



Tuition, Medical and Behaviour Support Service Teaching and Learning Policy

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1. Aims

This policy aims to:

- Explain how we'll create an environment in our service where all our students are able to access a high-quality education.
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our service.
- Promote high expectations and raise standards of achievement for all students in our service.
- Describe how we'll ensure our students are equipped for the next stage of their education or post 16 destination.

2. Our guiding principles

We are driven to support each student, inspiring them to reach their full potential by removing barriers to access an aspirational, personalised curriculum; empowering them for the next stage of their education and beyond. We work to ensure that each student is 'World Ready'.



Our Service community prioritises:

WELL-BEING Well-being is essential for our entire community. We work to create a safe, caring environment in which everyone is physically and mentally healthy, happy and ready to learn. Safeguarding is at the heart of everything we do.

OVERCOME BARRIERS Our students are able to overcome barriers as their specific personal, social and academic needs are identified and met. We strive to improve student resilience, motivation, self-confidence, independence, attendance and engagement with education.

RELATIONSHIPS We establish and maintain positive working relationships with students, parents, multi-agency professionals and the local community. We model these effective relationships for our students, providing the tools for them to form their own.

LIFELONG LEARNING We create nurturing, challenging and empowering learning opportunities for students and a good education regardless of circumstances. We offer a broad, balanced curriculum on par with their mainstream peers that is ambitious, relevant and accessible for all students extending beyond the academic.

DEVELOPING A VOICE We guarantee everyone within the community has a voice and that their contribution is valued.

We aim to do this through:

REFLECTION We improve future performance through the continuous evaluation of our practice · We provide opportunities to succeed while valuing and reflecting on times we do not.

ENRICHMENT We enrich the lives of our students, raising aspirations and extending beyond the curriculum.

ACHIEVEMENT We develop and celebrate the achievements and successes of each individual with a route to appropriate accreditation and qualifications.

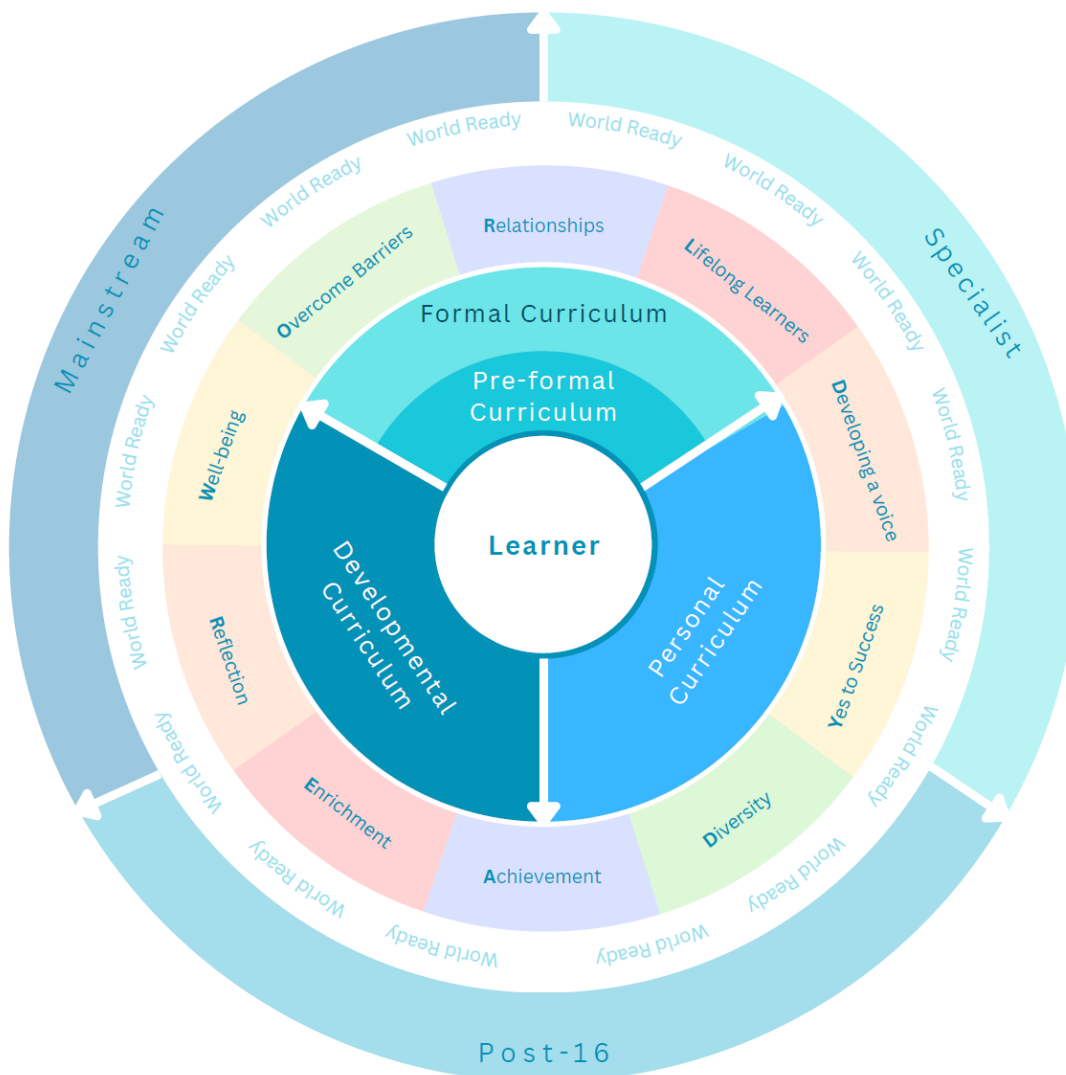
DIVERSITY We promote tolerance and respect for individual differences, abilities, needs and beliefs.

YES TO SUCCESS We equip children and families with the knowledge, skills, independence and resilience to face next steps and future challenges; preparing for adulthood and life in modern Britain.

3. Curriculum rational:

TMBSS Curriculum Model

The students who join TMBSS are at different stages of their own personal journey. A journey that has often been difficult, traumatic, and unconventional. Our curriculum content choices and sequencing are designed to allow our transient and dynamic student population to re-engage with education and achieve their own next steps to success. The TMBSS curriculum can be represented by the model below:



Each aspect of the ‘World Ready’ vision represents the primary aims of our curriculum model (Well-being, Overcoming barriers, Relationships and Life-long learners and Developing a voice) and the tools and approaches we use to achieve them (Reflection, Enrichment, Achievement, Diversity and Yes to success)

The application of the World Ready vision is highly bespoke to the needs of the individual and encompasses the formal, personal and developmental aspects of our curriculum.

3.1 Curriculum intent

Detail of key TMBSS challenges to student achievement	
Challenge number	Detail of challenge
1	Students join at any time during the school year and are with us for varying amounts of time. Some will stay with us for only a few months.
2	Students are sometimes taught in groups alongside students from a different key stage.
3	The starting point of each student differs, due to the transient nature of the student cohort and their differing prior knowledge. Some return to mainstream education and others undertake a period of assessment, before referral to the local authority for a place at a specialist provision.
4	Students start with a negative view of education as many students have been permanently excluded from at least one other educational setting or they have had difficulty accessing mainstream education.
5	Many students have significant learning gaps as they have a history of poor attendance and engagement with education. These students need to engage at a much earlier stage of development alongside a trusted adult.
6	Absence from education means that classroom routines such as remaining seated in a classroom, waiting to leave the lesson until agreed breaks, focusing on the lesson without external distractions have been lost.
7	Many students have undiagnosed SEN. They often present with challenging work avoidant behaviour until their barriers to learning can be diagnosed and they are supported to re access education.
8	Social communication skills are dependent upon trust for the adults and the relationship. Many students will only share their work, have a reciprocal conversation when they feel safe. On first joining TMBSS many students are angry and rejecting of others, hypervigilant and fearful to engage.
9	When dysregulated many students expressive and receptive language becomes limited and they resort to basic offensive descriptors and gestures to destroy the learning environment.
10	Before being available for learning, some students need their biological and physiological needs such as food, drink, warmth, and even sleep to be met.
11	Many students have experienced multiple ACE's which leads them to be at a significant risk of impairments across various cognitive functions, memory, attention and language/verbal ability; poorer academic performance and social outcomes.
12	When first joining TMBSS some students are in a crisis situation, due to issues such as their own or parental physical or mental ill-health, exploitation, addiction problems or domestic violence within the home. These students are often unable to access their education until they have built trusted relationships within a safe environment and they can be signposted to outside agencies to receive support.

Our curriculum intent is to recognise the challenges to achievements our students face, and implement strategies to remove their barriers to learning, so they can successfully transition to an appropriate educational provision or post 16 destination.

Curriculum implementations to address student challenges		
TMBSS Curriculum implementation	Evidence that supports this approach (Education inspection framework)	Challenge number(s) addressed
Planned reading intervention on basis of needs of individual students	<p>Many arrive with reading ages lower than chronological and have limited engagement with reading.</p> <p>The service is determined that every pupil will learn to read, regardless of their background, needs or abilities.</p> <p>Students are able to read to an age-appropriate level and fluency (if not, they will be incapable of accessing the rest of the curriculum, and they will fall rapidly behind their peers).</p>	1,2,3,5,7,11
<p>All subject specific planning follows a formulaic sequence of learning but these often follow spiral or cyclical pathways to adapt to the changing student cohort.</p> <p>A pre-formal curriculum sits within the formal curriculum and is designed to provide the first steps to re-engage students who are unwilling or unable to access the formal curriculum.</p>	<p>Students are able to access the most important knowledge or concepts that they need to know and focus on these.</p> <p>Student's are supported to access the formal curriculum.</p>	1,2,3,5,11
All students complete baseline academic and social and emotional assessments on arrival.	<p>Delays, gaps in learning and social and emotional difficulties can be identified so that appropriate targeted interventions can be put in place.</p> <p>Leaders identify, assess and plan how to meet the needs of students, including students with SEND when they first begin to attend the service.</p>	1,2,3,5,7,11
Information on students prior educational achievements is gained from their previous educational provision.	Teaching is sequenced so that new knowledge and skills build on what has been taught before and students can work towards clearly defined end points.	1,2,3,5,

TMBSS Curriculum implementation	Evidence that supports this approach (Education inspection framework)	Challenge number(s) addressed
<p>Lessons are delivered via a combination of thematic and traditional approaches, which supports students in making connections between subjects and improving knowledge acquisition and retention.</p>	<p>All students make progress, in that they know more, remember more and are able to do more.</p> <p>They are learning what is intended in the curriculum and subject content is broken down into appropriately sized steps and sequenced to build towards those end points.</p>	<p>1,2,3,4,5,6,7</p>
<p>The TMBSS curriculum model includes a Developmental and Personal curriculum alongside the Formal curriculum.</p> <p>Our World Ready vision represents the primary aims of our curriculum model and the tools and approaches we use to achieve them are considered essential to for preparing our students for their next steps.</p>	<p>Students gain the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life equipping students with the knowledge and cultural capital they need to succeed in life.</p>	<p>4,5,6,7,8,10,11,12</p>
<p>Student's Strengths and Difficulties are assessed on arrival and their social and emotional behaviour is tracked throughout their journey through TMBSS.</p>	<p>Students' confidence, resilience and knowledge are prioritised so that they can keep themselves mentally healthy.</p> <p>For some students our core interventions are around improving mental health, social and emotional skills and attendance.</p>	<p>4,5,6,7,8,9,10,11,12</p>
<p>Students are transitioning between educational placements so the need for continuity is considered when sequencing the curriculum.</p>	<p>The curriculum supports readiness for the next phase of education, training or employment so that students are equipped to make the transition successfully, including, for secondary schools, through careers information education, advice and guidance.</p>	<p>1,2,3,5</p>
<p>The Personal Curriculum provides structured opportunities to allow students to engage with peers appropriately in varied forms and contexts, modelled</p>	<p>Activities are planned to expose students to new ideas, provide opportunities to explore new interests and promote positive relationships.</p>	<p>4,5,6,7,8,9,10,11,12</p>

extensively by supportive adults.		
TMBSS Curriculum implementation	Evidence that supports this approach (Education inspection framework)	Challenge number(s) addressed
Alternative provisions are used to enhance the curriculum of many secondary students and the sixth day provision primary students, by promoting social and emotional wellbeing, re-engaging them to improve attendance and providing them with experiences that promote access to suitable post 16 destinations. The impact of the vocational provision (on the overall progress of individual students is systematically monitored.	Students are being prepared for their next stage of education, training or employment at each stage of their learning, including whether students are ready for the next stage and are going on to appropriate, high-quality destinations. Leaders ensure that students' outcomes are improving as a result of any different or additional provision being made for them,	4,5,6,7,8,9,10,11,12
Lessons are delivered via a combination of thematic and traditional approaches, which supports students in making connections between subjects and improving knowledge acquisition and retention.	All students make progress, in that they know more, remember more and are able to do more. They are learning what is intended in the curriculum and subject content is broken down into appropriately sized steps and sequenced to build towards those end points.	1,2,3,4,5,6,7
Our cuEnrichment activities are considered essential to academic success and social and emotional development and are given high priority.	Students gain the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life equipping students with the knowledge and cultural capital they need to succeed in life.	4,5,6,7,8,10,11,12
Social and emotional well-being are prioritised, and students are supported through individualised targets. Student's social and emotional behaviour is tracked throughout their journey through TMBSS.	Students' confidence, resilience and knowledge are prioritised so that they can keep themselves mentally healthy. For some students our core interventions are around improving mental health, social and emotional skills and attendance.	4,5,6,7,8,9,10,11,12
Students are transitioning between educational placements so the need for continuity is considered when sequencing the curriculum.	The curriculum supports readiness for the next phase of education, training or employment so that students are equipped to make the transition successfully, including, for secondary schools, through careers information education, advice and guidance.	1,2,3,5

TMBSS Curriculum implementation	Evidence that supports this approach (Education inspection framework)	Challenge number(s) addressed
Structured opportunities are provided to allow students to engage with peers appropriately in varied forms and contexts, modelled extensively by supportive adults.	Activities are planned to expose students to new ideas, provide opportunities to explore new interests and promote positive relationships.	4,5,6,7,8,9,10,11,12
Alternative provisions are used to enhance the curriculum of some secondary students, by promoting social and emotional wellbeing, re-engaging them to improve attendance and providing them with experiences that promote access to suitable post 16 destinations. The impact of the vocational provision on the overall progress of individual students is systematically monitored.	Students are being prepared for their next stage of education, training or employment at each stage of their learning, including whether students are ready for the next stage and are going on to appropriate, high-quality destinations. Leaders ensure that students' outcomes are improving as a result of any different or additional provision being made for them,	4,5,6,7,8,9,10,11,12

4. Roles and responsibilities

Teaching and learning at TMBSS is a shared responsibility, and everyone in our service has an important role to play.

This is how we will always create the above conditions for students' learning:

4.1 Teachers

Teachers in our service will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning by informing and supporting parents in how they can help further their children's learning and confidence at TMBSS. Our review process ensures parents are fully informed of their child's progress and are consulted on the actions and recommendations made about their child's future.
- During the induction/transition process a Centre visit including the parent or carer takes place. The allocated Centre Manager and administrator will endeavor to keep parents informed at every stage. Contact from parents is actively welcomed.
- Update parents/carers on students' progress.

Primary Provisions

- All Primary students have a home/schoolbook which is used to communicate with parents, and schools, daily.

- At the end of the assessment period the class teacher writes a detailed Education Report outlining the progress the student has made during their placement and sets out next steps. This is presented at the Education Review meeting.
- Within the Primary Phase we hold an Open Day each term where parents are invited into centres to meet with the teacher, have a look at their child's classwork and discuss the placement. This is an opportunity to look at the progress made and interventions in place to support their child.

Secondary Provisions

- Parents/ carers receive weekly reports throughout the academic year. These outline their child's attendance and engagement in lessons.
- A report outlining the student's academic progress is produced for sharing and discussion at review meetings. Parents/ carers may discuss any concerns they have with teachers at any time.
- Year 11 students attend a progress meeting with their parents/ carers, the Centre Manager, and the Careers Coordinator in the Spring term. The purpose of this is to discuss current progress, expected grades and post 16 plans. The outcomes of these meetings are used to formulate an action plan to support the student in achieving the outcomes required for them to successfully transition to the post 16 provision of their choice.
- Meet the expectations set out in the Curriculum, Behaviour and Assessment and Recording Policy.

4.2 Support staff

Support staff in our service will:

- Know students well and differentiate support to meet their individual learning needs.
- Support teaching and learning with flexibility and resourcefulness.
- Use agreed assessment for learning strategies.
- Support in providing inspiring lessons and learning opportunities.
- Feedback observations of students to teachers
- Ask questions to make sure they've understood expectations for learning.
- Identify and use resources to support learning.
- Have high expectations and celebrate achievement.
- Demonstrate and model themselves as learners.
- Meet the expectations set out in the Curriculum, Behaviour and Assessment and Recording policy.

4.3 Subject coordinators

Subject coordinators in our service will:

- Recognise the challenges that our students face and create well-sequenced, broad and balanced curriculum plans that allow them to overcome these and build knowledge and skills.
- Sequence lessons in a way that allows students to make good progress from their starting points.
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning.
- Drive improvement in their subject across the service recognising the impact of student challenges on the implementation of their subject planning.
- Timetable their subject to allocate time for students to:
 - Achieve breadth and depth.
 - Identify and address student misconceptions in a topic.
 - Have the opportunity to achieve positive outcomes.
- Moderate progress across their subject by, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data.
- Engage in termly subject coordinator monitoring meetings with the Head of Service, Curriculum SLT lead and link governor.
- Action developments identified in their monitoring activities.
- Contribute to termly teaching and learning working party meetings to continually raise the standards of teaching and learning across the service.
- Create and share clear intentions for their subject teachers.
- Encourage teachers to share ideas, resources, and good practice.
- Meet the expectations set out in the Curriculum, Behaviour and Assessment and Recording policy.

4.4 Senior leaders

Senior leaders in our service will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all.
- Celebrate achievement and have high expectations for everyone.
- Hold staff and students to account for their teaching and learning.
- Plan and evaluate strategies to secure high-quality teaching and learning across the service.
- Manage resources to support high-quality teaching and learning.
- Provide support and guidance to other staff through coaching and mentoring.
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge.
- Address underachievement and intervene promptly.
- Meet the expectations set out in the Curriculum, Behaviour and Assessment and Recording Policy.

4.5 Parents and carers

Parents and carers of students in our service will:

- Be responsible for ensuring that their child attends school regularly.
- Encourage their child as a learner.
- Make sure their child is ready and able to learn every day.
- Participate in discussions about their child's progress and attainment.
- Communicate with the Centre Manager to share information promptly.
- Support good attendance.
- Inform the Centre of any absence on the first day so that we know that they are safe at home (see Attendance policy).
- Avoid Holidays during term time as these interrupt the student's progress.
- Engage with TMBSS to foster an open and honest dialogue between staff and parents.

4.6 Governors

Governors in our service will:

- Support the use of appropriate teaching strategies by allocating resources effectively and monitoring how effective teaching and learning strategies are in terms of raising student attainment and destinations for our year 11s.
- Engage in termly subject coordinator monitoring meetings with the Head of Service, Curriculum SLT lead and Subject coordinators.
- Our governors ensure that the Centre buildings and premises are effective in supporting successful teaching and learning.
- Our governors ensure that staff development and appraisal policies promote good quality teaching, monitor teaching strategies in the light of health and safety regulations and scrutinise the effectiveness of teaching and learning policies through the Service's self-review processes. Monitor the impact of teaching and learning strategies on students' progress and attainment.
- Make sure other TMBSS policies promote high-quality teaching, and that these are being implemented.

5. Teaching and learning in practice at TMBSS:

5.1 Primary Provisions:

- TMBSS Primary operate from Harlescott Education Centre which caters for students in Years 1 to 6. Children can access two different models at Harlescott, depending on their circumstances. These are the Sixth Day Provision Model (for permanently excluded students) and the Shared Placement Model (alongside a mainstream school) accessed via the Inclusion Pathway.

SIX DAY PROVISION MODEL

Students may attend TMBSS following a Permanent Exclusion and take up a Six Day Provision place. Students in Years 1/2 attend for the morning session only five days a week from 9.15am – 12.00pm. Students in Years 3/4/5/6 attend from 9.15am – 3.00pm daily.

At 4 weeks an Education Review takes place for all Six Day Provision students and a decision made on whether the student is ready to be referred to the Fair Access Panel (FAP) for allocation of a new mainstream provision. If all parties feel that further period of assessment is required, an additional review will take place at 8 weeks and the student then referred to FAP. At the 4 week review it may also be recommended that TMBSS apply for an EHCNA.

Once a new mainstream provision is identified an Educational Review is held with parents, TMBSS and their new school. The findings of the baseline and review assessments inform the Education Report which is shared at this meeting and used to support the transition of the student into their new mainstream school.

Following the Fair Access Panel the student should be on roll in their new school within 15 days and fully integrated within 6 further weeks. The length of this placement is approximately 13 weeks. This type of placement is to ensure a student has access to education whilst waiting for a new mainstream placement.

SHARED PLACEMENT MODEL

Students may attend for a short period of intervention alongside their mainstream school. Students attend for four mornings or four afternoons from 9.15am – 12.00pm or 1.00pm – 3.00pm. The remaining 60% of their week is in their mainstream partner school, including a full day on a Wednesday. This shared placement is for 16 weeks in total. Schools refer to the 'Inclusion Pathway' to access a place. In exceptional circumstances, at the 16 week Education Review meeting, TMBSS can offer a 4 week transition for the student to access phased return to full-time in their mainstream setting. In addition, schools have the option to directly commission a further 8 weeks at a cost of £270 per week, plus school have responsibility for the organisation and cost of the transport.

ASSESSMENT AND INTERVENTIONS

All students are expected to complete a number of baseline and review assessments to get an overview of a student's academic and social/emotional abilities. These assessments enable the teacher to carefully plan an individualised intervention package for each student. The interventions may include spellings, reading, handwriting, fine motor skills tasks, 'Read, Write, Inc.' phonics/reading/writing tasks, 'Big Maths' and '5 Minute Maths'. The purpose of the daily, targeted interventions is to promote accelerated learning in time allowing the student(s) to access the class/group literacy lessons. Students are reassessed termly, and the students' individualised interventions are adjusted to meet their needs.

In addition to the baseline academic assessments TMBSS Primary complete the Boxhall Profile Assessment to assess a student's conduct, emotional and learning behaviour. This is used as a baseline assessment and each student's progress in their social, emotional and learning development is then tracked termly to allow target specific interventions to support their emotional regulation and wellbeing.

TMBSS staff will use these assessments to write an Education Report which will be shared at the Education Review Meeting.

SHARED PLACEMENT OFFER (MONDAY, TUESDAY, THURSDAY AND FRIDAY)

MORNING SESSION

CURRICULUM	FREQUENCY
BESPOKE INTERVENTIONS (including the teaching of maths and English)	Daily
ENGLISH	At least 1 small group session weekly
MATHS	At least 1 small group session weekly
SCIENCE	1 small group session weekly
ICT	1 small group session weekly
RE/PSE	1 small group session weekly
RSHE	1 small group session monthly
PE	1 small group session weekly
BREAK/SNACK	Daily

AFTERNOON SESSION

CURRICULUM	FREQUENCY
BESPOKE INTERVENTIONS (including the teaching of maths and English)	Daily
ENGLISH	1 small group session weekly
MATHS	1 small group session weekly
SCIENCE	1 small group session weekly
ICT	1 small group session weekly
RE/PSE	1 small group session weekly
RSHE	1 small group session monthly
PE	1 small group session weekly
BREAK/SNACK	Daily

For students on a 'Shared Placement' the breadth and depth of curriculum coverage is delivered in shared partnership with our mainstream schools.

KEY STAGE ONE SIX DAY PROVISION OFFER (MORNINGS ONLY)

CURRICULUM	FREQUENCY
BESPOKE INTERVENTIONS (including the teaching of maths and English)	Daily
ENGLISH	At least 1 small group session weekly
MATHS	At least 1 small group session weekly
SCIENCE	1 small group session weekly
ICT	1 small group session weekly
RE/PSE	1 small group session weekly
RSHE	1 small group session monthly
PE	1 small group session weekly
ART/DESIGN AND TECHNOLOGY (including Food and Nutrition)	1 small group session weekly
HUMANITIES (History/Geography)	1 small group session weekly
BREAK/SNACK	Daily

KEY STAGE TWO SIX DAY PROVISION OFFER (FULL-TIME)

CURRICULUM	FREQUENCY
BESPOKE INTERVENTIONS (including the teaching of maths and English)	Daily
ENGLISH	4 small group sessions weekly
MATHS	4 small group sessions weekly
SCIENCE	2 small group sessions weekly
ICT	1 small group session weekly
RE/PSE	1 small group session weekly
RSHE	1 small group session monthly
PE	1 small group session weekly
ART/DESIGN AND TECHNOLOGY (including Food and Nutrition)	1 small group session weekly
HUMANITIES (History/Geography)	1 small group session weekly
MODERN FOREIGN LANGUAGES	1 small group session weekly
MUSIC	1 small group session weekly
BREAK/SNACK	Daily

In primary there is a two-year cycle of planning for all subjects, this forms the Primary Curriculum overview. The Primary Curriculum overview consists of medium-term planning which help to focus the teachers weekly planning and enables them to set clear objectives for coverage in their weekly planning. Weekly planning is more class specific and includes differentiated tasks for individual students.

All planning follows a formulaic sequence of learning however due to the nature of our students, and their placements, it is recognised that on occasion plans will need to be adapted at the time of teaching to meet the needs of the students.

The pace, pitch, and opportunity for students to engage is determined by the teacher and is evident within both formal and informal lesson observations. It will be clear what the focus of each lesson is and what the expectation is but how this is delivered may well vary as we allow for 'in the moment' learning.

How reading and maths are taught across the primary phase is reflected in the Primary Maths Policy and Primary Reading Policy.

5.2 Secondary Provisions

Six day provision : Students may attend TMBSS whilst awaiting Fair Access Panel – this type of 'maintenance' placement is to ensure students have access to education whilst waiting for a new mainstream placement. Once students have been allocated a place at their next educational provision by the FAP process, an Educational Transition meeting is held with the new school. Baseline assessments and the outcome of interventions at TMBSS inform this meeting and support the student's transition back to mainstream.

Commissioned place: Some students may be referred to TMBSS via the Inclusion pathway referral process and attend for a short period of assessment. This can be to prevent a permanent exclusion from their mainstream setting, identify barriers to engagement and learning. It may also determine whether an EHCP application should be submitted prior to return to mainstream school/alternative specialist provision. Should this be the case, parents/carers will be consulted. This is based on professional judgment of experienced and specialist staff. Not all students will have an application for an EHCP submitted.

Shared placement: A student on the Secondary Shared Placement Pathway will attend TMBSS for 3 days and their mainstream provision for the other 2 days / week. Review meetings will take place at 4 and 10 weeks where the progress and impact of the placement will be reviewed, with a planned return to the mainstream provision at 16 weeks if appropriate.

For all students:

- At the start of each placement, baseline assessments are undertaken by all students. These, together with information shared by their previous educational provision are used to plan and sequence each student's individual programme of study.
- Students join and leave at any time during the academic yrs. 7-11. Some students who join in Key stage 4 complete and sit their GCSE exams at TMBSS.
- Plans, which include learning objectives, knowledge, and skills to be covered, are in place for all subjects. They are identified in sequenced subject schemes of work based on the national curriculum in key stage 3 and GCSE syllabi in key stage 4, with an increased focus on reading, vocabulary building and maths across both key stages.
- The starting points differ due to the transient nature of the student cohort and their differing prior knowledge. As TMBSS students are transitioning between educational placements the need for continuity is considered when sequencing the curriculum.
- All planning follows a formulaic sequence of learning, however at TMBSS we recognise that many of our students start with a negative view of education and are reluctant learners. Hence, we embrace the opportunity to explore different learning opportunities as they arise through discussion during lesson, as we recognise that the students need to be ready to learn before any learning can take place.

TMBSS SECONDARY CURRICULUM OFFER

Formal curriculum		Personal curriculum	Developmental curriculum
KS3	KS4		
<p>Core offer: Students have access to a core curriculum of: English, Maths, Science, PSHE, Citizenship, Art, and ICT.</p>	<p>Core offer: Students have access to a core curriculum of: English, Maths, Science, Art, Citizenship and ICT at GCSE or an equivalent level qualification, and PSHE: certificated by AQA unit awards</p>	<p>Enrichment activities and interventions that allow students to be present and available for learning. Informed by the SDQ assessments and the Social & Emotional trackers.</p> <p>This is recorded in students' 'World Ready' folders. These celebrate and remind them, how they have grown and developed by being exposed to new ideas, opportunities to explore different interests and develop positive relationships.</p> <p>Recent activities have included: music and art workshops; construction; farm-based placements, outdoor education, hair and beauty, and off-site visits. This list is not exhaustive</p> <p>We provide structured opportunities to engage with peers appropriately in varied forms and contexts, modelled extensively by supportive adults. For example, this may include 'meet, greet and eat', turn-taking in games, break activities and preparing and enjoying communal meals as a Centre.</p> <p>Students also have opportunity to explore these through one-to-one mentoring sessions.</p>	<p>Provides the 'tools' that allow students to access learning by supporting them to identify and remove barriers to learning</p> <p>Baseline: A suite of baseline assessments is used alongside information from previous settings to identify gaps in learning and social and emotional difficulties</p> <p>Targeted Interventions: Assessments are used to determine targeted interventions. These may have an academic or SEMH focus. Some students may also receive targeted support to improve their attendance.</p>
<p>Extended offer: In addition, students may study Health, Fitness & Well-being, Food Technology and Outdoor Education.</p> <p>Approach: Lessons are delivered via a combination of thematic and traditional approaches, which supports students in making connections between subjects and improving knowledge acquisition and retention. Students celebrate success through AQA unit awards.</p>			

- The pace, pitch, and opportunity for students to engage is determined by the specialist teacher and is evident within both formal and informal observations. It will be clear what the focus of each lesson is and what the expectation is.
- In secondary we will track student's progress using a combination of formative and summative assessment There are 3 assessment points throughout the year. Teacher assessments for all subjects being studied are collated and uploaded onto 4Matrix.

6. Differentiation

Teaching and learning in our Service will take the backgrounds, needs and abilities of all students into account. Our curriculum intent is to recognise the challenges to achievements our students face, and implement strategies to remove their barriers to learning, so they can successfully transition to an appropriate educational provision or post 16 destination.

- At TMBSS we believe that all students should be given the opportunity to achieve their full potential.
- For this principle to be fulfilled, we need to have the highest expectations of the most able students and challenge and support them sufficiently.
- For this policy students exceeding age related expectations and those predicted to achieve grades 7 -9 in their GCSE examinations will be classified as the most able students.

Refer to Most Able Pupil policy and SEND policy.

7. Vocational opportunities

- We recognise that for some students accessing vocational courses or taking part in work experience placements can help them to re-engage with education and help them to make better informed decisions about their future.
- We have a range of vocational opportunities for our students to engage in, provided by external providers. The quality of teaching and engagement from our students is consistently high for our vocational providers.
- Every vocational provider has an annual safeguarding check, termly monitoring and termly evaluation to ensure outcomes remain in line with whole Service practice.
- Targets are set for each student before beginning the placement. During educational reviews, progress towards these targets is used to systematically monitor the impact of the vocational provision on the overall progress of individual students.

Refer to Use of Off-site Alternative Provision policy.

8. Fundamental British Values

- The Service is committed to serving our community and surrounding areas. We recognise that the United Kingdom is a richly diverse, multicultural, and multi-faith country, and understand our responsibility in promoting and encouraging a culture and ethos that upholds Fundamental British Values.
- We are highly inclusive and reflect British Values in all that we do. We nurture our students on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our students to be creative, unique, open-minded, and independent individuals, respectful of themselves and of others in our Centres, our local community, and the wider world.

More information can be found on our website.

9. Home learning

TMBSS recognises that many of our students do not have access to a supportive, secure environment where focused time can be set aside to complete home learning.

- If individual students request work to be completed at home, subject teachers will make available purposeful tasks that support individual students' progress. There is no expectation that it should be completed.

10. Marking and feedback

- Feedback will clearly explain to students what they're doing well and what they need to do next to continue to improve their work.
- It will be given verbally or in students books.

Refer to TMBSS Assessment and Recording policy.

11. Monitoring and evaluation

We will monitor teaching and learning in our Service to make sure that all of our students make the best possible progress from their starting points.

We will monitor and evaluate the impact of teaching on students' learning through:

- Lesson observations and monitoring visits and book scrutinies.

The process is set out in the TMBSS Appraisal policy and states:

- In this service, teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the service. Classroom observation will be carried out by those with QTS.
- All teaching staff will receive 1 formal observation per year. Where there are concerns it might be necessary to have additional formal observations. This is at the discretion of the appraiser following discussion with a member of the Senior Leadership Team. All staff can only have a maximum of three formal observations.
- Teachers (including the Executive Head of Service) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.
- The sharing of good practice is encouraged in subject coordinator meetings. This is to ensure all staff are aware of expectation and strive to model and promote the very best teaching that our learners deserve.
- Termly monitoring visits to every centre by the Executive Head of Service and the Head of School include a book scrutiny from a range of students across all subject areas. Feedback is given verbally and in writing to the Centre Manager and shared amongst staff. The monitoring visit provides the Executive Head of Service and the Head of School with a clear and consistent understanding of practice across our Centres and identify supportive measures and guidance as the need arises.

12. Review

This policy will be reviewed every year by Assistant Head Dr Lisa Garside. At every review, the policy will be shared with the full governing board.

13. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy.
- Curriculum policy
- SEN/SEND policy and information report.
- Marking and feedback policy.
- Assessment and recording policy.
- Most able pupil policy.
- Non-examination assessment policy.
- Equality information and objectives.
- Primary Maths Policy and Primary Reading Policy.
- Off-site alternative provision policy.