



Brookfield School – KS4 Provision

Transition

At Brookfield school we ensure that the transition from Key Stage 3 to Key Stage 4 is smooth and allows pupils to continue to excel and progress. The transition period begins in the Summer Term and includes familiarisation visits and taster sessions linked to Key Stage 4 options. A more in-depth transition occurs at the end of the summer term and includes a period of relationship and team building activities. The development of positive staff-pupil relationships is fundamental and for many pupils it gives them a sense of safety and security that acts as a springboard for future confidence, resilience, and success. The program of activities allows for positive experiences to be had by all pupils and enables the development of these relationships, as well as the relationships they develop with their peers. This in turn helps to foster a greater sense of team and school community amongst all. This program of activities runs alongside a gradual increase in the daily structure and routines that pupils will typically experience when fully enrolled at Key Stage 4. This dual process ensures a gradual introduction to life at Key Stage 4 that allows for the familiarisation of new settings in a controlled and supported manner that helps to reduce anxiety and ensures that when pupils finish in summer, they are confident and comfortable about the environment, setting and staff that they will experience come to the start of Year 10.



Supportive Structures

Communication across sites ensures that all staff at Key Stage 4 have the relevant personal and academic information that they require to best support pupils and meet need. There is a period of observation and assessments to allow for effective planning of structure, support, and intervention. A series of academic assessments and data gathering from prior Key Stage 3 information, information on pupil's strengths and needs, and information about what learning will support post 16 aspirations takes place. Once gathered, pupils are enrolled onto specific academic and vocational pathways. There is a robust target setting process that underpins projected outcomes which helps to inform planning, assessment and support, and ensures a clear and progressive plan for pupil achievement and attainment.



Information gathered from Key Stage 3 and early observations of peer interactions and social communications, allow school to best place pupils into groupings and structures that allow them to feel confident and flourish. The school has structures in place where pupils have distinct areas of ownership in parts of the building to allow for peers to be matched in a way that supports their social and emotional needs and reduces incidents of peer conflict and disharmony. The systems ensure structure, consistency and routine and provide the conditions needed for pupils to overcome previous barriers and to learn in an environment tailored to their needs.



Parent Review Days

At the start of each term, parents and pupils are invited into school to discuss progress, targets, and aims for the coming term. This is an opportunity to fully immerse parents and carers into the education journey of their child and to give them the information they need to be able to support school and their child's education. This is a positive experience and serves to motivate pupils going forward. It also strengthens relationships between parents/carers and school so that pupils get the best possible education experience.

School Day and Weekly Structure

The timetabling of the school week is designed in a way which helps to facilitate the many different needs and pathways of our pupils and helps to create a broad and varied educational experience that is personalised to individual needs. The structure enables all pupils to have full access to core subjects and other essential learning such as PSD, ICT and PE. The design ensures that specific academic and vocational subjects and are accessed by specific pupil's dependent on their needs and post 16 aspirations. Pupils access a comprehensive CIAEG and work skills curriculum, as well as outdoor education options and wider experiential learning opportunities. The design of the week allows for flexibility and increases capacity to enable maximal social, emotional, and educational opportunities for all pupils. Further curriculum subjects school website.

details of specific can be found on the

A Typical Day

Arrival

Where possible, we pupils transported vehicles by a trusted member of school staff. This allows for a calm journey into school and for positive interactions between pupils and staff and amongst peers to occur. There is opportunity for home-school liaison on pick-ups where appropriate and pupils can discuss any issues or concerns, they may have before getting to school. This allows staff to address these prior to arrival or inform school ahead of time if any additional support will be needed on arrival. It is an effective system in creating a positive and consistent start to the day.



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Pupils arrive at 8:45am and enter the building via two separate entrances dependent on which side of the building a given pupil's form room is located. Pupils have access to a variety of different breakfast items and are educated on the benefits of eating breakfast and encouraged to make healthy food choices. We encourage pupils to make their own breakfast in a supported way and to tidy up after themselves, subtly developing independence, maturity, and collective ownership of school. During breakfast positive social interaction is modelled by staff and encouraged amongst pupils. At 9am pupils sit down in their form rooms and there is a 10-minute form time activity that focuses on various aspects of the curriculum including Literacy, Numeracy, CIAEG alongside current and relevant issues. There is also a weekly assembly that focuses on an area of school or communicates key messages or learning relevant to our pupils.

Daily Lessons

Arrival	Form Time	L1	L2	Break	L3	L4	Lunch	L5	Depart
0845	0900-0910	0910-0955	0955-1040	1040-1100	1100-1145	1145-1230	1230-1310	1310-1410	1415

Pupils have two lessons and then a break, followed by two lessons before dinner time. There is then an extended afternoon session focusing on specific academic and vocational options, additional sessions and interventions in subjects where improved grades are essential, such as English and Maths. PE also occurs on a rotation during this slot.



Break Times

There is a 20-minute break in the morning. Some pupils use this time to interact with staff and peers and there is often a variety of different activities that help to support this. As part of developing greater independence, pupils are granted the opportunity to walk to the shop. Pupils sign an agreement stating the parameters they can venture to and asserting that they will conduct themselves in a positive and responsible manner while in the local community.



Lunch Times

There are two separate lunch sittings that take place to ensure a structured, calm, and orderly experience. This allows for pupils to be placed with preferable peer groups in relation to social cohesion. During lunch staff and pupils eat together and staff model positive social interaction, food etiquette and pro social conduct. Eating together strengthens the school community and the development of pro social behaviour in this environment is beneficial to the personal development of our pupils.



As part of dinner time break, pupils have the opportunity to visit the local shop and spend £1. In order to earn this privilege pupils are awarded points throughout the day for positive behaviour, classwork and achieving personal targets. The awarding of this pound is dependent on the achievement of a set number of points. The system is motivational throughout the day for pupils and teaches pupils that positive behaviour and work ethic will be rewarded. The trip to the shop is under the same agreement as at break time and again helps to develop greater independence and life skills.



End of the School Day

Pupils return to their form rooms at the end of the day. Pupils are systematically called to go outside to their transport so that there is an orderly end to the day. Again, travelling with staff members ensures a consistent journey home and also provides opportunities for reflecting on positives and areas for development within the school day.



Debrief

During debrief staff members review the day and discuss positives, negatives and share good practice. Fine details of each pupil are discussed and staff devise



ways to reinforce, encourage and enhance positives a pupils may have had. There are discussions on any issues and a collective approach to deciding the best strategy and approach to rectify this with each pupil. Other areas of school are discussed and ways to improve outlined. There is discussion as to whether further pastoral support is needed, groupings, routines or structures that may need tweaking, whether or not parental support in certain instances may be beneficial. It is essential a forum where professionals discuss every detail of a pupil's education and constantly strive to ensure that the education a pupil receives the net day is the best it possibly can be.

Conduct and learning in lessons and the wider school

The development of strong relationships with staff and the experiences of success and confidence that this brings to pupils, allows members of the school community to influence and project positive ideals, morals, and principles onto our pupils.

Pupils are encouraged to develop the following:

- To have high expectations of themselves at all times and to reflect this in all areas of their school life.
- To be hardworking and take pride in their academic efforts,
- To show manners, respect and decency to staff and peers in the school community,
- To challenge themselves and to do things outside of their comfort zone with predeveloped resilience and support from staff relationships in the knowledge they can succeed.

The whole emphasis of school is to provide an experience where pupils are aspirational in terms of how pupils conduct themselves and in what pupils can achieve whilst at school and beyond.



Pupils are encouraged to be responsible with their mobile phones, remove coats and hats and display a 'ready to learn' attitude. Pupils have individualised targets and work towards the achievement of these every lesson. Pupils are expected to attempt all learning activities to the best of their ability. At the end of every lesson, pupils are given feedback on progress and the achievement of points against their targets. This is followed with praise or reflection on how improvements can be made in future lessons.



The core motivator in promoting positive behaviour and effective behaviour for learning is the consistent messaging of positivity, maturity and pupils taking responsibility for their own behaviour. Support structures are in place to assist pupils but there is a large emphasis on pupils wanting to do well for their own self confidence and own sense of pride and achievement. This is a subtle shift from doing things because pupils have to, to doing things because pupils want to. The Key Stage 4 ethos centres on greater independence and taking personal responsibility for one's actions.



Pastoral support

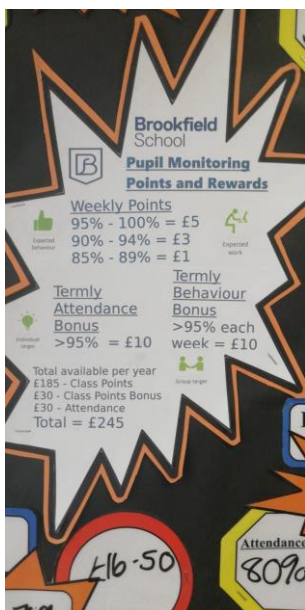
School has highly trained, skilled and experienced pastoral staff who provide an additional layer of support for pupils in enabling them to be successful. Knowledge and information about pupil behaviour, arousal levels, known behavioural triggers, subtle behaviours that indicate an additional need for support and an overall in-depth knowledge of each pupils' needs is constantly monitored. Pastoral staff transfer this information to all staff and advise strategies to ensure need is met and pupils remain regulated. On occasion, a strategy employed could be for a pupil to leave the classroom to receive some additional support from a pastoral leader. This may involve dealing with a crisis, reflecting on an incident, providing a pupil with guidance and advise, allowing a pupil a suitable forum to express themselves or simply providing a distractive technique to allow a pupil to re-enter the learning environment in a more 'ready to learn' frame of mind. This pastoral support is key in ensuring a number of pupils feel supported, remain focused and motivated and apply themselves in a manner that is conducive to learning and pro social towards staff and peers.

Rewards

School has an extensive rewards system that acts as a consistent motivator in promoting positive behaviour and academic achievement. Pupils have individual and group targets linked to classwork and their own specific needs and development. Pupils acquire points during every aspect of the school day and are consistently reminded of what they are trying to achieve and advised on ways to do this. Every Friday a pupil's points total is collated, and pupils complete a reflection activity on what they have done well in the past week and how they can potentially improve.



There is weekly motivation to earn the opportunity to participate in an enrichment activity on a Friday afternoon by achieving a certain percentage of points across the week. There is a termly motivator by rewarding pupils with a more elaborate enrichment activity if they have earned a certain percentage number of points across a term. There is a constant and longer-term motivator, by which pupils consistently earn virtual money as they earn points and for excellent attendance. This money is saved up over time and pupils can go on a shopping trip at Christmas and before the Summer Holidays. This encourages pupils to set themselves longer term goals and teaches them that greater rewards are attained through resilience and longer-term perseverance and tries to guide them away from the constant need for instant gratification. The shopping experience also provides an opportunity for learning about budgeting and gives them an experience of learning how to conduct oneself in a different social setting, how to navigate independently and how to compromise and conduct oneself with a team of pupils in a socially cohesive manner.



Independence

At Key Stage 4 the school's ethos proactively encourages independence and looks to facilitate every opportunity for experiences of independence. We carefully design activities and experiences and incorporate them into a curriculum that focuses on independence, CAIEG, cultural knowledge, social mobility, health and well-being, community cohesion and personal development. Pupils access these both within the main body of the curriculum and through stand-alone experiences. There is also a large emphasis on experiential learning, and the development of routines and activities that promote self-confidence and independence within the daily structure of a pupil's educational experience.



Following transition from KS3 to KS4 pupils are given the opportunity to select their own suitable attire to wear to school to foster the development of a sense of identity, choice and as an opening gesture to an increased independence and an introduction to one of the choices they will be making post 16 and beyond. More specifically, there are areas of the curriculum in which opportunities arise to directly expose pupils to tasks and activities that foster and develop independence and autonomy. For example, in cooking pupils will be given the opportunity to research a recipe, devise an ingredients list and then be trusted to venture to the local shops to purchase the ingredients with cash and return the change and receipts, a task that is essential to the daily lives of functioning citizens. Similarly, pupils will source materials for construction and complete projects that have been designed independently. In Construction, pupils also have the opportunity to go out into the community with a staff member, look at a job we may have been given to aid someone in the community and get the specifications of what is required to complete the job. Pupils then devise a plan, source materials, and actually go out and complete the job, often receiving token payment in return. This process allows pupils to make a positive contribution to the community, experience a real-life job situation, conduct themselves in a hardworking and productive fashion and receive reward as they would in the workplace. All

of which have a significant impact on confidence levels, esteem, resilience, and future independence.



Through the earning of rewards pupils get numerous opportunities to visit various public places such as restaurants, museums and leisure facilities. In these, positive behaviour is modelled by staff, pupils are educated and supported, and pupils quickly learn how to behave as responsible, independent, young adults in social, public settings. From making dinner choices, to cleaning up after themselves, to staff manipulating and manufacturing tasks for pupils to do within the school day and the messaging from staff is consistent in ensuring the education and developing of independence enables pupils to develop key skills.



Work Experience

Some pupils are at the point where they are ready and eager to enter the workplace. School has forged several local links with businesses to facilitate this and a number of pupils regularly attend work placement. The process is supported but pupils are ultimately at work independently and experiencing what they would be experiencing in the workplace. The confidence and life skills that this brings to a pupil are immeasurable and learning received is fundamental in preparing pupils for life beyond Brookfield and life in the workplace.



Outdoor Education and Duke of Edinburgh Award

Outdoor education is another area of the curriculum that plays a key role in developing independence and resilience. There is a large emphasis on working together as part of a team to solve a problem and in applying preservice and developing resilience to achieve a goal. Again, key traits to developing productive pupils. Pupils are taught new and innovative skills and are exposed to learning that plays a significant role in their personal development.



At KS4 there is an opportunity for pupils to achieve a Duke of Edinburgh Award. The DofE scheme aims to provide pupils with an enjoyable, challenging and rewarding programme of personal and team development. The award, particularly for the expedition section, is about working as a team. On expedition the aim is for pupils to be able to work as a team but as independently as possible from the supervising staff. If an emergency arises, pupils should be able to deal with it, making decisions that either enables the entire group and your kit to arrive at a checkpoint or to abort the walk. Pupils undertaking the DofE programme develop the skills and attitudes they need to become fully rounded and confident adults – qualities

that colleges, universities and employers are very interested in. They are investing in valuable skills and helping set the tone for a lifetime of achievement.



CIAEG and post 16 transition

In further supporting workplace learning and post 16 transition, pupils are exposed to an extensive CIAEG curriculum. All pupils follow a work skills curriculum to enhance and supplement their knowledge and skills in a way that supports and enhances their post 16 transition. Each pupil also has access to a specialist careers advisor. A post 16 action plan is devised for each pupil and school actively supports and ensures that this is carried out. Pupils are given the opportunity to visit colleges, workplaces, and receive information and advice from various professionals in different fields. There is further support with college and apprenticeship applications and pupils often attend taster days at college semi independently. Key staff diligently monitor the progression and completion of each pupil's action plan and ensure that they are hitting key milestones within it. This process ensures that all pupils have secured a post 16 destination prior to leaving Brookfield and that the transition to this destination is informed and supported for every pupil. School places a large emphasis on this process due to the benefits and preparation it gives pupils for their post 16 transition, and we are proud of some of the careers many of our pupils have gone onto be successful in.



Annual reviews

At Brookfield school the annual review process is the mechanism that allows school to review, analyse and future plan everything related to each individual pupil. The process involves detailed input from a variety of different people working with each pupil and to measure success against detailed targets. The process is two way and enables pupils, parents and carers to have an input on how the year has gone and what direction they want the subsequent year to go in. Together there is detailed discussion and analysis of what is going well and identification of where there are further needs. Strategies to address these needs are then implemented and targets are set to measure and monitor the successful achievement of these targets. The process ensures a robust review of a pupil's educational experience and the impact it has had on their development. There is a detailed plan of actions that ensures the pupil has access to exactly what they need to enable them to continue to excel and progress. This is the start and end point to everything we put in place for our pupils and helps to guide and direct the educational experience we expose our pupils to.