



BROMLEY TRUST ACADEMY

Teaching, Learning and Curriculum Policy

June 2017

Responsible post holder	Executive Headteacher
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1. Aims

We believe that every pupil in our school is entitled to the best possible education that we can provide. We ensure that all our pupils achieve their full potential and gain the skills and knowledge necessary to become successful citizens in the future.

Our Teaching and Learning Policy is underpinned by our Core Values – DECIDE – as we encourage *Discovery* and support pupils to take every available opportunity to learn something new, gain new experiences and value each moment as an opportunity to discover and achieve, academically, socially and emotionally.

Independence is equally valued through teaching and learning, as we equip pupils with the skills to be prepared to attempt tasks independently, become independent learners who take ownership of learning – wanting to do better and ‘be the best I can be’- *Endeavour*.

We believe that high quality teaching and learning is key to achieving this aim and this policy reflects the high expectations that we have in place for all staff and pupils who work in our school - *Everyday*.

The purpose of this policy is:-

- To ensure that high quality learning takes place in every lesson across the school, resulting in high standards of pupil progress and achievement
- To embed the agreed range of good practice across the Trust
- To ensure consistency throughout the school
- To provide the school with a clear vision of the Trusts expectations
- To provide an agreed focus for monitoring learning and classroom practice.

2. School Expectations for Pupils

- To attend school every day and be on time for each lesson
- To complete work and work to the best of their ability at all times
- To follow instructions as requested
- To treat everyone, including self, with respect including each other’s cultures and beliefs
- To always listen to others and be honest
- To have a helpful attitude towards staff and others to help me to learn.

3. Teaching

We expect:

- Staff to have secure subject knowledge and understanding – when support is needed teachers can seek advice from Senior Leaders or other subject specialists.
- Staff to plan appropriately for all groups of pupils, with a range of abilities and access high quality resources.
- That every lesson has clear Learning Intentions which are explained to the individual pupil and class and remain on display throughout the lesson and that these LI's are clearly linked to half termly assessment targets. Children are given a success criteria which leads towards the achievement of each learning intention.
- That all lessons demonstrate key elements of good AfL practice.
- That activities are differentiated to ensure that pupils explore, develop and practice new skills/concepts.
- That staff cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding e.g. the use of visual stimuli and practical activities, ability groupings, peer and teacher modelling, visual support, repetition, emphasis on Speaking & Listening, scaffolding, talk partners.
- Staff to provide appropriate resources which support learning outcomes and provide challenge for the more able pupils.
- That staff have high expectations of presentation, quality and quantity of work.
- Staff to assess pupils' learning regularly and gather evidence against Teacher Standards
- That staff are not chair / desk bound in lessons. Furniture is flexible and can be moved for purpose
- PEGs and support staff to be fully involved in lessons
- Staff mark pupils' work in accordance with the school's marking and feedback policy
- Staff encourage pupils' independence and all efforts strive towards this.
- All lessons have a plenary when the learning during the lesson can be reviewed and assessed against the Success Criteria as well as mini plenaries throughout lessons to share ideas, encourage, motivate and to keep children on track in line with their learning intention and success criteria.
- Staff to work with teachers across the trust in order to share good practice and moderate.

4. The Learning Environment

All classroom walls should include:

- Examples of pupil work – with written feedback / praise (to be referred to in teaching).
- Literacy and numeracy strategies e.g. lists of key words for your subject.
- Commonly used literacy words - appropriate to the learning (high frequency words, connectives, literary devices, grammatical terminology).
- Curriculum levels / Assessment Criteria.
- Consider use of Assessment tracking, interclass competitions and/or subject rewards.

All corridors should include:

- Photographs of enrichment activities (trips / clubs etc.)
- Gifted and Talented provision – such as details of competitions
- Displays of famous graduates (famous authors for literacy, mathematicians, scientists etc. ideally figures which the children can relate to or recognise)
- Promotion of subject / rewards given and/or opportunity.
- Pathways of subject choice KS1 to KS5 and beyond.
- Subject specific Dedicated Improvement Time (D.I.T) displays (where appropriate)

Other good ideas include:

- An "Any Questions" wall (used in Science).
- Model answers (with teacher annotation).

- Class boards with the class name at the top and the class help to display the work as well as create it
- Inspirational quotes (subject specific or SEMH).

Avoid:

- Messy areas and random books left lying around
- Small unreadable messages for pupils
- Making it too complicated – KISS (keep it simple stupid!)

5. The Curriculum

The whole curriculum should enable pupils to:

- Acquire knowledge, skills, understanding and practical abilities with the motivation to use them
- Develop qualities of mind, body, feeling and imagination
- Extend the effective use of language
- Develop the effective use of number
- Appreciate human achievement in all areas of activity including art, music, science, literature, mathematics and technology
- Acquire an understanding of the social, economic and political nature of society
- Help develop the full potential in individuals for their lives at home, at work, at leisure, in the community and as active empowered participants in society
- Develop a sense of self-value and self-respect and to understand and respect the right to social and cultural differences amongst others
- Develop British Values within all our pupils

With the help of the whole school community, Bromley Trust Academy offers a curriculum which is relevant, exciting and addresses the aims above. The vast curriculum we offer within our school gives the opportunity for all pupils to access a relevant, up to date and meaningful curriculum. It is skill based which aims to draw curriculum links in a meaningful way, takes into account the new national curriculum introduced in September 2014 and the possibility of pupils having gaps in their learning.

6. Assessment

The assessment tools within our school are differentiated based on our learners and the stage they are at in their education.

At BTA Midfield we share the belief that consistent use of assessment for learning should:

- Enable pupils to demonstrate what they know, understand and can do using the core components of our Assessment Model (working towards, mostly achieved and achieved)
- Be used to make pupils aware of the next steps which they can take to lead them towards achieving their half-termly progress targets as set on School Pupil Tracker Online (SPTO)
- Ensure pupils are aware of the learning intentions and success criteria to support their means of achieving success.
- Give pupils positive reinforcement that celebrates their achievements.
- Provide useful information that enables teachers to plan differentiated work that addresses the learning needs of each pupil through a personal profile against the National Curriculum Standards.
- Involve pupils and teachers in recognising what needs to be done to improve their work based on National Curriculum year group standard statements that frame our assessment model.
- Inform the target setting process by identifying areas that will support the progress of individual pupils
- Be used to provide information for parents during consultations and inform homework tasks to support their child's learning at home.
- Provide information to inform whole school evaluation and strategic planning.

In addition to half - termly summative assessments of progress for all pupils in Key Stages One and two, children in Year 2 and 6 participate in SATs in: Reading, English spelling, punctuation and grammar and Mathematical arithmetic and reasoning.

At BTA Hayes we share the belief that consistent use of assessment for learning should:

- Enable pupils to demonstrate what they know, understand and can do using the core components of our Assessment Model – Beginning, Developing, Secure
- Be used to make pupils aware of the level at which they are working
- Ensure pupils are aware of the learning intentions and success criteria to support their means of achieving success.
- Give pupils positive reinforcement that celebrates their achievements.
- Provide useful information that enables teachers to plan differentiated work that addresses the learning needs of each pupil through a personal profile against the National Curriculum Standards.
- Involve pupils and teachers in recognising what needs to be done to improve their work based on 'I Can Statements' that frame our assessment model.
- Inform the target setting process by identifying areas that will support the progress of individuals and groups using the Smith Pro-forma.
- Be used to provide information for parents during consultations and inform homework tasks to support their child's learning at home.
- Provide information to inform whole school evaluation and strategic planning.

Assessment Statements used to judge pupil progress

At Bromley Trust Academy Midfield, progress targets are set per individual pupil. SPTO sets the target for each pupil to make 0.5 points progress per half term (3.0 points per academic year) and this is then adjusted by class teachers to meet the needs of the pupils in order to set realistic and suitably challenging targets. Progress is measured from each pupil's individual starting point and baseline assessment. Pupils' outcomes are measured in the appropriate year group standards within which they are working; within this, pupils can be emerging, developing or secure. As well as this, pupils are also awarded a tracking point number which lines up with the year group's standards, as in the table below.

	National Curriculum																	
	Key Stage 1						Lower Key Stage 2						Upper Key Stage 2					
	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
Expectations	Y1E	Y1D	Y1S	Y2E	Y2D	Y2S	Y3E	Y3D	Y3S	Y4E	Y4D	Y4S	Y5E	Y5D	Y5S	Y6E	Y6D	Y6S
Tracking Point	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27

At Bromley Trust Academy Hayes Progress targets are set each academic year at whole school level. Targets for each class are set at 80% of all pupils achieving '3 Points of Progress' as measured from each pupil's baseline assessment. These targets are then personalised for each pupil to ensure they make at least 3 points of progress at an appropriate age equivalency.

Forms of assessment

Across the school we recognise the importance of formative, summative and diagnostic assessment and plan opportunities for all three to take place. This is differentiated based on the type of pupils and to consider the age of learners, KS1 to KS4.

Formative assessment involves both pupil and teacher celebrating successes that have been achieved as well as identifying areas for development so that next steps can be carefully planned to meet individual learning needs. When formative assessment, or assessment for learning, is embedded in our daily classroom practice, it provides information that can be used to inform planning for teaching and learning

that is well matched to pupils' needs. This will give individual pupils the opportunity to make good progress and achieve their potential.

Assessment for learning involves sharing learning goals, effective questioning and use of oral and written feedback. For further details about Assessment for Learning (AFL) see below.

Summative assessment involves making a judgement of a pupils' attainment at a point in time in order to assess their performance in terms of a particular standard.

Pupils are assessed formally once per half term, A variety of assessment tools are used including:

- **Midfield** - Pupils are assessed formally in each area every half term in line with our 5 week assessment cycle using Rising Stars half-termly assessments (reading, writing and maths), individual reading assessments (running records and formal written comprehensions), past SATs papers (KS1 and KS2) and other methods to ascertain skills and knowledge competences (including assertive mentoring and Rising Stars topic tests). Each assessment is undertaken within a week of normal lessons and classroom learning.

Moderation exemplars are used throughout the school to level samples of work and are overseen by members of the SLT as well as the school working with Schools Learning Partnership – a collective of six special schools who come together four times per year to validate assessment, feedback and marking of pupil work.

At Midfield, pupils who are identified as having gaps in their learning through baseline assessment or not making the expected rate of progress are offered intervention support beyond their normal classroom teaching. There are many interventions available across the school including Reading Doctor, Beanstalk reading, 1:1 maths intervention, 1:1 writing intervention, SALT, social skills and a range of other therapeutic interventions. The interventions offered to each pupil are a direct result of teachers identifying particular areas where additional support would promote good progress and then liaising directly with the intervention support teachers and subject leaders.

- **Hayes Diagnostic assessment** is used when a pupil is identified as not meeting age related expectations, or not making the expected rate of progress over time. The assessments identify a pupil's learning strengths and difficulties so that the appropriate help and guidance can be provided. This may be in the form of additional interventions. This is organised and led by the school's SENCo and may involve consultation with agencies working in partnership with the school to support individual pupils. This often informs the process of setting individual IEP targets for pupils. The SENCo is responsible for deploying staff and planning an overview of intervention programs to meet the needs of pupils that require additional SEND support.

The school has adopted the following:

- Teachers discuss pupils' assessments with parents on a termly basis. Teachers also have Pupil performance meetings with the SLT called Progress Meetings after each cycle of assessments to ensure gaps are identified early and intervention is immediate to support all pupils to achieve expected in year progress.

Teachers and Progress Partners use the following Statements to judge Progress

- **Beginning/Emerging- Working Towards - Red**
New learning - the student has been introduced to the skill however they cannot grasp the concept at this time or the student is at a pre learning state and not accessing the skill or curriculum at present.

- **Developing – Mostly Achieved - Amber**

The student is starting to develop their understanding of the concept and is starting to use the skill in their work. This may not be done independently.

- **Secure – Achieved - Green**

The student is able to use the skill independently and accurately overtime.

All lessons will contain one or more of the following AfL elements:

At the planning stage:

- Use assessments from the plenary of the last lesson and assessment related to success criteria.
- Are pupils secure/require further differentiation? Peer / self-assessment.
- Generate open ended questions, differentiated to assess understanding of the more able to provide further challenge in next lesson during plenary.
- Use information from marking - responses from pupils to teacher's comments.

During the Introduction

- If appropriate, spend time re-visiting feedback from the last piece of work marked.
- Recap on previous learning—what did you learn in our last lesson?
- Share learning intentions for the lesson. What does this mean? What do you know already?
- Introduce Success Criteria - older pupils can generate their own - what will make this a good piece of work? How will know I have been successful in this lesson?
- Model the activity (demonstrating process, shared writing etc.).
- Use focussed questions to check understanding.
- Ensure activities are engaging and varied.

Main Activity

- Identify in the planning individual pupils to work with for the duration of the main activity (Rotate this to ensure that the class teacher works with every child through the course of the week).
- Use mini plenaries for example to revisit learning intention and Success Criteria to share a good example - have they achieved all elements of the learning intention? Can pupils identify which elements of the success criteria they have followed?
- Consider extension or challenge activities for those who complete early and also means for pupils to be independent/self-checking whilst support staff are working with other individuals/groups.

Plenary

- Revisit learning and Success criteria - what have we been learning about today? Have we achieved all the success criteria?
- Peer/ self-assess work against success criteria—make an improvement
- Visual signs e.g. use of thumbs up / thumbs down
- Use of Talk Partners



Subject Statements

English

Through the spoken and written word we learn and engage with the world around us; within the English Department at Bromley Trust Academy we foster the creativity and individuality of young people that goes hand in hand with the practical skills required to go out into that world as adults. All learning styles and individuals are catered for through the study of a wide range of topics including novels, drama and poetry.

At KS1 and KS2, children follow The Power of Reading which is a school development project designed to engage pupils in the curriculum through high quality books and proven teaching approaches. The project offers multi-layered professional development drawing on Centre for Literacy in Primary Education's (CLPE's) highly regarded classroom-based research and experience of working with teachers. The Power of Reading project combines the use of outstanding books for teachers and children with an approach to teaching the English curriculum that is creative, engaging and develops a love of literacy.

At pre-GCSE level the AQA Step-Up to English course provides a broad and engaging range of topics and activities in order to scaffold the transition from KS3 to KS4 whilst earning a recognised accreditation. All of our learners will also gain a certificate in Functional Skills reading, writing and speaking and listening which many employers and Higher Education providers accept if, for whatever reason, a student does not want to simply rely on their examination result.

Learners are encouraged to explore, grow and pursue a life-long love of learning through being exposed to the diverse range of literature on offer at BTA.

Maths

Bromley Educational Trust is committed to raising the standards of maths for all its pupils, so that they develop the ability to use numeracy skills effectively in all areas of the curriculum and enable them to utilise the skills necessary to cope confidently with the demands of further education, employment and adult life.

At Bromley Trust Academy we see numeracy as a proficiency which involves confidence and competence with numbers and measures. It is more than an ability to do basic arithmetic. It requires understanding of the number system, a repertoire of mathematical techniques and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Numeracy also demands understanding of the ways in which data are gathered by counting and measuring, and presented in graphs, diagrams, charts and tables.

Through the teaching of maths, we promote the skills pupils need to access the whole school curriculum confidently and effectively to enable pupils to appreciate that there is a common expectation of these skills in all subject areas.

At BTA Midfield, we follow the Rising Stars scheme of work and progress assessments as well as half-termly assessments to deliver the new 2014 curriculum. This is supplemented with a range of physical resources

(including Numicon) and printed resources (including assertive mentoring assessments to identify gaps in learning) to support the broad learning needs and styles of our pupils.

The teaching of mathematics at Midfield is geared towards enabling each pupil to develop their learning without labelling them by ability. We endeavour to not only develop the mathematical skills and understanding, but also an enthusiasm for learning which will enable the child to engage and achieve their best possible personal outcome. We aim to increase pupil confidence in maths so they are able to express themselves and their ideas using the language of maths with assurance.

At BTA Hayes, pupils are tested using examination board's baseline assessments upon entry. The results show that pupils' abilities on entry is generally lower than National expectations. We run a 5-year SoW (3yr KS3 and 2yr KS4) in Edexcel GCSE (9-1) Maths. This provides seamless progression from KS3 to GCSE. It is available in both Foundation and Higher tiers.

This planning provides a clear structure of lessons with relevant lesson objectives, sequential tasks and plenary activities. PLCs are used in KS4, especially with year 11 pupils to improve planning and differentiation. This ensures that pupils are always working on skills that require development. The PLCs are linked to the 'I Can do statements' from Maths Framework (SoW) and it is used monitor pupils' progress in classroom.

Science

Scientists aim to make sense from what we observe within our Universe. Biology is generally the study of life, Chemistry is generally the study of the matter that makes up the Universe and Physics is the study of the way that the Universe works.

In the Science Department, we try to incorporate scientific thinking and the application of Science to the world around us. The subject aims to equip pupils with the scientific skills and understanding necessary for their time, not only at school but also into their adult life.

There is an emphasis on learning science through experimental work, using specialist science equipment. Research and problem-solving tasks encourage pupils to be independent enquirers and innovative thinkers as well as team workers. Pupils are provided with the opportunity to share their ideas by presentation in various ways and, in doing so, to reflect on their learning.

At Bromley Trust Academy Midfield, we are in the process of implementing the 'Switched On' Science scheme across the school where pupils will be taught the appropriate year group standards at which they can access and develop a secure understanding of the natural and physical world as well as advancing their observational and experimental skills.

At Bromley Trust Academy Hayes, we deliver the OCR Gateway Science Biology (9-1) J247 specification for GCSE. The endorsed 2017 version is now being taught to our current Year 10 and year 11sets. The content of this particular course of study is valued for its relevance for young people, with regard to the implications of science for the society in which they live.

The course places strong emphasis on explanations, theories and modelling in science, thus helping to develop very important and valuable transferable skills that are necessary for life in general.

At Key Stage 3 level, year 9's will follow key stage 4 scheme of work starting September 2017. Year 7 & 8 we deliver the New Programme of study from Oxford university press, 'Activate'.

Activate is a brand new Key Stage 3 science course designed to spark pupils' interest in science and support them on their journey through KS3 to KS4 successfully. It's tailored to the 2014 curriculum, with a comprehensive and flexible solution for effective differentiation and assessment.

Activate provides a sensible route to science education at Bromley Trust Academy through the content of *How Science Works* [HSW] drawing on Key Concepts, Key Processes and Curriculum opportunities in the New Programme of Study [SOW].

SEN

Bromley Trust Academy Hayes and Midfield makes provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the academy is less familiar, but we can access training and advice so that these kinds of needs can be met.

The academy also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plan on a short term basis where a child has been permanently excluded from a mainstream school. Pupils who have accessed the AP sometimes present with the following kinds of special educational need: SEMH; ASD; ADHD; Oppositional Disorder; Conduct Disorder. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Head of School in conjunction with the Local Authority on a short term basis whilst a new school is identified. It is highly unusual for any pupil with an EHC Plan to access the AP as it is an expectation that schools should use the emergency annual review process appropriately rather than resort to permanent exclusion.

Life skills/post16

At BTA Midfield, We recognise the need to develop the emotional literacy of our pupils and providing them with the tools to solve conflict and to promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for progression and lifelong learning. Collaborative games and social skills are specifically taught as discrete sessions. This offers pupils the opportunity to develop in areas that they have found challenging previously. To support this, we are proud to say that most pupils have access to counselling or therapy.

The pupils of Midfield are taught the core values of DECIDE which promotes Discovery, Endeavour, Community, Independence, Decision making and Everyday effort; these values are identified, rewarded and celebrated within our school.

At Bromley Trust Academy we understand that pupils and parents may not have the resources to make the necessary arrangements for further education or training after Year 11. We therefore provide 1-1 sessions during the school day for Year 11 pupils.

These sessions provide guidance and impartial advice and aim to assist the young person in making applications for Colleges, Sixth forms, Apprenticeships and/or employment. In addition to the 1-1 sessions we also invite a variety of Colleges and Apprenticeship Organisations into School for a series of presentations and guidance.

For the last three years, Year 11 pupils were taken to the London Skills Event at the Excel Centre; this event is patronised by the Military, Emergency Services, Colleges, Universities and Apprenticeship Organisations, this event is now a staple on the school calendar.

In addition, ICT, IFS and Preparation for Working Life are embedded in our curriculum; providing guidance and resources for pupils to prepare and print their Curriculum Vitae's, personal statements and letters of application.

NEET

- Throughout the Summer Term we encourage the Year 11 pupils to feedback on their College/Training Provider or Employment Interviews.
- Parents/Carers/Pupils are all reminded in writing and at our Spring Term Academic Review Day of the importance of prompt collection of examination results and attendance to their chosen College or Training Provider Enrolment Day.
- Any pupils that are permanently Absent/Refusing to attend and no Post 16 destinations are being sought are reported to the Bromley Targeted Youth Team as potential NEET.
- In the September of Year 12 letters with SAE are sent out to the previous cohort requesting information on the student's current education/employment status.
- A minimum of two telephone calls are made in addition to establish this information.
- Any data in the Unknown section of BTA NEET Data is there because we have been unable to establish the information.
- Those pupils are again reported to the Bromley Targeted Youth Team as NEET.

Assessment on Entry to BTA and Transition

In order to operate effectively, it is important that staff, pupils and parents work together. We encourage pupils and parents to view Bromley Trust Academy Hayes and Midfield as both a fresh start and as an opportunity to achieve success. Working with parents, we aim to promote the pupil's sense of self-worth, personal responsibility and respect for others. Bromley Trust Academy is a primary and secondary Alternative Provision provider that supports pupils living in Bromley who have been permanently excluded from mainstream schools, are at risk of permanent exclusion or are pupils who have arrived in Borough due to un-assessed needs and require a period of assessment before moving to the most appropriate provision.

At Midfield Campus, we measure behaviour, emotional and developmental well-being using a range of assessments including the following:

Readiness for Reintegration Scale - The assessment is based on materials developed by Rebecca Doyle and Jane McSherry and is a screening for suitability for inclusion, giving a diagnostic developmental profile. Used over time, it gives a clear measurement of pupil development skills in each area. It is a specific, quantitative assessment tool to help analyse behaviour; measure readiness to reintegrate; and highlight specific areas that need further development.

The profile considers five main areas:

1. Self-control and management of behaviour
2. Social skills
3. Self-awareness and confidence
4. Skills for learning
5. Approach to learning

The numerical score at the end of each main area is totalled and plotted on the grid with a maximum score of 312; an overall score of 218 (70%) or above gives an indication that the pupil may be ready for transition into their mainstream classroom.

The profile will indicate areas of relative strength as well as areas for further development. The profile can therefore be used to inform IEP targets, track progress and inform planning for reintegration.

Strengths and Difficulties Questionnaire - The Strengths and Difficulties Questionnaire (SDQ) is a behavioural screening questionnaire for children and adolescents ages 2 through 17 years old, measuring emotional, conduct, hyperactivity, peer and pro-social behaviour. From the questionnaire a total score is achieved as well as an externalised range (the sum of the conduct and hyperactivity scales) and an internalised range (the sum of emotional and peer problems). "Before" and "after" SDQs can be used to audit everyday practice and to evaluate specific interventions.

The Boxall Profile - The Boxall profile provides a framework for the precise assessment of children who have social, emotional and mental health difficulties and are failing within the school setting. It helps to plan focused intervention for children whose behaviour is difficult to understand. The profile provides insights and suggests points of entry into what lies behind a child's behaviour. The profile is separated into two sections,

Section I: Developmental strands: This measures progress through the different aspects of development in the student's early years- the first assessing the child and young person's organisation of their learning experiences, the second, their internalisation of controls.

Section II: The diagnostic profile: This consists of items describing behaviours that inhibit or interfere with the child's satisfactory involvement in school- self-limiting features, undeveloped behaviour and unsupported development. They are directly or indirectly the outcome of impaired learning in the earliest years. The earlier such children are identified the greater the hope of being able to address and remediate their social, emotional and behavioural difficulties by offering patient and supportive teaching.

All information collected on a pupil is shared with the relevant parties in order to ensure a fully supported and well-informed transition for every pupil moving on to their new / or returning to their previous provisions or schools.

At Hayes Campus, the Assessment and Transition Centre assesses pupils using; New Group reading Test (NGRT); Cognitive Ability Tests (CATS); Basic and Key Skill Builder (BKSB); Pupil Attitudes to Self and School (PASS); Maths GCSE Baseline Test and Strengths and Difficulties Questionnaires (SDQ). All results from the assessments gathered are used to complete pupils Individual education Plans (IEP's). Pupils are given the opportunity to take part in dialogue about their long term and short term targets. These are then reviewed during the scheduled Academic review Days (ARD) throughout the year. Alongside this pupils are encouraged to complete Student Self Review allowing pupils to reflect on their past educational experiences to enable them to move forward by setting targets. A risk assessment is also carried out for each student on entry to the ATC.

As part of the work within the ATC in preparing pupils to return to mainstream/ further education/ college placements/ alternative provision, one-to-one meetings and discussions about student/ provision expectations take place in the run up to the student moving on from BTA. Pupils that are successfully allocated a school through Fair Access Panel (FAP)/ Core panel are given a 12 week probation period in which they are dual registered with BTA and their new provision. During this time pupils are offered Outreach Support by visiting the student at their new education provision at which timely feedback from Head of Years/ deputy Heads and the student is obtained and fed back to the school and BTA. This is done through Outreach Reports.