

Springwell Learning Framework

1. A whole school nurture approach securing a safe place to learn through:

- Micro structure, routines and rituals, visual timetables and cueing transitions to provide SECURITY
- Positive relationships, unconditional positive regard to build TRUST
- Accurate baseline testing of reading, writing, numeracy, BPVS to provide differentiated work
- Identifying barriers to learning and work with the pupil to overcome these
- Therapeutic language used consistently to help pupils identify their feelings and the connection between their feelings and their behaviours
- Addressing pupils' developmental as well as their chronological age
- Involving parents in their pupils' learning using the same nurture approach with parents

2. Literacy underpinning the curriculum

Developing pupils' literacy skills is essential to enable pupils to access the curriculum:

- Accurate testing of reading, spelling and writing
- Accurately differentiated literacy work
- Targeted reading and literacy intervention to rapidly close the gap
- Frequent opportunities for inspiring motivated reading, speaking and listening and creative writing across curriculum areas
- Frequent opportunities to celebrate original writing

3. Differentiation, personalisation and interventions to meet pupils' special needs

- All staff have knowledge and understanding of Attachment theory, ASD, ADHD, Dyslexia, BESD, (along with other special needs when they arise)
- How lesson content is delivered and the content itself is differentiated to suit the learning needs of the pupil
- Differentiation for the developmental age and social and emotional stage of the child includes how language is used, differentiated tasks, opportunities for bridging developmental gaps with use of Boxall profiling
- The learning environment and teaching strategies used support all pupils to engage regardless of their special need – including visual timetables (personal where relevant), timers, coloured overlays, low arousal area, music for learning
- Feedback and marking is frequent with specific steps for progress
- Use of therapeutic and other interventions to enable pupils to overcome barriers to learning

4. Engaging ways of working

- Lures into learning – 'Wow ways in' to a new project and little lures to hook pupils in lessons (For example: Film clips, mysteries, a letter/email/videoed message, sound recording, newspaper headline, image/images linked to the topic that prompt questioning)
- First hand experiences – use of visits, visitors, artefacts, costume, images, film clips enables pupils with little imagination or any previous childhood experiences to relate to a topic
- Immersive environments – bringing 'out there' into the 'here and now' to stimulate pupils imaginations through the use of stimulus such as a role play area/displays as a scenic backdrop
- Narrative approach – using stories at the heart of learning
- Contextual learning – putting learning into a context that gives meaning to the learning



- Mantle of the Expert as a contextual learning approach to give pupils a purpose for learning and more control as experts
- Use of character and role – focusing on a character can help pupils to make an emotional connection with their learning and safely project feelings rather than talk about themselves
- Creative and interactive use of IT – to inspire writing, storytelling, film making, group work
- ‘Hands on’ learning opportunities
- Co-operative learning – pupils with behavioural difficulties have difficulties working in groups and need to learn how to work alongside, in pairs and in groups
- Peer teaching – pupils teaching other pupils skills they have learned builds confidence/responsibility/increases engagement

5. Engaging and relevant curriculum

- Core skills in reading, literacy and numeracy addressed discretely and across the curriculum through meaningful contexts
- Elements curriculum built on umbrella themes – each context is built around a story or stories, often with characters at the centre with whom pupils develop empathy
- Using stories and contexts across the curriculum helps make learning relevant and provides pupils with different perspectives to their own providing them with awareness of different possibilities and outcomes
- Social and emotional development runs through the curriculum – with opportunities to develop empathy, understanding and acceptance of others through modelling and role play
- Opportunities for play development to enable pupils to become co-operative learners through a multi-sensory approach to learning, break engagement activities for playing alongside, with a partner and in a small group
- Spiritual, Moral, Social and Cultural learning takes place across the curriculum as well as on Opening Minds Days
- Building social capital for the hardest to reach learners to develop mental, social and emotional well-being leading to empowerment and learning through:
 - Engagement
 - Commitment
 - working with others
 - working in a team
 - sharing responsibility
 - taking responsibility
 - leading

6. Equality and Diversity

- All staff understand and implement the Equality Act 2010
- Spiritual, Moral, Social and Cultural learning enables pupils to appreciate diversity
- All pupils are taught to understand why discrimination and prejudice cannot be tolerated
- All pupils have equal opportunities to thrive regardless of their abilities or starting points

7. Aspiration and achievement

- Celebration of achievement and frequent positive learning experiences build up positive pathways in the brain thus building self-belief leading to aspiration
- Positive futures are encouraged through constant aspirational language, positive role models and frequent opportunities to work with external partners

