



# The Willow

2021-2021

# The Willow

## Who we are?

The Willow is the home of our designated specialist provision (DSP) based at Willowbrook Mead Academy. It supports children with SEMH needs in KS2.

## Our aims

Our aim is to support all students to 'be the best version of themselves'. This flows through everything that we do at The Willow. In turn it is how we aim for our children to view themselves and their progress. We consistently link this to the 'Willowbrook Way'.

*Willowbrook Mead is committed to our vision of **'Brighter Futures, Learning Together.'***

As a result, we are dedicated to our aims:

We make learning fun and make the most of our resources

We expect our children to achieve their best

We believe in connecting learning in an exciting way

All children's needs are met

We work in partnership with others

We believe in lifelong learning

We value and nurture the development of character

***The Willowbrook Way of always show good manners and always do the kindest thing*** encapsulates our expectations of each student, has its basis in the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

*In addition, the **Willowbrook Way** sets out daily expectations for our children and aims to ensure that there is a consistent structure in place, detailing what is expected and why these actions are important.*

We want to inspire a love of learning through a purposeful and rich learning environment. Our curriculum is child centred and focuses on key aspects of the world and character. This ensures that children focus on what is important to them whilst they are with us.

Our ambition is that children will make accelerated personalised progress. Gaps in learning will be supported through our assessment procedure and bespoke curriculum.

Emotional literacy is at the forefront of everything that we do. By building effective positive relationships, staff will support the children to develop their emotional intelligence.

## **Staff**

Marie Collins – Principal

Hannah Sharpe- Vice Principal /Alternative Provision Lead

Jamie Lynch- Designated Specialist Provision Teacher

Susie Lee- Designated Specialist Provision Teacher

Bethany Walters- Designated Specialist Provision Teacher

Luke Foster- Behaviour Mentor

Vicky Bates- Teaching Assistant

# Daily timings

Start of the day	9:00
Registration	9:00-9:20
Lesson 1	9:20 – 10:00
Lesson 2	10:00 – 10:40
Break	10:40 – 11:00
Lesson 3	11:00 – 11:40
Lesson 4	11:40-12:30
Lunch	12:30-13:15
Lesson 5	13:15 – 14:00
Lesson 6	14:00-14:45
Game and end of the day	2:45-3:00

# Registration

## Outline

Every morning pupils will be greeted by their staff as they enter the building. Staff will use this time to ensure students are feeling happy. This the time to pick up on any issues brought in to school. During this time children will be settled into school and given breakfast and a drink.

## The Willow

The children will enter the school via the main gates. They will enter The Willow and place their bags, coats on their peg and hand their phones in. They will then enter their classroom.

**9:00 – 9:10** – Independent reading of their accelerated reading book. During this time the daily timetable will be displayed on the whiteboard.

**9:10 – 9:20** – Newsround and daily timetable – Staff will share the daily timetable and briefly discuss all lessons due to take place. Children will eat their bagel at this point.

Staff must complete the break and lunch choices before children begin their first lesson and remind them of the opportunity to gain attitudes to learning points.

# Lessons

## English and Maths

English and maths lessons will follow a similar pattern to the children in the main building. Staff will adapt the curriculum to meet the needs of the learners within the classroom. Students will receive a minimum of four lessons of each subject during their weekly timetable. Lessons will follow a clear learning journey that will be displayed on working walls. This will support the children and emphasise the learning taking place.

Children's books should demonstrate our high expectations for work produced and presentation. Books must be marked by staff before the end of that week.

## Topic

Children in The Willow will receive 3-4 topic lessons per week, whereby geography, history, DT and computing are taught on a rotational basis. During the course of their study, they will follow the National Curriculum through a range of creative, well planned and inspiring activities that encourage progression and enthusiasm for the subject. Students will develop their knowledge of the world around them as well as understand key points throughout history. Students will also have the opportunity to develop their speaking and listening skills through a series of class discussions, speeches and presentations. Topic lessons will also help children to develop reading and writing skills which help within other curriculum areas. ICT is embedded into all work schemes allowing students to be creative and technologically minded.

Topic lessons will enable students to learn skills and knowledge that incorporate the KS2 curriculum so that they are ready for secondary school.

## PSHE

Children will receive PSHE lessons once a week based upon Jigsaw, the scheme followed in the main site. During these sessions the aim is upon supporting the children to develop both personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up.

## Emotional Literacy

Our Emotional Literacy sessions are delivered in The Willow three times a week. These sessions are designed to support the Social, Emotional and Mental Health Needs of our students. For any of our students with EHCP's then these also target specific outcomes. Examples of sessions are focusing around resilience and grit. For example, children will look at what resilience is and how we show it and will then have the opportunity to practice this.

## Life Skills

The Willow offers students specific 'Life Skills' sessions every week. The sessions allow children to learn new skills and also the opportunity to apply skills learnt through their Emotional Literacy Curriculum. The sessions range from indoor activities such as cooking to outdoor activities like gardening. Progress in these lessons are tracked within their Attitudes to Learning Assessment and towards any EHCP targets.

## PE

PE is taught by qualified sports coaches from the main building. They follow a similar curriculum plan to the students in the main building. Students receive two lessons per week and progress in these lessons are tracked within their Attitudes to Learning Assessment and towards any EHCP targets.

## Science

Science is taught once a week to children in The Willow. The children will follow the national curriculum in order to gain the necessary skills and knowledge but will also have opportunities to explore, investigate and question the world around them.

## Art

Art is delivered twice a week in the Willow. Staff have worked closely with the Art lead to ensure children get a good taste of main building curriculum which is then adapted to suit the needs of our students. these lessons are tracked within their Attitudes to Learning Assessment and towards any EHCP targets.

# Books and Stationery

Subject	Book Colour
Maths	Green - squared
English	Red- lined
Topic	Purple
Emotional Literacy	Pink – Ruled lines
Science	Green – Ruled lines
Art	Sketch book

## Reading

### Star Reading

Reading is delivered in two separate formats across The Willow just as it is in the main site. When children enter The Willow, they will first take the Accelerated Reader Star Reading test. Students will be assigned a username and password by the class teacher.

Students must sit the test independently. They will use a laptop/iPad. The test must take children at least 15 minutes. Staff will then check the students results. This will provide us with a reading age and a Zone Proximal Development (ZPD) score.

## Accelerated Reader- Books

Students use their ZPD score to choose their books for their independent reading time.

Children will read during registration time. Children will also receive specific 'Reading for pleasure' sessions.

Once children have read their books they are allowed to complete a quiz using Accelerated Reader. The quizzes are taken on either a laptop or an iPad. A score of at least 60% is required for students to pass the test. Students must inform a member of staff of their quiz score. Staff members will record these scores in the group reading folder. Students should be aiming for an average pass score of 85-90%.

These scores count towards the whole class word total. This is displayed within each classroom along with the number of books read by the group.

## Reading for pleasure

Reading sessions are taught each week within the English lesson. These sessions will focus on inspiring a love of reading amongst our students. Furthermore, they will work on key reading skills that will transfer across to support their learning in the whole curriculum.

# Individual Rewards

It is important that we recognise individual success within the DSP. Children will receive certificates and a book voucher for key reading milestones.

50,000 – Bronze certificate

100,000 – Silver Certificate

250,000 – Gold Certificate

500,000 – Platinum Certificate

Certificates will be awarded by the DSP Lead or a member of SLT to the child in front of the whole DSP.

# Group Rewards

It is also important to recognise our achievements as a group. These rewards will reset each year but children will collaboratively work together to build points and earn rewards linked with the classes reading points.

# Break and Lunch

## Break

At break time children must stand behind their chair and wait to be dismissed by a member of staff in the room. They can then walk to their chosen activity. If any student has been given a consequence card, then they will walk to the time out space first.

## Lunch

At lunch time students must stand behind their chair and wait to be dismissed by a member of staff in the room. Children can then take a seat in the lunch space within The Willow. All children will sit and eat their lunch with staff from 12:30-12:50 before going to the activity of their choice.

At 12:50 students can then walk to their chosen activity. If any student has been given a consequence card,

then they will walk to the time out space first.

# Behaviour

Our policy is built on a mutual understanding of respect and positive relationships. If this is not first achieved then behaviour may be communicated negatively.

## Relationships

Building positive relationships rooted in mutual respect and understanding is at the heart of our behaviour policy within the DSP. All staff have a responsibility to build these relationships with all children.

Our timetable is set up to provide opportunities to break down the typical 'teacher-student' barriers. Staff are encouraged to 'play' with children at break and lunch time. Furthermore, lunch times take place around a table to build the image and feeling of family.

Staff use humour to ensure that children feel relaxed in their environment. Children are encouraged to also develop their sense of humour with staff in a friendly but respectful environment. This helps to build the children's sense of belonging.

Once these relationships have formed then children will feel safe to accept gentle challenge towards their learning and behaviour. Moreover, children will be able to communicate their emotions through conversation rather than through their behaviour.

All of this supports the child's emotional literacy and their attitude to school.

## High Expectations

High expectations for behaviour are an integral part in any success towards improving learning. It is important these expectations are simple, clear and consistent. All staff will use the same high expectations for our students. This supports their understanding and ensures that routines and behaviours are positively changed. Furthermore, it makes the conversations easier when a child does fall short of the expectations.

Expectations are:

Lessons:

- The book monitor will hand out the relevant books out
- Children will then write the date in their book
- Once this is done they will put their pencil in the middle of their books to show that they are ready.
- Children will raise their hand if they wish to answer/ask a question.
- Children will ask if they need to leave the room for any reason.

Staff may also direct children from the room – this will be in line with their individual behaviour plans.

## Break and lunch time:

- Children will wait in their seats to be dismissed to break and lunch
- They must then sanitize before they leave the classroom
- Children may have a snack or bagel at break
- At the end of break or lunch children will line up on and be led back in to class

These routines must be followed by all members of staff when working with children in The Willow.

## Attitudes to learning

Students attitudes to learning play a huge role in the level of success of lessons. In order to support them we have established clear expectations and a structured monitoring system.

At the end of every lesson students are graded out of nine points. The following expectations are used for every session.

### **Work Hard**

**Bronze:** *I showed an interest in my lesson by attempting the task*

**Silver:** *I actively engaged in the learning and the task*

**Gold:** *I can work independently, overcoming challenge*

### **Be Kind**

**Bronze:** *I attempted to be kind*

**Silver:** *I am kind to others*

**Gold:** *I supported others through kindness*

### **Be Responsible**

**Bronze:** *I attempted to follow instructions*

**Silver:** *I actively followed all instructions*

**Gold:** *I show positive behaviour in challenging situations*

It is the responsibility of the class teacher to ensure points are collected after each lesson and uploaded onto Dojo. At the end of every day they are then inputted onto an excel document that provides a grading for the child's day.

This provides opportunities for targets throughout the day/week for individual children. In addition, this also fuels rewards and sanctions.

## Rewards

Children have hot chocolate on a Friday if they have achieved gold status. This is a time to discuss the week and celebrate the successes from all students taking part.

If a student receives a gold status for every week of a half term then they will earn a golden time afternoon for themselves. A class chart is also used to also track individual success in each lesson. Staff have a responsibility to look for success to improve students' attitudes to learning.

There is a rewards 'charter' where students can 'buy' rewards with their points. If students wish to do this then they need to have had a gold week.

## Sanctions

Students are marked using the A2L tracking but they also follow the whole school behaviour policy, 'It's Good To Be Green' with a few adaptations to support the children in The Willow.

**Yellow card**- 5 minutes of social time lost

**Double Yellow card**- 10 minutes of social time lost

**Red card**- 15 minutes of social time lost

If staff hand out a consequence card, then they must immediately discuss the reason with the child in private. This can be done in or outside of the classroom. Any member of staff from the class can do this. This will help to support the behaviour from escalating.

## Yellow Card Behaviour

- Calling out
- Initial refusal
- Silly behaviour
- Inappropriate behaviour with equipment
- Disrupting others
- Being unkind to other students
- Inappropriate language

## Double Yellow Card Behaviour

- Repetition of yellow card behavior.
- Staff must then intervene and give the child time out and a chance to reset before a red card is given

## Red Card Behaviour

- Verbal or physical aggression that puts staff or students at risk
- Repetition of yellow card behaviours even after staff intervention.
- Climbing or being dangerous on the stairs.

# Dojo

## A2L

Attitude to learning will be recorded on Dojo. Three boxes will be selected per child per lesson. They will be graded a maximum of 3 points for each of the attitude to learning statements. They will then get an overall status of bronze, silver or gold for each lesson.

## Negative behaviour

Negative behaviour is added to CPOMs. Staff will need to follow the behaviour policy and ensure that students are spoken to in private and their behaviour card is followed. Children should not go from a yellow to red card without a timeout or staff intervention.

# Assessment

## Academic

We assess academic data in different ways in The Willow. Firstly, we will assess all of our children in baseline assessments for spelling and reading (Vernon spelling, Star reader and SWRT). This provides us with key information for interventions and further targeted support.

Furthermore, we mirror the whole school assessment policy. This means that when children in the main building sit tests at each data point, assessments will also be completed by children in the DSP.

## Pathway to Transition

Attitudes to learning is tracked in two different ways. We use Attitudes to learning data through dojo at the end of each lesson. We also

track children's overall termly attitudes towards their subjects. This data is inputted by class teachers and analysed by the Alternative Provision Lead. This data is then used to

		Autumn																		
		Work hard				Be kind				Be responsible										
Curiosity	Engage	Help	Share	Respect	Empathy/kindness	Help	Engage	Help	Share	Respect	Responsiveness	Engage	Help	Share	Investment	Help	Engage	Help	Share	
Can't stop myself from asking questions					Can't stop myself from asking questions						Can't stop myself from asking questions									
Can't stop myself from asking questions					Can't stop myself from asking questions						Can't stop myself from asking questions									
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identify areas for development. Each student also has an individual target sheet attached to their table to provide daily reminders of their personal goals. The tracker provides each student with a 'status' for each subject.

Staff should refer to the target sheet where they can in lessons. "Great work today X you have really worked towards your attitude towards this lesson, thank you for showing good curiosity."

# Transition

Our main ambition for each and every one of our children in The Willow is that they will transition in to the main building at Willowbrook Mead. In order to do this each child will first need to demonstrate a degree of success within The Willow. This will look different for each student but will always consist of:

- Minimum of silver attitudes to learning status for that subject (can be working towards)
- Two weeks daily gold status in that subject
- No significant repetitive red cards
- Children will then be guided to transition by key staff. This will involve the following:
- Meeting with the member of teaching staff from the main building
- Visiting the main school classroom with the new teacher and a member of staff from The Willow
- Meeting a 'buddy' from the new group to support with transition.
- Willow staff to share the student's positive behaviour plan with any relevant main school members of staff. Behaviour mentor support for initial lessons in the main site.  
(See re-integration plan- appendix 1)

# Safeguarding

Within the Willow there are a number of DSL's to support with safeguarding.

- Marie Collins – Lead DSL
- Hannah Sharpe – VP and DSL
- Jamie Lynch- Teacher and DSL
- Susie Lee- SENCO/Teacher and DSL

All safeguarding concerns must be communicated to a DSL as soon as possible and added to CPOMs.

# Monitoring and Evaluation

## Coaching

All members of staff will receive coaching sessions in line with the new instructional coaching model.

Members of staff will choose the initial area for development and then further guidance will be provided following each session. These sessions form a vital role in the Continued Professional Development of The Willow

## Learning Walks

Learning walks will take place across each half term and will focus on specific aspects of the curriculum or certain systems- these will contribute to staff's appraisals.

## Book reviews

Book reviews will take place each half term within Phase meetings. This to ensure that children are taking pride in their learning and will be looked at alongside books from the main site. Their books should be reflective of their Attitudes to Learning data. Furthermore, this will also ensure that systems are being used consistently across The Willow. Feedback will also be monitored to supports the students learning.

## Quality Assurance

As part of our role within The Mead Trust and the responsibility of a DSP we will receive a Quality Assurance Visit annually. The format of this will be a series of lesson observations, parent surveys and then work and assessment reviews. This process will provide us with key and personalised feedback to ensure we are continuing to develop The Willow. The willow may also be a feature of the annual Challenge Partners Review.

# Feedback

The feedback policy in the Willow will reflect that used in the main building.

- Wherever possible, feedback will be verbal and instant and move learning on in the moment.
- Marking should be meaningful, manageable and motivating.
- Feeding and marking should lead to progress.

## Progress must be evident in books.

### Feedback should:

- Have a positive impact upon learning and progress
- Be manageable for teachers and accessible for the children
- Inform teacher's planning for the next lesson
- Be consistent across the academy
- Motivate and encourage children
- Be as immediate as possible
- Be age appropriate

At Willowbrook Mead, we believe that 'live feedback' within the lesson is the most powerful and effective feedback. We try to do this as much as possible.

### **During the lesson**

- Correct and address misconceptions
- Correct the work in children's books as the lesson is occurring
- Teaching assistants may be involved with live marking when under direction from the class teacher
- Teachers refer to the WILF (shown on IWB) but the WILF does not need to be evident in books

### **At the end of the lesson**

- Discuss and address misconceptions
- Identify what has been learnt and next steps as a whole class and/or for individuals
- Teaching assistants may be involved in feedback at the end of the lesson

### **After the lesson**

- The best feedback is verbal and immediate.
- Correct spelling and capital letter errors
- Allow time for children to make corrections in purple pen

### Marking key:

Sp= spelling mistake- child writes the spelling out 3 times

P= missing punctuation

Green underline- grammatical error or sentence does not make sense.

- Generic comments such as 'well done' or 'good work' are not required.
- Children must be taught to edit and improve their own work. Teachers will use the key above in a way that encourages self-editing and independence, in an age appropriate way.

### **Other forms of feedback in books:**

- Sometimes children may Self Assess (SA) or Peer Assess (PA) a piece of work they have completed in class. The teacher will still check the piece of work.

## Appendix 1:



# WILLOWBROOK MEAD

## PRIMARY ACADEMY

### DSP Transition Plan

1. VP and BM to meet with the relevant class teacher
  - a. Discuss what the DSP is
  - b. Share chn's positive behaviour plan
  - c. Share any CP concerns|
  - d. Share the transition plan
  - e. Chance for staff to ask any questions
2. Teacher to do a session with the child/ren explaining the plan for transition.
  - a. Share the timetable for transition
  - b. Share who their teacher will be- look at images online
  - c. Show image of the classroom
  - d. Chance for children to ask questions
3. Mainstream teacher to meet the DSP pupil/s
  - a. Staff to come over to the DSP
  - b. Play a game and get to know each other
  - c. Children ask questions if they wish
4. VP to meet the class in the main site
  - a. Explain that there will be new pupil/s joining
  - b. Identify pupils who will be used as 'buddy's'
  - c. Chance for pupils to ask the VP any questions
5. DSP students visit the main building with their teacher or BM
  - a. Children see the classroom
  - b. Share how we will get here on which days
  - c. Manage any issues that arise
6. DSP Pupils to meet 'buddy' children
  - a. Children to come over to the DSP playground
  - b. Icebreaker games
7. DSP Pupils to attend the lesson.
  - a. BM to attend and support acting as 1:1
8. DSP Pupils to attend lesson independently when appropriate
  - a. BM to be close by to support.