



Education Plan

JE

Plan

Approach

From our previous assessments with J, we found that her English language skills were not sufficiently advanced to access any of the KS3 curricula. We also found that even in her additional languages of French and Portuguese (which she speaks fluently), J's levels of educational attainment in English, Maths and Science did not reach KS3 levels.

We propose to use her French as a language upon which to scaffold her English language and numeracy skills in so doing, helping her to access the KS3 curriculum in English and Maths. In order to achieve that, we will focus on consolidating her KS2 knowledge and skills across English and Maths. We will work with J using one to one-sessions with one of our qualified EAL (English as Additional Language) tutors in French.

We have chosen to prioritise J's accelerated learning in English and Maths, therefore she will study KS2 English and Maths on Mondays to Fridays over a three-hour period at our Brow House venue. We have also timetabled a sixty-minute supervised homework session for J to continue her studies and independent learning.

On Tuesdays and Thursdays, J will join our Twilight School at our Brooks Building in the evenings (in addition to her Brow House sessions). There, she will work with our teaching assistants (one of whom she developed a good rapport with) in one to one-sessions on PSHE. J will also have the opportunity to work alongside and socialise (during the breaks) with the other young people at the Twilight School. We will also use these sessions to informally gauge J's progression towards KS3 levels with her attending a segment of the English, Maths and Science classes.

We will coordinate our KS2 work delivered by our EAL tutor with the KS3/4 work delivered by our Twilight staff in order to craft a seamless progression for J between the levels i.e. coordinating cross-thematic learning between KS2 and KS3/4 subjects.

Assessment

We will formally benchmark J's KS2 levels in English and Maths at the beginning of our current proposed six-week block of sessions. In order for us to track J's progress, we will aim to assess her again at the end of the six-week block. We propose that we assess J every six weeks in order to build a strong learning and progression profile for her. In this way, we will be able to closely monitor J's progress towards KS3/4 levels.

Weekly timetable

Brow House M14 6LP					
Times	Monday	Tuesday	Wednesday	Thursday	Friday
Arrive at 9:50	MTCH	MTCH	MTCH	MTCH	MTCH
10 - 10:20 Setting up the day	20 mins – English/Maths prep (incl guided reading)	20mins - English prep (incl guided reading)	20mins - English prep (incl guided reading)	20mins - English prep (incl guided reading)	20mins - English prep (incl guided reading)
10:20 – 10:30 Break (optional)					
10:30 - 11:30 Lessons	English 60 mins	English 60 mins	English 60 mins	English 60 mins	English 60 mins
11:30 - 11:35 Break					
11:35 - 12:35 Lessons	Maths 60 mins	Maths 60 mins	Maths 60 mins	Maths 60 mins	Maths 60 mins
12:35 - 13:00 Consolidation Sessions With elements of PSHE: Core theme 2	MTCH 25 mins - Summary of morning sessions Incl homework setting	MTCH 25 mins - Summary of morning sessions Incl homework setting	MTCH 25 mins - Summary of morning sessions Incl homework setting	MTCH 25 mins - Summary of morning sessions Incl homework setting	MTCH 25 mins - Summary of morning sessions Incl homework setting
13:00 – 14:00 Lunch					
14:00 – 15:00 Supervised Homework					
Brooks Building M15 6GX					
Times	Monday	Tuesday	Wednesday	Thursday	Friday
17:30 – 19:30		PSHE: Core themes 1 and 3		PSHE: Core themes 1 and 3	

Key



MTCH – Mother Tongue and Cultural Heritage. In our case, the language we will be using will be Francophone French. We will start and finish each day with preparatory and summative activities in French designed to accelerate learning in English.

Resources

English

Resource used: [RWInc](#)

Our sessions will aim to develop and extend the skills of reading, writing, speaking and listening through a variety of approaches and teaching methods throughout our English lessons. We will use *RWInc* (Read, Write Inc.) to support our delivery of Literacy and Language to support our English delivery because it has a comprehensive literacy framework from EYS to Yr 6/7. This will be very important for our EAL learner.

Our learner will also be encouraged to take home an [ethnically diverse range of books](#) to share with parents/carers to help become fluent, independent readers (reinforced by the Mother Tongue and Cultural Heritage Teaching (MTCH) sessions). Our learner will be able to choose books from the graded reading scheme. *RWInc* will also help us to develop our learner's discursive skills in relation to the materials that they will be reading.

In our sessions, we will aim to make our learner a competent and confident writer who is able to write their own fiction, poetry and non-fiction texts. We believe that the teaching of spelling, handwriting and grammar are key skills necessary to develop fluent confident writing.

Maths

Resource used: [Maths no problem](#)

We will ensure through careful assessments, monitoring and planning that our learner will progress through mathematics and have fun! We will aim to provide a maths curriculum that is accessible and meaningful to our learner throughout their stages in our sessions. We will use *Maths no problem* to support our maths delivery. We want our learner to have a positive attitude towards Maths and have the skills, ability and confidence to deal with all aspects of mathematics in an independent way both in our sessions and at home. We are using 'Maths no problem', in order to make sure that our learner gains full understanding and mastery of the underlying principles and frameworks behind mathematical problem solving irrespective of their starting points. We intend to move away from the 'teaching for content' model where sometimes superficial learning takes place in order to meet assessment points,

towards 'teaching for deep understanding' where content is fully contextualised at a deeper level of understanding in ways that will allow our learner to solve mathematical problems using their contextual understanding of the mathematical models rather than by rote learning of formulae with a superficial understanding of them.

PSHE

Resource used: [PSHE Programme of Education KS1 - 5](#)

Brow House: PSHE Core theme 2 - Relationships

These sessions will be led by our EAL tutor and will use a form of developmental bilingualism called [translanguaging](#) that recognises the importance of culture within language acquisition and application. At Brow House, these sessions will therefore reinforce the teaching across the curriculum and are marked red in the timetable. As indicated in the timetable, MTCH sessions will be divided into 20 min and 25 min sessions throughout the day to allow for MTCH preparatory session for English and Maths (especially important for our use of RWinc and Maths no problem). These sessions will recap on English vocabulary at each stage of learning at the end of each day and also prepare our learner for their homework assignments.

We believe that the following examples from this *PSHE core theme 2 - Relationships* would have an ideal space for in depth expression and exploration of these issues:

- KS1 - to communicate their feelings to others, to recognise how others show feelings and how to respond
- KS2 - to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view

Brooks Building: PSHE Core theme 1 - Health and Wellbeing and Core theme 3 - Living in the Wider World

In our Twilight sessions, we will coordinate cross-thematic learning between our learner and our Twilight provision to include discussions around the *PSHE core theme 1 - Health and Wellbeing*. For example, KS1 and 2 discussions around healthy lifestyles, could be discussed in cross-thematic sessions in both one to one and Twilight class sessions to include the following:

- KS1 - how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading



- KS2 - to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet

We will also deliver the *PSHE core theme 3 - Living in the Wider World* through the lens of the [UNICEF Rights Respecting Schools](#) programme for example:

- KS1 - that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)
- KS2 - that these universal rights are there to protect everyone and have primacy both over national law and family and community practices

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