

KS3 Rationale and Overview



Transition

Most pupils embark on their Brookfield journey at the start of year 7. Over the past 4 years, considerable work has been done which has led to Brookfield now being the special school of choice in this area. As a result, pupil numbers have increased. This has given us the opportunity to move to 2 form entry, teaching pupils in 2 profile groups- SEMH/ASD. Both classes cover the same curriculum but it can be taught in ways that best suit the types of learners. The transition process has been developed and works as follows:

- Following naming of Brookfield, a specific email address is set up to communicate with transition parents.
- The [Year 7 brochure](#) is sent so that pupils can ask any questions and familiarise themselves.
- Year 7 staff visit the pupils in their year 6 setting and gather information from staff.
- Pupils attend 2 taster mornings at the end of Summer Term. This gives them the opportunity to meet their classmates and teachers and reduces anxiety.

Occasionally, pupils join KS3 in year. To facilitate a smooth transition, they attend a visit and are then offered either a gradual transition timetable or full time.

On arrival, all pupils are assessed using GL Assessment (learning), Snap B (social and emotional). This information creates a progress pathway and the subsequent learning passport allows us to target intervention and differentiate effectively to meet need. The Snap B assessment allows us to target set and to utilise the school counsellor and our ELSA effectively.

“It was a real concern to us which secondary school would best meet our sons needs from year 7. From the outset, Brookfield staff took the time to listen, discuss our concerns,

explaining further anything we were unsure about or didn't understand and made us feel comfortable enough to get back in touch with any further queries which hadn't been covered. On visiting Brookfield we were made to feel extremely welcome and have every confidence that Brookfield is the right place for our child."

Year 6 parent

The School Day at KS3

The majority of pupils are transported to and from school by Brookfield staff. This has a profound positive impact on our home/school liaison and means a positive, calm start to the day. Staff are quick to share pertinent information about any issues on their arrival so that this can be picked up by the Pastoral Manager and Provision Lead.

Pupils arrive from 8.45-9.00 and a full breakfast offer is provided daily. We are aware of the positive impact of eating breakfast on pupils' learning outcomes. A [study](#) by Family Action found that breakfast consumption:

- Improves cognitive function, particularly memory, attention, and executive function
- Improves academic performance, including school grades and achievement test scores
- Increases on-task behaviour in class

Pupils sit on form tables and interact with their key staff and peers so that appropriate social interaction and eating etiquette can be modelled and scaffolded when needed. This 'check in' is vital as it sets up the rest of the school day. At key points (end of breakfast, end of breaks and taxi time) there is a formal dismissal from the tables in the hall. This provides pupils with a clear message that it is now learning time and allows a smooth, calm transition between breaks and lessons.

Each day starts with a form tutor session during which PSD, literacy and numeracy intervention and whole school assembly take place. Whole school assembly is an important opportunity for pupils to practice their social skills in a wider group and to come together as a community.



Lesson time

At Brookfield we have high expectations of all our pupils. Our pupils need routine and consistency and for this reason, all rooms contain visual timetables, Class Charts information and dials. This helps pupils manage the transition between rooms and the changes in staffing. All lessons start with DIRT time and pupils are expected to engage quickly with learning. Our tiered behaviour system supports this. If pupils are becoming dysregulated in the main class, they can either self-direct or be directed to The Wave (Pastoral support). Miss. Cash will then address their immediate emotional needs and refocus them until they are 'ready to learn'. Staff will then welcome pupils back to class positively.

BEHAVIOUR EXPECTATIONS*



<u>Expected behaviour</u>	<u>Tier 1</u>	<u>Tier 2</u>	<u>Tier 3</u>
<p>Coats and hats off. Mobile phones away. Follow all instructions. On task. Speaking appropriately to peers and staff. Following 'Classroom Expectations'.</p> <p><u>Staff actions</u> Praise (public or private.) Positive phone call home. Class Charts points awarded.</p>	<p>Refusal to follow expected behaviour but not stopping the learning of others.</p> <p>Eg- Talking, conversational swearing, work avoidance, mobile phone use.</p> <p><u>Staff actions</u> Use of reminders and warnings of expectations and consequences. Use of de-escalation. Support from TA. Points not awarded.</p> <p>IF SUCCESSFUL-Pupil praised for making the right choice.</p> <p>IF UNSUCCESSFUL- Break time catch up with teacher.</p>	<p>Persistent refusal to follow behaviour expectations, disrupting the learning of others.</p> <p>Eg- Walking out of class without permission, verbal abuse to peers.</p> <p><u>Staff actions</u> De-escalation, directed time-out with TA, work in Wave if sanctioned by Pastoral manager.</p> <p>IF SUCCESSFUL- Pupil reintegrated into class.</p> <p>IF UNSUCCESSFUL- Dinner time catch up with teacher. Phone call home.</p>	<p>Bullying, racism, sexualised language, verbal abuse/ threatening behaviour to peers or staff, damage to property, assault.</p> <p><u>Staff actions</u> Immediate removal from class. Referral to Pastoral Manager/ SLT.</p> <p><u>CONSEQUENCES-</u> After school catch up. Internal exclusion in Wave/ intervention room. Fixed term exclusion followed by parent meeting. Phased return into school.</p> <p>NB- A restorative meeting with staff affected may be used at any tier.</p>

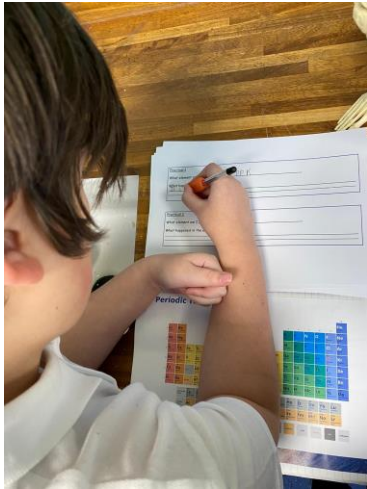
Every lesson ends with the awarding of Class Charts points in discussion with the pupils. This helps them take ownership of their behaviour. Pupils respond very positively to the reward system.



Intervention

Targeted learning interventions are planned following scrutiny of GL assessment reports and teacher recommendations. In addition, many of our pupils need pro-social intervention which is carried out

by our ELSA. Pupils are also given the opportunity for peripatetic music lessons- this is very positive for our pupils as [studies](#) have proved the benefits of music for pupils with ADHD and autism. This offer also fits with our '50 things' cultural capital curriculum.



Breaktime

Breaktime provides pupils with a valuable opportunity to socialise with others. Staff are available outside and in the gym to facilitate football and table tennis which give pupils chance to develop resilience and teamwork skills. This also helps foster staff/pupil relationships. Other pupils choose to remain inside playing games and talking with friends and staff. The school council plays an active part in choosing breaktime activities such as scooters and skateboards.

Lunchtime

Lunchtime consists of 2 sittings to avoid pupils feeling cramped in the dining room. Our school chef Jon works tirelessly to offer pupils a choice of nutritious tasty food and give opportunities for them to try new foods. Pupils eat on tables with their key staff and peer group, manners are encouraged and modelled by staff.



Taxi time

At the end of the school day, pupils sit at form tables for dismissal. This is done in a calm, structured way to ensure a positive end to the school day.

Rewards

The rewards system is embedded fully at KS3. All pupils receive points in every lesson via Class Charts, this converts to a percentage equating to 'virtual money' and also to Friday enrichment activities. Pupils are keen to do well and respond well to positive phone calls and postcards home. Friday enrichment activities link to the '50 things' curriculum and offer pupils the opportunity to:

- Interact with pupils outside their peer group
- Try new activities
- Step outside their comfort zone and develop resilience
- Increase self esteem
- Experience awe and wonder
- Interact with members of the public

On a Monday, a reward raffle is held where the highest scoring form group receives a shared reward (to build a sense of community), Work of the Week and Stretch are recognised, along with excellence via the 100% draw. This reinforces the high expectations we have for all pupils.

Outdoor Education

All pupils have one full day per half term on Outdoor Education with Mr. Turner. Many of our students (particularly disadvantaged students) have never experienced the great outdoors and, learning in a different environment gives the opportunity to develop resilience, independence skills, teamwork and practical survival skills. The outdoor, physical elements also boosts mental health.



Tower Wood

Each year, pupils get the opportunity to take part in a 2-night residential to Tower Wood. For many pupils, this is the first time they have ever stayed away from home. This builds confidence, allows relationships to strengthen and gives pupils opportunities to take part in challenging activities such as sailing, climbing and caving. Pupils experience real success and are proud of their accomplishments.



“The amount of help and understanding is amazing. I cannot thank the staff enough for how much he has progressed both academically and socially.”

Year 7 parent

The School Community

Much work is done at KS3 to encourage a feeling of belonging to our school community. One [study](#) shows that community is built in a number of ways, including but not limited to:

1. Practice – rites, rituals and ceremonies- assemblies, dismissals, rewards raffle, Christmas Day, Sports Day, uniform.
2. Communications – stories, legends, symbols and slogans- 3 C’s, language of choice, consistent displays in classrooms
3. Physical forms – location, style and condition of the school buildings, fixtures and fittings- replicated displays in all classrooms, layout of classrooms
4. Common language – phrases or jargon common to the school- Language of choice, shared protocols

Key Staff

The KS3 site is led and managed by Mrs. Speakman (Deputy Head, KS3 Provision Lead) assisted by Mr. Leaver (Senior Teacher) and Miss Cash (Pastoral Manager). The majority of classes have a maximum of 7 pupils with 1 teacher and 1 LSA although for some classes an additional LSA may be needed. The academic timetable is enhanced by intervention: Music (Mr. Birtill), Learning Intervention (Miss Wilson) and ELSA (Miss Gwillam).