

2021-2022

Hall Cross
Academy



Hall Cross Academy Junction Intent

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INTRODUCTION

Aims and Purpose

To ensure students gain a broad range of appropriate qualifications and enrichment activities delivered through authentic learning experiences. To provide a safe and inclusive environment which prevents the need for exclusions. Provide a pathway for reintegration into the mainstream classroom. Identify any learning needs which will help students to overcome barriers to learning. Work in collaboration with parents, the SEND team & external agencies to create an individualised learning journey.

INTENT

The Junction is permanently staffed by two members of the Inclusion team who support teachers in their delivery of the curriculum. Teachers deliver hourly lessons within this setting to a small group of students who have additional behavioural needs, which are often not met in the mainstream classroom. The Junction is overseen by the Assistant Principal in charge of Inclusion at the Academy. Students who attend the Junction have often taken part in a managed move to another school, worked with the local authority behavioural team, been persistently absent from school or have been permanently excluded from another Doncaster school. A panel meeting between members of the SLT, SENCo, Heads of year and parents decides on the appropriate pathway for each referred student. Risk assessments and Pastoral Support Plans are produced for all students in this setting with regular reviews with parents. The curriculum intent aims to challenge the achievement gap between boys and girls in education. The schemes of learning have been devised to push, inspire and motivate all, whilst having a specific focus on raising the achievements and standards of students who struggle to access the mainstream classroom and setting; mainly middle ability boys. All learning follows the sequencing of the mainstream offer in English, Maths, Science, Physical Education, Geography and PSHE to ensure consistency of practice and a smooth transition back into mainstream at suitable review points throughout the year. Key stage 3 the Junction caters for students who continually fail to meet classroom expectations in the majority of their lessons. They are referred to the Junction via a panel of professionals which includes the Inclusion team, Head of lower school, Phase leader, Year manager and SENCO. Students continue to follow the mainstream curriculum and are supported in this setting to complete their work in a smaller environment, not usually more than 1:4 ratio. The initial referral period is for 4-6 weeks. All students are assessed on entry so that we can address their needs. The assessment contains the following elements:

- Boxall Profile
- Outcome Star
- Dyslexia test
- Reading Test
- BOSS referral

In depth pastoral and keyworking time is provided to engage students back into their learning through supporting students with their social and emotional development; providing them with strategies to reintegrate back into lessons; and enabling them to access mainstream education again and making a successful transition into key stage 4. Junction lessons may include students from different year groups within the Key Stage and some students may attend mainstream lessons instead of the junction provision for a particular subject. Key stage 4 the Junction provides a more permanent setting for students with some students being supported to complete the full key stage within this environment if this best meets their needs. Consequently, the full provision of planning, challenge and support would accommodate students in these circumstances. The students may join us at any point over the key stage in either year 10 or year 11. The mixing of age ranges at key stage 4 is catered for through thorough planning of lessons and also the use of support in the classroom. The provision caters for students who continue to fail to meet mainstream classroom expectations and would otherwise face permanent exclusion. Students who have missed significant elements of school or have previously been permanently excluded from another school will receive an initial assessment within this setting. This assessment contains the following elements:

- Outcome Star
- Boxall Profile
- Dyslexia Test
- Reading Test
- BOSS referral
- Reading Test
- EPIC referral
- Careers Interview

Once this full assessment has been completed a decision will be made whether to place the student in a mainstream setting or where students continue to study within the Junction. At key stage 4 a referral can be made to the Junction at any point during the school year. This will occur via a meeting with the Inclusion team, Head of Upper school, Phase leader, Year manager and SENCO. This should only be made once the following steps have been completed:

- Parental Meetings
- Boxall Profile
- Intensive Pastoral Support
- BOSS Referral
- Managed Move to another local school

At Key Stage 4, the Junction curriculum is geared towards maximising students' achievement at GCSE in order to improve their prospects beyond school; ensuring students are very well prepared in terms of their employability; access to higher education, further development of the cultural capital required to become socially mobile; gaining a broad knowledge and understanding of the world through academic endeavour; supporting students in making healthy lifestyle choices. A minority of students, regardless of how personalised the curriculum is, are unable to access their learning. In this case a Secondary Inclusion Panel referral is made to the Local Authority and appropriate Alternative Provision (AP) is sourced. Students will attend AP for 3 days and have access to the English, Maths and Science curriculum on the remaining two days within the Junction.



IMPLEMENTATION

Students study a curriculum which focuses on securing good grades in English, Mathematics and Science to bolster employability, and which meets statutory requirements in terms of both the National Curriculum and guidance on issues such as SMSC and British values.

The aims of our curriculum are:

- To provide a balanced, accessible and relevant range of learning experiences based on students strengths and interests
- To develop our students as learners and as people so that they are confident and able to secure and sustain positive, meaningful and relevant post 16 destinations
- To provide our students with the most up to date information, advice and guidance on opportunities that they will have access to on leaving Hall Cross Academy
- At key stage 3 the aim is to:
- Prepare pupils for a reintegration back into a mainstream lessons
- To assess all pupils to identify additional needs & make appropriate and relevant referrals to support pupils on their return to school
- To give pupils an opportunity to address the reasons why they are no longer in their timetabled lessons & to demonstrate that they are in a position to return to a mainstream environment
- Follow a competency curriculum so that pupils are able to fully able to function back in mainstream
- To work with families to support their child's education

Key Stage 3 Curriculum

Students are offered the broadest curriculum offer whilst studying in the Junction. Pupils are supported in this endeavour by the classroom teacher and intervention coordinator.

We offer a bespoke learning package of intervention for those students who have so far struggled to engage with the traditional offer. This is delivered through a relational approach that enables us to devise a curriculum that is relevant to the learner, and in doing so build in challenge and rigour, alongside a modified traditional offer. During keyworking time students will work with the inclusion intervention coordinator. The exact work will be matched through the results of an individual boxall profile and outcome star report. A minimum of 4 weeks Intervention programme is coordinated with Year managers and the Intervention lead to re-engage groups of students with their learning and help to remove any barriers. Success is measured by improved responses to the initial profiling and improved behaviour in class and during social times. This will be measured through both qualitative and quantitative data. For example conversations with teachers and pastoral staff in addition to analysing behaviour points recorded on sims. Wellbeing and self confidence grows through self determination so that the young person is able to see education as something that they can succeed in, and as such will enable them to continue this success in full time mainstream education. As well as concentrating on the lessons students are already successful in we also offer a more individualised and thematic approach to some elements of our delivery. This includes:

- Learning must be based on each individual's interests and needs.
- The curriculum must be relevant to the learners and allow them to do real work in the real world.
- Learners' growth and abilities must be measured by the quality of their work and how it changes them.

Individual learning programmes will be set out in a personalised learning plan constructed with the learner and parent. This also informs the development of a one page profile for when students return to class. Flexibility in the learning environment provides equal access to all by making adjustments to the delivery model to address learner passions, abilities and interests.

There are four key elements to our KS4 curriculum:

- Qualifications: all courses taught are accredited. Students that attend from the start of year 10 will study Maths, English, Science, Geography and Physical Education. There is a more personalised approach for those students who join at other points throughout the key stage. Assessment, recording and reporting sits in line with the main stream setting and is calendared as such
- Work experience: Another important part of our work on personal development is our Enrichment programme which is timetabled one day per week. This takes place over the two years in key stage 4 and has already included Mechanics, construction, hairdressing, boxing, health and social care and animal care. This provision is put into place after individual consultation with students and takes place away from the school site and with accredited centres.
- Information, Advice and Guidance: we go to great lengths to help our students to find the right post 16 destinations, ones that they can access and sustain and that they will enjoy. The school careers advisor works closely with our inclusion team from the very start of the key stage to provide the very best advice to our learners
- PSHE & Enrichment: All students have access to keyworking time which takes place every morning. Students also have timetabled lessons of PSHE. Enrichment activities are delivered weekly and are planned around student voice and have a 1/2 termly theme.

Pupil Contact Hours during key stage 4 2021/22

| Subject | Contact time in hours |
|----------------|-----------------------|
| Maths | 3 |
| English | 4 |
| Science | 3 |
| Geography | 3 |
| ADT | 5 |
| PSCHE | 1 |
| Enrichment | 2 |
| Work Experince | 6 |



IMPACT

Formative Assessment

Opportunities for formative assessment is largely supported by the schemes of work and allows for students and teaching staff to better understand where strengths and weaknesses lie.

Formative assessment at classroom-level is supported by:

Differentiated learning objectives and outcomes for every lesson – allowing students of all abilities to identify how to be successful in every lesson.

Specifically planned formative assessment opportunities within each lesson to allow teaching staff and students explicit opportunities to assess progress against the learning outcomes.

Opportunities for self- and peer-assessment to allow students to better understand the assessment process by working with mark schemes and examiners' reports (where appropriate) and develop a 'critical eye' for exam technique.

Dedicated time at specific points throughout each course to consolidate and draw together knowledge and understanding through retrieval-based activities to demonstrate progression and highlight gaps requiring further support and intervention.

Homework tasks, allocated via google classroom and designed to deepen students' understanding and provide teaching staff with further information to better inform teaching strategies moving forward.

There is no requirement to formally track any of the above strategies, although individual teaching staff may wish to do so. Evidence for effective use of formative assessment in lessons will be apparent in Teaching-over-time drop-ins and Assessment & Feedback work scrutiny.

Summative Assessment

Summative assessments across Years 10 and 11 are carried out in accordance with the Academy Assessment Calendar. The content of each assessment will reflect the work covered up to that point and assess knowledge and understanding alongside appropriate skills. Each assessment will:

Allow students of all abilities to access the content covered and demonstrate their knowledge and understanding.

Contain a variety of question styles; multiple choice, structured, closed short answer and extended response.

Meet the learning outcomes set out by the examining boards of the studied subjects.

Teachers will record the raw scores and assessment grades, whereas WAGs and MLGs will be recorded on SIMS every tracking cycle.

Question-level analysis is carried out on major Mock Exams to ascertain progress against assessment objectives, and provide detailed feedback to teaching staff and students. Question-level analysis for other (non-mock) summative assessments is not required but individual teachers may decide to complete this to support further planning and/or intervention.

Additional literacy provision is offered through IDL and accelerated reader to identify areas of misconceptions as well as plugging gaps in knowledge. SENDco and Local authority support, including access to high needs funding is sourced throughout the academic year. Twice yearly parental meetings are held to discuss classroom behaviour, post 16 aspirations and results of their most recent assessments. At this point parents are also offered additional support with a wealth of external providers.

