



**WILLOWBROOK MEAD**  
PRIMARY ACADEMY

## THE WILLOW

2022/23

# Contents

The Willow .....	4
Who we are? .....	4
Our aims.....	4
Staff.....	5
Registration .....	7
Outline .....	7
The Willow .....	7
Lessons .....	8
English and Maths.....	8
Topic.....	8
PSHE .....	8
Emotional Literacy .....	9
Life Skills.....	9
PE .....	9
Science .....	9
Art .....	9
Books and Stationery .....	10
Reading .....	11
Star Reading .....	11
Accelerated Reader- Books.....	11
Individual Rewards .....	12

Group Rewards .....	13
Break and Lunch .....	14
Break .....	14
Lunch .....	14
Behaviour .....	15
Relationships .....	15
High Expectations .....	15
Break and lunch time: .....	16
Attitudes to learning .....	16
Dojo .....	18
A2L .....	18
Negative behaviour .....	18
Assessment .....	19
Academic .....	19
Re-integration scale .....	19
Pathway to Transition .....	19
Transition .....	20
Safeguarding .....	21
Monitoring and Evaluation .....	22
Coaching .....	22
Learning Walks .....	22
Book reviews .....	22

Quality Assurance ..... 22

Feedback.....23

# 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 KS1 and KS2.

## Our aims

Our aim is to support all Children's 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

Ali Williams - Vice Principal /Alternative Provision Lead

Jamie Lynch - Designated Specialist Provision Teacher

Harry Durham - Designated Specialist Provision Teacher

Luke Spicer- Behaviour Mentor

Flynn Lowe-Spicer- Teaching Assistant

# Daily timings

Start of the day	9:00
Registration And breakfast	9:00-9:20
Lesson 1	9:20 – 10:00
Lesson 2	10:00 – 10:30
Break	10:30 – 11:00
Lesson 3	11:00 – 11:40
Lesson 4	11:40-12:00
Lunch	12:00-13:00
Lesson 5	13:00 – 13:40
Lesson 6	13:40 – 14:20
End of the day review	14:20-14:45

# Registration

## Outline

Every morning pupils will be greeted by their staff as they enter the building. Staff will use this time to ensure Children's 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 or the side gate if arriving by taxi. They will enter The Willow and place their bags, coats on their peg and hand their phones in. They will then enter a 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** – Breakfast. All children will sit in the common room and eat their breakfast.

**9:20 – 9:30** –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.



# 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. Children's 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. Children's will develop their knowledge of the world around them as well as understand key points throughout history. Children's 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 Children's to be creative and technologically minded.

Topic lessons will enable Children's 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 Children's. For any of our Children's 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 Children's specific 'Life Skills' sessions every week. The sessions allow children to learn new skills and 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 Children's in the main building. Children's 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 Children's. 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. Children's will be assigned a username and password by the class teacher.

Children's 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 Children's results. This will provide us with a reading age and a Zone Proximal Development (ZPD) score.

## Accelerated Reader- Books

Children's 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 Children's to pass the test. Children's must inform a member of staff of their quiz score. Staff members will record these scores in the group reading folder. Children's 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.

# Individual Rewards

Children work towards 3 Dojo Points in each lesson within the 3 following areas: Being Kind, Being Responsible and Working Hard. If children receive 40 points or more in one day, they are awarded a “Gold Day”. If children have “Gold Days” every day from Monday-Thursday in a week, they are entitled to choose a “Gold Breakfast” on a Friday morning.

Dojo’s are also given at all times of the day for a range of positive behaviours. This includes at breakfast time, break times and lunch time.

All Dojo points from across the week are totalled and the Willow Shop is opened on a Friday afternoon. Children are able to use their Dojo Points to buy items from the shop if they wish, or they can save their Dojo’s each week to buy a larger prize at a later date.

As well as Dojo points, children are able to earn stickers for showing certain positive behaviours. These behaviours are Being Kind, Being Responsible, Working Hard, Being Safe and Working with Others. If children receive 5 stickers in each of these areas across a half-term, they are awarded a place on an end of term trip, which is an off-site visit to different venues.

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 Children's 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 Children's 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 Children's. 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.

Lessons:



- The books will be on the desk at the start of the lesson
- 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
- 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

Children's attitudes to learning play a huge role in the level of success of lessons. To support them we have established clear expectations and a structured monitoring system. At the end of every lesson Children's 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.

# 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 Children's 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.

## Re-integration scale

We have adapted the McSherry (1999) re-integration scale to track SEMH needs. This has then been tailored to our expectations to determine when students are ready for transition.

## 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 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.

Date	English	Maths	Topic	Science	Emotional Literacy	PE	RE	Magic SO	Life Skills	Break	Lunch	Art	Day	Column
25-Oct	3	3								3	3			
26-Oct	3	3		3						3	3		2	
27-Oct	3	3							3	3	3			
28-Oct	3	3				3								
29-Oct	3	3	3								3			
01-Nov	3	3		3		2		3		3	3			
02-Nov	3	3		3		3								RPI
03-Nov	3	3	3			3			3	3	3			3
04-Nov	3	3				3	3			3	3			
05-Nov	3	3	3			3				3	3			
08-Nov	3	3		3		3				3	3			RPI/E
09-Nov	3	3		3		3				3	3			RPI/E
10-Nov	3	3		3		3				3	3			
11-Nov	3	3		3		3				3	3			
12-Nov	3	3		3		3				3	3			
15-Nov	3	3		3		3				3	3			
16-Nov	3	3		3						3	3			
17-Nov														

# 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.

- Hannah Sharpe – Lead DSL
- Ali Williams – Vice Principal and DSL
- Jamie Lynch- 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. 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 Children's 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.