

CASE STUDY

TALavera JUNIOR SCHOOL (7-11)



SCHOOL CONTEXT

Talavera Junior School is a local authority school serving a predominantly military community in the garrison town of Aldershot in Hampshire. The current role is 418, of which 63% have parents serving in the military. An identified member of staff is accountable for provision, support and outcomes for Armed Forces pupil and reporting to the governing body. Talavera Junior School is proud to serve its military community.

www.talaverajunior.co.uk

MORE INFO:

<https://www.talaverajunior.co.uk/our-parents-and-carers/pupil-premium-service-premium-sports-premium-and-catch-up-premium/>

This Case Study highlights how the school used the self-evaluation framework for Principle 3 to evaluate how they support children from Armed Forces families to maximise their achievements.



<https://www.scipalliance.org/thriving-lives-toolkit>



SELF-ASSESSMENT GUIDANCE

Emerging practice	Developing practice	Embedding practice
Schools with emerging practice will be actively reflecting on their activity and may be implementing actions to enhance their support, but to a small extent. School leaders will be beginning to raise awareness of what is needed to support Armed Forces children and young people more effectively and will be reflecting on the impact of their existing support strategies to strengthen these.	Schools with developing practice will be addressing this principle's question to a good extent, but this may be partial or yet to be enhanced through regular monitoring and evaluation. School leaders will have considered how they are addressing this principle's question and are taking steps to embark on a regular programme of reflection, monitoring and evaluation. Practice at this level is likely to be either not fully embedded or consistently applied by all staff, or both.	Schools with embedding practice will fully address this principle's question with well-established work that is routinely monitored and evaluated and showing evidence of impact. School leaders will have fully addressed this principle's question and regularly monitor, review and evaluate their strategies to demonstrate the impact. Practice at this level will be both embedded and consistently applied by all staff.

EXAMPLES FROM PRACTICE

3.1 To what extent do you assess on entry and monitor Armed Forces children's achievement, learning gaps and preferences, support needs and interests and skills? - All Armed Forces children are provided with a 'passport' containing information to inform curriculum design, support needs (including pastoral), interests and skills. - A meeting with Armed Forces parents, and assessment on entry, provide leaders and teachers with an understanding of the child's current levels of knowledge and skills. This information then informs the planning of the curriculum, which is underpinned by the ambition to close learning gaps for Armed Forces children and accelerate progress. - When necessary, a <u>Bell Assessment</u> is used with pupils who have little or no English.	EMERGING DEVELOPING EMBEDDING
3.2 To what extent do you address gaps and mitigate curriculum and qualification discontinuity? - Information on curriculum coverage is gathered on entry for all Armed Forces children and used to identify learning gaps. - Curriculum planning is continually adjusted to respond to the identified learning needs of Armed Forces children and is further informed by continuous assessment. - Leaders place a high importance on ensuring that teachers maintain a very strong subject knowledge and pedagogy, as well as a strong understanding of the risk of curriculum discontinuity for Armed Forces children. This is mitigated by flexibility in curriculum planning. - A focus on curriculum depth ensures that all children have more to learn and/or skills to develop even if a topic has previously been covered. - Extension tasks are used to extend pupils' knowledge of topics they may have previously studied – they act as subject experts.	EMERGING DEVELOPING EMBEDDING

3.3

To what extent do you track and regularly review Armed Forces children's outcomes and progress, and tailor support in response?

EMERGING
DEVELOPING
EMBEDDING

- Leaders and staff ensure there is continuous formative assessment and tracking of progress and attainment, with a particular focus on Armed Forces children.
- Four pupil progress review meetings run through the year and facilitate the continuous adjustment of provision and support. They include a specific focus on any 'off-track' Armed Forces children, to both the Expected and Greater Depth National Curriculum standards. Where Armed Forces children are not 'on track' to achieve personal progress and attainment targets, leaders ensure that intervention and additional support is adjusted swiftly.
- Targeted parent workshops enable Armed Forces parents to support their children in closing identified gaps at home.

3.4

To what extent do you address Armed Forces children's additional learning support needs?

EMERGING
DEVELOPING
EMBEDDING

- Prior to entry, leaders engage with Armed Forces parents and the child's previous school to ensure a clear understanding of any additional learning support needs.
- A follow-up review meeting with Armed Forces parents is held during the first term. This ensures that, where appropriate, there is continuity of provision and support.
- Additional assessments may be carried out where there are concerns over Special Education Needs and / or Disabilities for Armed Forces children, where these may not have been carried out previously.
- Leaders work quickly to process statutory assessment requests for Armed Forces children, to minimise the risk of a child transitioning out of the school without a required Education Health Care Plan.
- A weekly Camouflage Club provides additional support for Armed Forces children who have a family member deployed on a tour of duty or exercise for any amount of time. This ensures that any additional needs because of potential times of stress (e.g. deployment) are identified and supported.

3.5

To what extent do you celebrate prior learning and help Armed Forces children make the most of their strengths?

EMERGING
DEVELOPING
EMBEDDING

- On entry, and over time, staff continually seek to increase their knowledge of pupils' strengths and prior learning by providing regular opportunities for pupils to share their experiences.
- Leaders have established a culture of sharing and celebrating strengths and experiences, both through the curriculum and through additional activities such as assemblies, presentations, and displays.
- The curriculum has been designed to provide flexible opportunities to incorporate and build upon the gained experiences of Armed Forces children especially in relation to topics being covered by the whole class. This minimises the risk of pupils having to cover, in the same way, topics previously studied.

3.6

To what extent do you provide tailored careers and decision-making support for Armed Forces children?

EMERGING
DEVELOPING
EMBEDDING

- Opportunities to expose Armed Forces children to a wide range of potential career and lifestyle options have been deliberately created within the school's curriculum. For example, in English, texts are chosen carefully to ensure that children become aware of a wide range of career choices.
- Teachers and leaders seek to understand careers information that Armed Forces children may have missed, using this information to ensure that gaps in this area for this group of children are closed. This includes career options both inside and outside of the Armed Forces.

SCHOOL LEADER ADVICE

Having high, realistic expectations and aims for Armed Forces children ensures that their achievement can be maximised by addressing gaps and avoiding duplication in their learning. It is important to acknowledge pupils' different skills and experiences and fill in gaps in their learning.

High attainment gives our Armed Forces pupils options. It means that they are secondary-ready and that they can choose which paths they would like to take as they continue their educational journey.