



Youth Challenge Primary

Teaching and Learning Policy

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Teaching and Learning Policy

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Section 1:

Mission statement

Youth Challenge Primary is a small provision that serves the key stage 2 children of Bolton who are at risk of permanent exclusion from their mainstream schools, or require further assessment and intervention to promote positive behaviour. We are a part-time (2 days per week) short stay provision that adopts an early intervention model of support to enable children to remain successfully where they belong in their mainstream school setting wherever possible. The goal is to return students to their mainstream school full-time, or to support the need for appropriate specialised provision in order for each child to fulfil their true potential.

Pupils attending Primary Youth Challenge will have a social, emotional, mental health and/or behavioural difficulty which is becoming a barrier to their learning in their mainstream primary school. These children need a highly structured nurturing environment in which they feel valued and secure. Our aim is to provide a stimulating and safe learning environment for pupils and to give each pupil a positive experience of school.

We offer unconditional care, guidance and support to engage all pupils in their learning journey. Each pupil's individual learning needs are addressed through a differentiated access to the Primary curriculum through personalised plans, individual learning targets that inspire them to want to learn more and that encourage them to become lifelong learners. Pupils have a daily English and Mathematics lesson and all other subject areas are taught through a termly theme or topic.

We aim to inspire every pupil to acquire the knowledge, skills and experience necessary to fulfil their true potential in life. Developing self-esteem, confidence and resiliency are major goals for us and preparing our pupils for life back in their own communities after they return to their mainstream schools is a crucial part of our work. We pursue opportunities to address each child's social, emotional and mental health needs through carefully planned individual and small group work.

Primary Youth Challenge works in close partnerships with 'home' schools, families and other agencies, in meeting the needs of our children with social, emotional and mental health difficulties. Children are supported in their mainstream schools by their key learning mentor, where strategies are shared to support the children's progress.

Introduction

Teaching and learning is the intent of the whole school here at Youth Challenge Primary.

At Youth Challenge Primary, we aim to deliver a curriculum which accurately meets the needs of our pupils through design, coverage and appropriateness, for our pupils who may be disaffected, who are at risk of being permanently excluded from school and who may be achieving significantly below their potential. The behaviour of our pupils has usually had a significant impact on their ability to access school fully.

Due to these factors, we have tailored our curriculum.

The most significant factors in this are as follows:

- High emphasis on Maths and English skills to enable pupils to work towards their potential in these areas. We recognise that their behaviour may have impacted hugely on their progress and "catch up" and engagement are crucial.
- High emphasis on developing the skills that pupils need to benefit from their education. These skills are largely social, emotional and behavioural. This requires

explicit “taught time” as well as being embedded in all activities and aspects of the curriculum.

- Recognition that all pupils have an entitlement to a broad and balanced curriculum. Activities and subjects are delivered to ensure this delivery, but Maths, English and PHSCE are kept at a far higher priority and, as such, as a proportion of time.
- The teacher must make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with the mainstream schools and parents in the best interests of their pupils.

The pupils at Youth Challenge Primary attend on a part time basis, returning to their mainstream school for three days a week. As such, the delivery of the curriculum is a partnership with the home school. In order for the pupil’s mainstream school to ensure coverage we:

- Ask the mainstream school for age related expectations for English and Maths. Their phonics screening results and end of KS1 results.
- Schools complete the Every Child Matters questionnaire as a starting point for our teaching PSHCE skills.
- Hold regular reviews at which academic and PSHCE skills progress and targets are shared with the mainstream school and reviewed half termly.

We use the national curriculum as a starting point for a wide and varied learning experience for our children. We enrich it by our strong ethos based on respect for ourselves and others, equality and a sense of wonder at the world we live in. We are committed to developing the whole child. Our children will have the opportunity to be creative, to be physically active and to be academically challenged.

Implementation

We will do this by;

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.
- Providing high quality resources which are stimulating and interactive, embedding the use of IT through ipads and computers.

Youth Challenge Primary works towards these aims by;

- Promoting high quality learning and attainment.
- Providing a high quality learning entitlement and environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the mainstream schools.

We are continually reviewing and improving the curriculum we offer to our children. The curriculum at Youth Challenge Primary has evolved according to the needs of our children and to the aspirations of the Trust, the staff and the community in which we serve.

The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the curriculum guarantees we as a school provide to develop the independence and responsibility of all of our pupils. We ensure that all children have a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. We aim to teach our pupils how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their full potential.

At Youth Challenge Primary we recognise that children learn better when they are excited and engaged. We know that excellent teaching promotes this and motivates our children to find joy in what they are doing and have a love for learning.

Values

Our curriculum is the means by which we achieve our objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives for their future destinations. Our school curriculum is underpinned by our principle value of providing high quality educational experiences that are focused on continued improvement in whole school standards and the development of independent and responsible learners who know how best they learn and how best to improve.

These are the core values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual children, as well as for people of all cultures.
- We organise our curriculum so that we promote co-operation and understanding between all children.
- We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful and provide equal opportunities for all children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.
- British values
- We value the spiritual and moral development of each personal as well as their intellectual and physical growth.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty.
- We value the work of our mainstream school partners; we support the learning of every child through close liaison with their mainstream schools.
- We value parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through topic letters and homework and at the reviews half termly.

Aims and objectives

The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens, but it is just one element in the education of every child. There is time and space in our school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

- The aims of our school curriculum at YCP are to enable children to:

- Feel safe and valued as part of a caring community that celebrates success
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- To enable all children to understand that they can all be successful learners.
- Be independent thinkers/learners who are able to seek solutions creatively and cooperatively
- Develop an 'enquiring' mind and ask questions
- Be confident enough to take risks in their learning
- Experience and actively participate in a relevant, enjoyable curriculum that evolves to meet the needs of all
- Be able to listen and articulate responses showing consideration to others
- Be polite and courteous
- Be proactive in their responsibilities towards the community, society, the environment and economy, linking 'real life' with their learning
- Understand and respect diversity
- Be aware of and recognise their own learning needs and be involved in planning future steps
- Develop a sense of self-esteem: be well balanced and healthy individuals
- To promote a positive attitude towards learning, so that children enjoy coming to school, acquire a solid basis for lifelong learning and aspire to do so.
- To create, maintain an exciting and stimulating learning environment where all pupils are encouraged to take challenge in their learning.
- To develop pupils resilience in a happy and safe learning environment.
- To ensure that each child's education has continuity and progression with their mainstream school.
- To enable children to contribute positively within a culturally diverse society and to understand what it means to be British and will appreciate diversity and be able to live and work cooperatively with others.
- To enable all children to have respect for themselves and others and work cooperatively with others.
- To recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in their educational process;

The Learning environment

At Youth Challenge Primary, the classroom is a learning environment (a reflection of a mainstream classroom) which should be relevant to the children in respect to themes, subjects and be age appropriate. It should show and set standards of the school, and encourage active learning in all areas of the curriculum.

It will

- Create an atmosphere conducive to learning
- A safe, nurturing, caring environment.
- An environment of empathy, mutual respect, openness, honesty and trust.
- All people are valued with their individual needs met.
- Opportunities are provided for reflection to consolidate their learning and assessing their own learning. They, in turn, should be aware of their next steps to further their learning.
- Reflect our diverse community.

A classroom should be:

- Organised and resources accessible

- Colourful
- Clean and tidy
- Creative
- Stimulating
- Reflective of current curriculum

And use:

- Aide memoirs for Maths and English.
- Working wall to show progression in learning and aid current learning.
- Displays of groups/English/Mathematics/OWL – these will be updated termly.
- Display of current mentoring themes
- Book corner – reading opportunities
- Displays of rules/rewards/consequences.
- Examples of children’s’ work.
- Wide range of resources.
- Be rich in text/print from a variety of sources – printed, written – adult and pupil.
- Include visual aids.
- Reflection/ thinking area
- Our Best Work board with examples of work from at least 2 children from each group.
- Easy to see record of behaviour towards bronze, silver and gold awards.
- Relevant IT, iPad, laptops, interactive screen.

The school day

Time	Lesson/ activity
9.00am	Arrival
9.00 -9.15am	Breakfast
9.15-9.20am	Welcomes
9.20 – 10.15am	English
10.15-10.30am	Break
10.30-11.25am	Snack Numeracy
11.25- 11.45am	Individual Mentoring
11.45-12.00am	Earn time
11.50-12.35pm	Lunch
12.35-12.45pm	Reading activities
12.45pm – 1.40 pm	Group Mentoring
	Topic
1.40 – 1.55pm	Earn time
1.55- 2.05pm	Story time
2.05 -2.20pm	Rewards and reflection

Behaviour Management

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the classroom and in the wider School environment.

Special Educational Needs

A large number of pupils who attend Youth Challenge Primary have Special Educational Needs of a social, emotional, or behavioural nature. Many have mental health problems and some have associated learning difficulties, often related to poor school attendance. Please see the Special Educational Needs and Disability Policy.

Safeguarding and promoting the welfare of children

The Education Act 2002 section 175 imposes a duty on schools and states that:

*“The governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to **safeguarding and promoting the welfare of children who are pupils at the school.**”*

Safeguarding is not just about Child Protection but also about making sure children are safe from accidental injury, crime and anti-social behaviour. It should also ensure that all children feel safe and have safe places to live.

Statutory guidance on safeguarding children came into effect in January 2007 and is still in force. It defines schools' duty to safeguard and promote the welfare of children as:

- Protecting them from maltreatment
- Preventing impairment of their health or development
- Ensuring that they are growing up in circumstances consistent with the provision of safe and effective care
- Undertaking that role so as to enable them to have optimum life chances and to enter adulthood successfully

Schools should give effect to their duty to safeguard and promote the welfare of their pupils by:

1. Creating and maintaining a safe learning environment.
2. Identifying where there are child welfare concerns and taking action.
3. Developing children's understanding, awareness and resilience through the curriculum.
4. Adopting safe recruitment and selection procedures which prevent unsuitable persons from gaining access to children.

Equal opportunities

All pupils have equal curriculum entitlement and opportunities regardless of race, gender or special needs.

British Values

As citizens of the UK we are encouraged to follow the principles of:

- the rule of law: respect and obey the law
- mutual respect; respect the rights of others, including their right to their own opinions
- democracy; treat others with fairness
- look after yourself and your family
- look after the area in which you live and the environment
- individual liberty
- tolerance of those of different faiths and beliefs

At Youth Challenge Primary we promote the fundamental British Values throughout our curriculum.

IMPACT

Our main priority is to improve engagement in lessons and develop behaviour for learning; this is measured through ECM targets for each child, HAG (Have a go), FAIL (First Attempts in Learning) tasks, cold and hot writes, self-assessment traffic lights and marking and feedback.

- Writing is recorded from cold write to hot write, application of curriculum taught.
- Maths FAIL (First attempts in learning) to final assessment.
- OWL an initial what we know grid and what we now know. Know more, remember more, do more principle.
- Impact on mainstream schools is measured weekly through discussion and email, termly through ECM questionnaires.

Linked policies

Curriculum

Marking and feed back

Behaviour policy

Special Education Needs and disability

How do we know our curriculum is having the desired effect?

How do we know our curriculum is having the desired effect?			
Teachers	Children	Children's work	
<ul style="list-style-type: none"> ➤ Become more knowledgeable ➤ Have higher levels of confidence delivering all aspects of the curriculum ➤ Can give feedback about what is working well ➤ Are acutely aware of how children are responding to the content ➤ Teach consistently well, applying sound pedagogical practices in all lessons ➤ Plan coherent learning journeys based on the theme ➤ Seek support from academy leads when they are less confident 	<ul style="list-style-type: none"> ➤ Children can talk confidently about what they have learnt using the correct terminology. ➤ Are enthusiastic and interested in a wide range of curriculum areas. ➤ Can talk about specific characteristics of subjects ➤ Demonstrate good learning behaviours in all lessons. ➤ Are able to explain how their learning builds on previous learning at YCP. ➤ Are able to make thoughtful links between subjects ➤ Can access, enjoy and make progress within the curriculum- regardless of starting points or any additional needs they might have. 	<ul style="list-style-type: none"> ➤ Demonstrate they show pride in all their work. ➤ Captures their increasing understanding of key concepts within each subject ➤ Illustrates their developing understanding of all the disciplines of each subject, as well as the content knowledge. ➤ Shows that a coherent teaching sequence has taken place within each unit of work. ➤ Demonstrates our curriculum's emphasis on subject- specific terminology. 	
Visitors and Governors	<ul style="list-style-type: none"> ➤ Give us positive feedback about pupil's behaviour and engagement and behaviour in lessons. ➤ Comment on the high quality work that they see. ➤ Report that leaders are clear about strengths and weaknesses, and have clear plans to address areas for development. 	Parents and carers	<ul style="list-style-type: none"> ➤ Give us positive feedback about their children's attitudes to schools. ➤ Share examples of when their children have been enthused by the curriculum. ➤ Take an active part in responding to class dojo