MAT EXCELLENCE
AWARDS

Welcome to
INCLUSIVITY

With thanks to our contributing Trusts:

Consilium Academies
East Midlands Academy Trust
Oasis Community Learning
The Golden Thread Alliance
The Park Academies Trust

10:10 – 10:55

Hosted by:

BALANCED
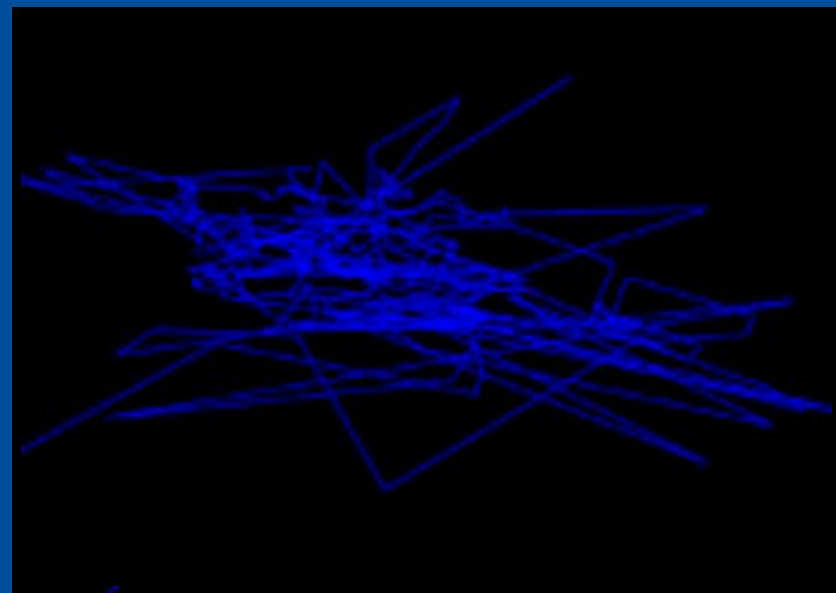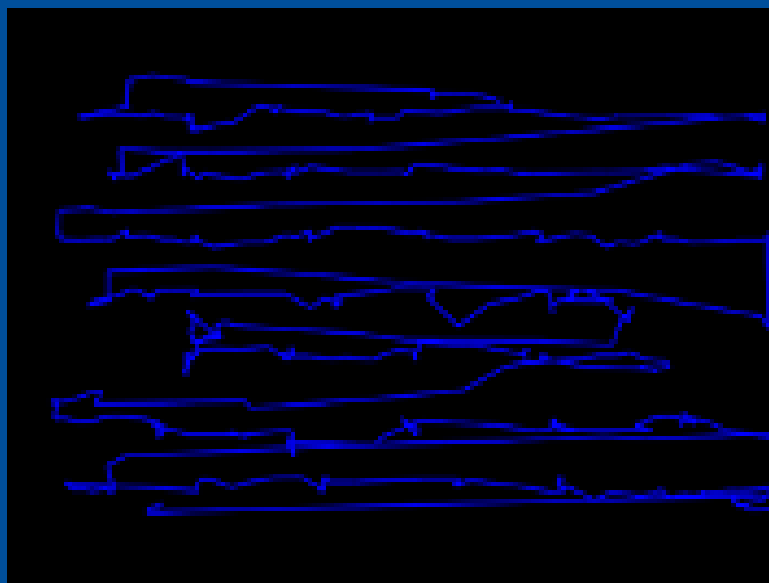*people*

OPTIMUS EDUCATION

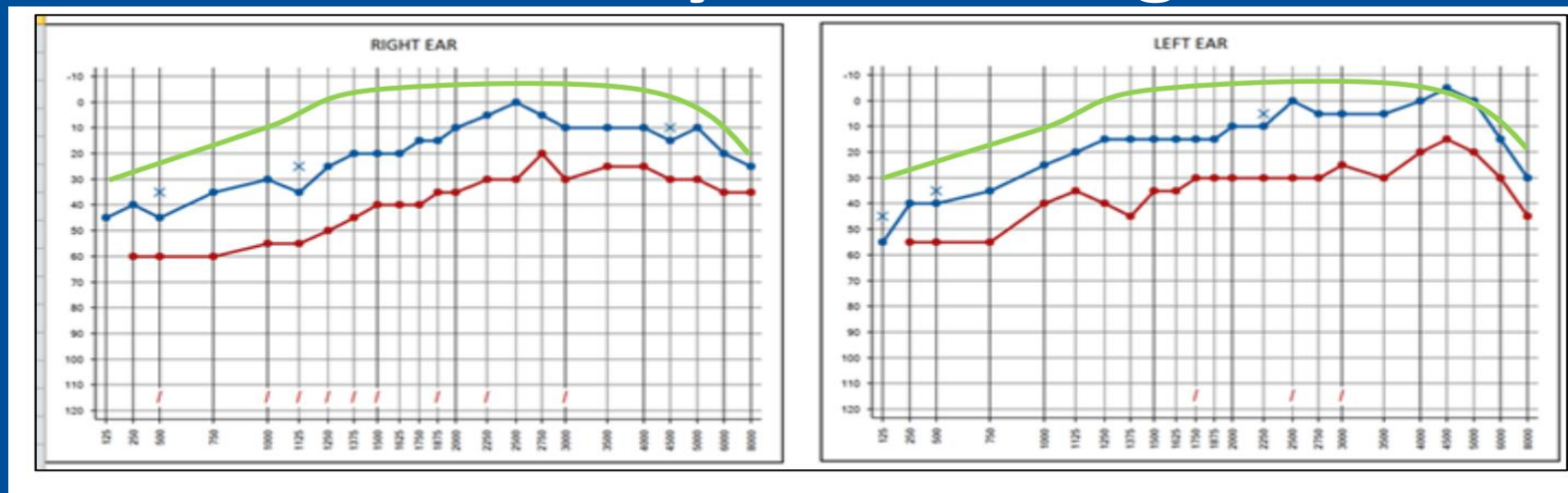#MATExcellenceAwards

"You can't be curious and angry at the same time"

ALL **Behaviour is communication**

Visual Processing

Auditory Processing

What is a culturally-responsive pedagogy?

A teaching philosophy that is premised on the idea that valuing the cultural world of our pupils is central to learning.

Staff need to take time to understand the sociocultural worlds of their pupils, listen to them, value them and incorporate their cultural identities and histories within teaching practice.

Culturally responsive pedagogy is a **student-centred approach to teaching that includes cultural references and recognizes the importance of students' cultural backgrounds and experiences in all aspects of learning.**

Culturally responsive teachers **connect, nurture, and respond to the cultural strengths of their students and relate them to classroom learning.**

The approach is meant to **promote engagement, enrichment, and achievement of all students by embracing cultural differences.**

Culture is the ideas, customs, and social behaviour of a particular people or society.

8 Competencies for culturally responsive teaching

- Reflect on one's cultural lens
- Recognize and redress bias in the system
- Draw on students' culture to shape curriculum and instruction
- Bring real-world issues into the classroom
- Model high expectations for all students
- Promote respect for student differences
- Collaborate with families and the local community
- Communicate in lingusitically and culturally responsive ways

Ava-Lea joined Castle Academy as a Year 1 pupil in December 2023 having struggled at her previous school. She was disengaged, spent little time in class and, due to displaying some significant unsafe behaviours, she was at risk of permanent exclusion.

Since joining Castle Academy, Ava-Lea has made great strides in her learning. She has formed positive learning habits through our behaviour curriculum and has responded well to the positive role models within the Year 1 cohort. Ava-Lea's parents are now engaged with an Early Help Assessment and this is enabling them to be able to support Ava-Lea better outside of school, helping her to be successful. Ava-Lea is now able to access the full curriculum and is making more than expected progress in reading, writing and maths, achieving the expected standard. In her most recent mock Phonics Screening Check, Ava-Lea correctly read 32 words out of 40, indicating that she is reading at age related expectations. She loves art and being outside and has made lots of new friends at Castle Academy.

This short case study proves with the right approach we can avoid our most disadvantaged pupils from becoming at risk to permanent exclusion and ensure that they achieve their true potential, becoming the best that they can be. Ava-Lea is a shining example of this and Castle Academy is lucky to have her.

How do we adapt our practice to be fully inclusive of boys?

Gemma Bolton-Hale

What are the factors that affect boys' engagement and progress?

- **Attitudes-** The different perceptions of their learning, position in school and their treatment

- **Peer group pressure-** the pressure to conform to gender norms and expectations, projections of masculinity

- **Biological issues-** The male and female brain and how they are different, what the different brains are better at doing

- **School influence-** Status, influence and role models of males within the school, how boys are girls are treated (or perceived to be treated) differently

- **Equal opportunities-** Priorities given to other groups (girls, global ethnic majority groups) in intervention strategies now resulting in these groups over taking in their achievement

- **Central government policy-** Curriculum and Assessments could possibly be more in favour of girls/the way girls have been socialised

Source: Raising Boys' Achievement, Jon Pickering

Treat boys as boys, not as defective girls

Lets face it, when we talk about boys we often compare them to girls, and this isn't usually too favourable. When we describe the 'perfect' student we often describe what we see in girls. Quiet, calm, neat and tidy etc.

Boy's behaviour and self image is based upon their socialising (just like girls do to) and from the very beginning they have been socialised to approach things in a 'male' fashion. Their toys and games and TV characters have all been different to those that girls have been encouraged to be like.
This means that in the classroom when girls and boys are given as task, they will generally approach it in they way that they have been conditioned to according to their gender.

Girls will take an approach that will involve conversation, listening collaboration and reflection, but boys have been conditioned to approach this in a more solitary way, or a way that makes them feel they need to compete against one another. Unfortunately, our education system has been designed where we assess our students on skills that girls are more likely to have been conditioned to display, therefore leaving our boys behind.

It is now time to look at ways to engage, teach and assess our boys in ways that they can flourish, rather than the more female-centric methods of assessment.

Value what they value

All too often, the things that boys enjoy are discredited or made out to be 'laddish', frivolous or trivial, this leads to them losing the passion for learning through these things. We may reinforce negative stereotypes or that the things that girls value or more important.

For example, when we choose books and poetry a based on love stories or other common themes, but a boy really likes reading books about pirates or an alien invasion, these boys may feel that what they is not valued or credible and that they should be reading something else and therefore give up reading rather than read something of little interest.

We must show that we value what they value, and find ways of including this in our educational offer.

When we value what they value, we allow boys to see themselves as a credible learner, as someone that has a place within education, as someone who can thrive based on what they love.

Note: be careful not to generalise and assume that something like football is what all boys value.

Teach boys to collaborate, not compete.

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For many years in my early teaching career I was told to engage the boys by including some kind of task that involved a very competitive element, and that this would mean they would engage because they would want to win. I would do this, and a few boys would loudly and dominantly compete, and I would say to myself 'I successfully engaged the boys in that lesson'.

Upon reflection, it is now possible to understand how this is not an effective teaching strategy for a number of reasons

- It teaches the children to be overly competitive and rash in their thinking (not skills that are useful in education) and not to collaborate and use dialogue, rationale thinking, and develop team work and group skills-
- It promotes negative male stereotypes and potentially toxic/hyper Alpha behaviour
- It only engages the Alphas and those that wish to challenge the Alpha. It actually makes the less dominate boys recede away from contribution.

Encourage and reward effort, not just attainment

The process of learning is a constant fluid curve, not a linear process. When we only reward attainment, we will cause boys to revert back to more primal behaviours such as competition and comparison. They will naturally feel pitched against one another (and the girls) and may not be motivated along their journey to the end result (attainment).

However, when we sincerely reward effort, we are acknowledging the **processes** in a learning journey. This way you can praise each and every child for what they did well against their own set of standards or developmental needs, and create an environment where boys are not stifled by the ranking of a potential assessment score, but are honestly acknowledged for what they personally have done well.
This should increase motivation towards the long term goals which are usually more quantitative.

Target questioning towards boys

Taking into account many of the previous points, questioning within lesson should be specifically planned to include boys.

We have already examined the fact that boys many feel like establish and maintain their masculinity within the classroom and this can often effect the way they contribute to verbal aspects of a lesson

e.g- A dominate alpha may like to answer all the questions

Therefore a less dominant boy will be less likely to want to contribute responses of the same quality

Some boys may feel it isn't very masculine to give full and detailed answers in a lesson, and some may not have been encouraged through their masculine socialisation to be verbally expressive.

Higher order questioning should be used to drive up the quality of verbal responses within the class.

In Summary:

- Treat boys as boys and not defective girls

- Value what they value (but don't generalise)

- Treat boys not to compete, but to collaborate.

- Encourage and reward effort

- Target questioning towards your boys

Further reading:
Raising Boys' Achievement- Jon Pickering
Raising Boys' Achievement- Gary Wilson
Hold Tight- Jeffrey Boakye

Creating the Culture – Vision, Values, Pledges

Our Pledge for Children with Special Educational Needs and Disabilities (SEND)

The Golden Thread Alliance will:

- Work in partnership with parents and carers to improve opportunities for children with SEND in all aspects of school life.

- Enhance and adapt the curriculum to make it fully accessible to all children.

- Celebrate small steps of achievement and recognise skills and strengths outside of what we might expect.

- Equip all children with the knowledge and understanding to support and include children with SEND.

Our children, parents and staff remember the seven values we live by following our **Golden Thread poem**, shared in each of our schools:

"Here we are all different in how we talk, learn and play,

But we have our seven values and we live them every day.

We're **respectful** and **ambitious,** we're **responsible** and **kind**,

We believe in **courage** and **equality**, so no one's left behind.

We have **integrity,** so we're honest (we do just what we said).

We look after each other, and that's our Golden Thread!"

Policy & Equality Impact Assessments

- Inclusion based in strong policy

- Equality Impact Assessments for every policy

- Robust challenge and scrutiny by Trustees

Case Studies

Respect

Equality

Courage

Integrity

Ambition

Kindness

Responsibility

The
Golden Thread
Alliance

As united as we are different.

School of
Solutions

The Park
Academies
Trust

When we set up SoS, nationally there were more than 30000 pupils in school arranged alternative provision, less than 450 returned successfully to mainstream. **The SEND and AP action plan describes School of Solutions**

Three-tier alternative provision system - used as an intervention, not a destination
1. Targeted early support within mainstream school - to deal with needs early and reduce preventable exclusion.
2. Time-limited intensive placements in an alternative provision setting - provide more intensive intervention
3. Longer-term placements to support return to mainstream or a sustainable post-16 destination.

It is an Alternative Provision placement that last 12 weeks. Pupils will attend their main schools 3 days a week as normal and then the other 2 day at the SoS.

The structure of the school of solutions placement

- At the School of Solutions we will progress through each developmental phase to begin to address the identified gaps that some pupils may have.
- The learning during the start of the placement will be informal, concrete, experimental and play based (scientist play, accountant play).
- As the placement progresses, the learning will also progress to finish with more formal learning in preparation for the pupils' return to the main schools.

The curriculum is based on:

World Economic Forum's 8 characteristics for learning

Attachment and Nurture theory

Integrated brain theory

Behaviour as communication and the whole child

EQ before IQ

Delivery is through:

Design Sprint Framework

Philosophy For Kids

Play

Therapeutic Practice and Therapist input

A Reflect and Restore culture

Physical activities and outdoor experiences

Transition activities and learning

Happy Confident Company