

Teaching, Learning & Assessment

At Testwood we use data to accurately track student progress. Your child will be set challenging targets. Our challenge is to support your child in attaining the targets.

To support this at Testwood we provide:-

1. A Social skills group for year 7 and Year 8 to not only help our more vulnerable students adjust to Secondary School life, but also to further develop their social interaction skills
2. An excellent transition programme for students in year 6 and work very closely with the feeder primary schools to ensure students feel happy and confident in Year 7
3. ELSA intervention programme to support specific students experiencing difficulties with anxiety, other emotional difficulties and anger management
4. Lego Therapy for Year 7 and 8's to further develop their social communication and interaction skills
5. Reading clinics for KS3
6. Key workers for our most vulnerable pupils
7. We work with Youth and Family Matters to provide mentoring to students experiencing difficulties both within and outside school

Teaching and Learning for identified students

At Testwood we are committed to providing a high quality and inclusive education for all students. Our teachers regularly share good practice during whole school staff and department meetings. This allows all staff to work together to overcome barriers to learning,

Additionally to high quality inclusive teaching, some students will require additional intervention and support to ensure that they are making progress that is in line with or exceeding national expectations.

How is the decision made about the type and how much support my child will receive?

The aim of our provision is to identify and assess the SEND and to plan the provision needed for each young person to be successful.

At Testwood we have identified three categories of need;

1. These students will require some short-term intervention to ensure that they get back on-track in terms of their attainment in literacy and numeracy, social and behavioural needs or students who had additional needs such as being looked after. This level of support is designed to increase rates of progress and secure learning for groups of students, putting them back on course to meet or exceed national expectations. – For example:
 - Catch up session's before or after school,
 - Homework club
 - Tutor time interventions
 - Departmental lunchtime sessions
 - Key worker

2. These students will have some outside agency support in place for example CAMHS, medical professionals or Counselling who will inform us about how best to ensure progress. At this level students will have their needs addressed through inclusive teaching and in addition, will receive specific targeted approaches in terms of a SEND intervention. – For example:

- Small group intervention for to improve reading/spelling skills
- Small group sessions to improve social and emotional literacy,

3. These students will have an EHCP or have severe and complex needs. This is support that is 'additional to and different from' their peers and one which will accelerate and maximise progress and minimise any performance gaps according to their needs. This support is to ensure that the student achieves pre-agreed specific targets. – For example:

- 1:1 / small group Literacy and numeracy support
- LSA support in lessons
- ELSA
- Personalised timetables in order to allow for the provision of long-term interventions