

# LEARNING AND ACHIEVING IN NORTH YORKSHIRE- The Scalby Offer

## Whole School Provision Mapping

### UNIVERSAL ENTITLEMENT

**Quality First Teaching and universal intervention strategies for Ever 6 students to enable all learners to make good progress alongside their peers in mainstream lessons...**

#### Quality for Teaching and Learning

High expectations of/ challenge for all.  
Clear learning objectives and differentiated outcomes, clear instructions  
Modified teacher language.  
Differentiated teacher planning flexible and responsive to individual children's needs within and across lessons, graded questions, eg Bloom's taxonomy  
Whole school development of social and emotional skills, emotional vocabulary, learning language and metacognition.  
Differentiated curriculum, considering group sizes and use of additional adult to reinforce knowledge.  
Shared target setting and planning to meet these targets, individual needs/plans/strategies, personalised tutoring/structured conversations, including parents, pupil voice through ILPS.  
Behaviour for Learning at the heart of lessons/school ethos. Carefully structured group work and talk opportunities time to talk with adults and peers, time to listen, teaching the skills needed to work and be with others. Opportunities to discuss, debate and have ideas, ability to understand other points of view, active listening...  
Scalby learning model to build self-esteem and promote positive attitudes towards learning  
Use of website for learning and support materials, including homework but not exclusively for this.  
Appropriate emotional and physical learning environment – welcoming, meet & greet, tidy, organised, breakfast club, drinking water, outdoor provision.  
Curriculum entitlement – overcome financial barriers through supporting music, catering etc .

#### Behaviour Management

Positive, mutually respectful relationship building/raising self-esteem..  
Meaningful praise, frequent but genuine (catch them being good) plus comment/pre-empting, quietly noticed.  
Know your class sheets to make staff alive to Ever6 students and the impact of poverty on their learning  
Vivo reward system - agreed by the school community and used by all – consistently!  
Expectations of pupils and adults are clear, agreed, shared and 'alive' in the school, in all aspects of school life (class, school, around school day)  
Modelling of good behaviour by adults and peers to each other. Voice  
Visual displays to reinforce agreed, clear policy/expectation/ethos/practice etc. refreshed – varied.  
Use of technology to remind/promote/reinforce above and refresh common values/expectations and foci. for SEND.  
Restorative practice framework, peer support system  
Framework of meaningful consequences – linked to whole school ethos and expectations.  
Appropriate levels of 'proactive' adult supervision in classrooms and around school.  
Foster good relationships with parents, contact home when things are going well.  
Use assemblies to deliver key messages/focus on issues.  
Home/school contracts/agreements/ planner reminders.

### EARLY INTERVENTION

**In addition to quality first teaching & universal behaviour management...**

Social small group work - structured, with a purpose and measured impact e.g. self-esteem groups, fit clubs, positive engagement clubs  
Study support group sessions, online support for homework/studying, use of technology to support pupils' learning.  
English catch up interventions: With classroom teacher with in class support; with one to three or one to one tuition  
Maths catch up interventions: With classroom teacher with in class support, with one to three or one to one tuition  
Attendance catch-up interventions: With personal Mentor, HOY and attendance team  
Learning Support catch up interventions: With classroom teacher, GTA/SATA or SEN Manager, with one to three or one to one tuition  
Peer mediation/mentoring/buddying, daily 1:1 with key adult/counsellor - emotional directive, setting up for day/part of day, additional time with personal tutor,  
Appropriate adult intervening/supporting – knowing the right person to have an impact with that student,  
Home school support – eg link tool, planner regular meetings, texting, e-mail, daily reports,  
Targeted widening participation for clubs and trips and visits- project role  
Personalised "champion" to mentor some of the underachieving PP students through A4A programme

### PERSONALISED PROVISION

**In addition to quality first teaching & universal behaviour management...**

Highly personalised timetable, Teaching Assistant involvement, targeted rewards  
Curriculum adaptation : Impact Centre ; One to One ; Booster English or Maths, Achievement for all  
Individual Provision Map or Challenging Behaviour Risk Assessment and Inclusion Passport  
Clarity around any specific learning, social, emotional, behavioural needs – including medical, eg diabetes, PMC, that might affect progress.  
Increased attendance support and challenge ESW, FP and prosecution  
Increase levels of support – 1to1, ELSA, PSA, CAMHS, ESW, Young carer support, COMPASS, TYS, Engagement Officer  
Use of alternative provisions – not excluding but including differently, in school provision, outreach/inreach work from PRS/EMS – reintegration programme.  
Use of work experience/college/activities that boost self-esteem/skills/capacity to engage > **supported**, planned, monitored, reviewed and changed, as appropriate.  
Partnership: Pupil, School, Parent, External Partners, CAF framework