid-term to another class they will be familiar with the topic and have prior learning to build on. A basic skills model for the core subjects is in place with opportunities for stretch and challenge. Any pupils experiencing gaps in their learning have the opportunity to catch up fast and more able students are able to work at mastery level.

The curriculum is a balance of delivering academic skills, pro-social skills, engagement and fun following personal interests, nurture and confidence building and every opportunity to reduce anxiety and build strong relationships with both staff and peers is taken.

From time to time pupils come into the Primary Department who are not ready to be in a class with five other students and who present with highly complex needs and a high numbers of physical incidents. For those children, the Primary Department at main site have developed a bespoke option. Those children have additional Thrive sessions tailored to their individual needs and the sessions are planned to work to the child's strengths and interests. Pupils offered this alternative learning environment have higher adult to child ratios of support and a carefully designed curriculum which focusses on supporting their emotional wellbeing, developing their ability to manage distress through co-regulation. In simple terms they are offered a basic skills curriculum of English, Maths and ICT differentiated to their needs, project based topics developing learning in History, Geography, PSHE, RE, Careers and an emphasis on the Arts, social skills and wellbeing. They join their peers for sessions they enjoy and will be successful in. Each day can be flexibly delivered so no matter how dysregulated the children come into school, staff will do everything they can to calm, reassure and soothe to help those pupils feel safe and settled enough to access the sessions on offer.

### **Curriculum Delivery at the KS3 and KS4 (Upper School)**

Students are taught within their year groups and lessons are differentiated to their academic needs. Core and foundation subjects are offered as well as vocational and pastoral sessions. Lessons are led by teachers and instructors.

Students who have been identified from assessments and progress data as needing additional support in reading and writing will be taught in smaller groups and access 1:1 interventions to move their learning forward.

In KS4 students choose pathways tailored to their vocational interests and future plans with support from staff who know them well.

### **Curriculum Delivery at the Oasis (KS3 ASD Department)**

Students attending the Oasis are taught core and foundation subjects differentiated to their level of academic ability and are grouped according to needs and friendship groups similarly to Primary. As the department is new to the school the curriculum is in development this year and it focuses upon strengthening the skill set of pupils experiencing social communication needs without overly compensating for barriers they may experience due to having ASD. A focus on better understanding themselves, their identity and where they fit in the world is used to then scaffold learning about positive and appropriate interaction with others. The next extension of this is to prepare for working life both socially and academically.

As in KS3 and KS4 Upper, students who have been identified from assessments and progress data as needing additional support in reading and writing will be taught in smaller groups and access 1:1 interventions to move their learning forward.

## Curriculum at the Learning Centre

Pupils are taught a basic skills curriculum designed to close gaps in academic and social skills learning because the students are vulnerable after significant time out of school and negative experiences over long periods of time. The aim is to build confidence so that they are able to try new things and manage the risk of failure with support from skilled adults. Staff have a unique approach to building rapport to encourage the students to open up and trust and to re-introduce an element of fun to life.

Pupils are taught individually and in very small groups as needed. Each student has a personalised curriculum tailored to their academic needs with the aim to achieve formal accreditation so that they can attend interviews or present themselves with a portfolio that celebrates their efforts at Silverdale and gives them confidence.

There is an emphasis each day on greeting others appropriately, sharing informal chat, looking out for each other and developing an awareness of how others may be feeling and being gentle with that. The Learning Centre aim is to be a school family where all are accepted and welcome.

Each week includes time in the locality swimming, going to the gym, shopping, speaking to new people, practising social skills when ordering food and eating with others in public. Opportunities are used to develop entrepreneurial skills so that students are aspirational and can see the benefits of effort and hard work.

The layout of the Learning Centre is set out with a 'ready to engage' preparation room where students can access a range of sensory and gentle activities in a sensory friendly environment. We judge that these students are not regulated enough to learn formally. From there students can access, when ready, the 'werk' room (werk definition - to execute and perform at one's greatest ability no matter what the situation) with a focus on learning functional skills in English and maths. We assess students through their Individual Behaviour Profile and general observation to check they are ready for this level of challenge. The other rooms comprise of a practical skills room and kitchen and diner area to practice life skills and managing aspects of a home. Students fluidly move between areas as needed. The outside area is used to help students regulate through basketball, outdoor games and fun challenges.

## Evidence Collection

At Silverdale, we feel very strongly about understanding the holistic needs of the young person and this includes working with the whole family. We use a range of data bases to collect information about our children, plan and track and set aspirational outcomes. Information is gathered from the following areas:

- Education Health Care Plans outcomes
- Pupil Data Dashboard and Provision Maps
- 360 data which tracks attendance, number of significant incidents, Individual Behaviour Learning Points, progress and attainment
- Special Educational Needs and Disability (SEND) status
- Looked After Child (LAC) status, adopted, in care, Special Guardianship Order (SGO) etc.
- Social Care status e.g. Child in Need, Child Protection Plan
- Agency involvement
- Medical diagnoses
- Pear Tree Holistic Assessments
- Risk Assessments
- Behaviour Watch which tracks incidents, child protection concerns, significant information and patterns of behaviours

## Making good progress @Silverdale

Progress is measured holistically to ensure that progress in all areas of the student’s presentation and school life is captured and recognised.

### *Academic Progress:*

Students are described as working at ‘age related expectations’ when they are working in the year curriculum that matches their age, e.g. a Year 3 child working in the Year 3 curriculum or a Year 6 child working on the Year 6 curriculum objectives. Many of our pupils are working at a curriculum lower than their age due to barriers experienced in their lives, e.g. a Year 5 pupil may be working within the Year 3 curriculum. For those pupils the aim is still to make good progress from their starting point and where possible close the gap with additional steps of progress so they are catching up to the curriculum that matches their age. We look at every pupil individually and set aspirational but realistic targets for them.

Pupils work through each year’s curriculum in the following way: start with developing skills recorded as ‘D’ and then once they are secure in the majority of concepts for that year it is recorded as ‘S’ meaning secure in their learning. For those pupils who are working at age related expectations but who are making outstanding progress this can be recorded as ‘E’ meaning exceeding.

Typical progress of two steps progress could be moving from Year 2 developing baseline to Year 2 secure and then moving onto Year 3 developing in the final assessment week of academic skills. Please see below for examples of academic progress from baseline to end of year assessment:

| <b>Baseline:<br/>(September)</b> | <b>First Assessment Week:<br/>(November)</b> | <b>Second Assessment Week:<br/>(March)</b> | <b>Final Assessment Week:<br/>(July)</b> | <b>Progress judgement:</b> |
|----------------------------------|--|--|--|----------------------------|
| Year 2D                          | Year 2S                                      | Year 2S                                    | Year 3D                                  | 2 steps = good             |
| Year 4S                          | Year 5D                                      | Year 5S                                    | Year 6D                                  | 3 steps = outstanding      |

If a child has made one step of progress academically with a diagnosis of Moderate Learning Difficulties in reading, writing and maths we judge this as good progress, this judgement is made in consultation with the Educational Psychology Service.

If a young person has significantly reduced incidents of physical incidents over the year and achieved two steps of progress academically despite having very low attainment we judge this to be outstanding progress.

Two steps of academic progress are considered good progress across a whole year. If a student makes that level of progress in less than 12 months, we consider this outstanding progress.

If a child makes more than two steps in 12 months, this is judged as outstanding progress.

Some pupils may have such complex barriers to overcome, that making one academic step, and improvements in all other areas will be judged as good progress. Those students will have a case study supporting this judgement.

#### **Pupils at risk of making low rates of progress:**

We monitor pupils throughout the year to ensure a prompt response is in place to support any pupils either underperforming or under attaining. Through our holistic work we also try to support families as life events unfold such as bereavement, illness and students going into care. Any student facing difficulties will be supported with a bespoke package to address attendance, wellbeing, academic performance, mental health or any other issues so that we can get them back on track as soon as possible. Support may be offered through Northern Guild counselling, Thrive sessions, 1:1 coaching, academic interventions, supportive meetings with families and multi-agency working with Health and other partnership services. EHCPs will reflect specific closing the gap outcomes.

#### **Education Health Care Plans (EHCPs):**

We have reviewed our use of our Education Health Care Plans and worked with the Local Authority to improve the Specific, Measurable, Assignable, Relevant, Time-based setting of outcomes. Historically, pupils had from 5 to 26 outcomes set by partner agencies and they were planned to be measured over 3 years. Silverdale sets 2 outcomes per area of need, Cognition and Learning, Communication and Interaction, Sensory and Physical and Social Emotional and Mental Health totalling in 8 outcomes. Some areas may not be applicable and in extenuating or complex cases more outcomes may be set per area. The outcomes are measured and reported on every 12 months through the Annual Review process. Outcomes are measured as met, partly met or not met.

#### **Data Collection:**

We use key sources to provide evidence of good progress, we take into account barriers such as Specific Learning Difficulties like Dyslexia and Moderate Learning Difficulties, very low attendance and high numbers of significant incidents and track through the year to make a judgement of whether an individual student has made '*good progress*' or '*outstanding progress*'. This judgement is discussed with partner services where applicable and made for each individual student as each case is complex and has its own back story.

Please see below the factors taken into consideration for each judgement:

KS1 and KS2:



- Progress meeting EHCP outcomes
- Progress in reading
- Progress in writing
- Progress in maths
- Progress in reducing the numbers of restraints experienced by the student
- Progress in improving their Individual Behaviour Learning Points
- Progress meeting their Provision Map outcomes for students undergoing statutory assessment
- Progress improving attendance

#### KS3 and KS4:

- Progress meeting EHCP outcomes
- Academic progress
- Progress in reducing the numbers of restraints experienced by the student
- Progress in improving their Individual Behaviour Learning Points
- Progress improving attendance

All pupils will be measured in the Pear Tree Holistic Assessment.

We colour code our judgements for easy reference; red - static or regression, yellow - some progress, green - good progress, blue - outstanding progress.

Please see the table below demonstrating how progress is rated and recorded:

|  | <b>PHCA:</b>                              | <b>EHCP Outcomes:</b> | <b>Attendance:</b> | <b>Physical Incidents Per Term:</b> | <b>Physical Incidents Per Year:</b> | <b>IBLP Score</b> | <b>Thrive</b> |
|--|---|-----------------------|--------------------|-------------------------------------|-------------------------------------|-------------------|---------------|
|  | Regression                                | None met              | <90%               | >10                                 | >30                                 | Less than 2.5     | Regression    |
|  | N/A                                       | Some met              | N/A                | Between 8 - 10                      | Between 21 - 30                     | Between 2.5 - 3.0 | Static        |
|  | Improved from baseline by 0 – 9% per year | Mostly met            | 90% - 95%          | Between 4 - 7                       | Between 11 - 20                     | Between 3.0 - 3.5 | Progression   |
|  | Improved from baseline >10%               | All met               | >95%               | Between 0 - 3                       | Between 0 - 10                      | >3.5              | N/A           |

### **Thrive Approach:**

The pupils who are given 1:1 or small group Thrive practitioner plans are measured as having regressed, remained static or progressed. Addressing the developmental interruptions from adverse early childhood experiences requires a longer period of support than a term or 12 months as it involves rewiring thoughts, feelings and behaviours and brain elasticity, so therefore we use broad terms to report end of year of data (as above) and the specific details of progress are recorded in individual Thrive pupil plans and occasionally in group plans. Pupils can regress at any time due to life experiences and traumatic events so the assessment cannot be seen as purely linear progress in one direction although the aim is always to move students forwards through the stages of Being, Doing, Thinking, Power and Identity, Skills and Structure and Interdependence.

### **Counselling:**

Silverdale has commissioned qualified counsellors and those in training from the Northern Guild to offer specific sessions to individual pupils, family adults and staff to support positive mental health. In addition mental health and wellbeing drop ins are in place to support students to check in without pressure.

### **NUFC/YOLO:**

Students who at risk of criminality are supported by key workers who focus on positive engagement, confidence and resilience building so that students understand risk better and see that there are safer and more positive choices to be made.

**Outdoor Learning:**

Progress is reported as an end of KS3 and KS4 assessment respectively. Soft skills are assessed alongside technical skills for each module of kayaking, mountain biking, climbing and fishing. Each student competes a module in those activities each year. In addition they are offered escape and evasion and walking activities.

Students are encouraged and supported to take part in activities outside of their comfort zone to widen their 'window of tolerance' to enable them to manage adversity in preparation for the world of work. They are also taught skills in coaching, leadership, team building, peer support, giving feedback and self- reflection.