

Introduction

‘Schools should produce young people with ideas and dreams, with a vision of what they want to achieve in life, who have a strong sense of service, of care and compassion for those in need and who have above all else a love of life, a zest for living life to the full.’ (Cardinal Hume).

Students at Trinity Catholic High School will experience a balanced academic curriculum and a rich extra-curricular programme, which together promote spiritual, moral, cultural, mental and physical development, thereby preparing students for the opportunities and responsibilities of adult life. The whole curriculum, as approved by the Governing Body, is concerned with the holistic needs of all the students. The school is committed to providing the valuable opportunities of the National Curriculum but with emphasis on the development of the positive attitudes toward learning and the necessary skills involved. We seek to provide a curriculum that addresses both individual needs and an entitlement to the whole school curriculum supporting all students to fulfil their God given talents and potential.

Aims and Values – to provide a curriculum that....

- is broad, balanced, relevant, purposeful and enables the academic and personal progression of all students.
- provides a programme of personal and religious education which reflects the school’s aims and distinctive Catholic ethos.
- fosters and encourages a love of learning. A curriculum that inspires students to a commitment to learning which will last a lifetime.
- promotes excellence in all aspects of teaching and learning.
- enables our students to experience and demonstrate continuous progress and achievement with opportunities for assessment to inform their learning needs.
- provides a programme of careers education, support and guidance that suitably prepares students for the next stage of their lives, for higher education and adult life.
- fosters students' creativity and develops essential skills for life, including learning skills.
- is dynamic and flexible in an ever changing world.
- ensures that students develop the essential skills of literacy and numeracy.
- ensures students are provided with opportunities to experience and celebrate success and achievement.
- fosters self-esteem, self-worth and personal responsibility, linked to respect for the needs of all within the school community and beyond.
- ensures provision for equal opportunities, and that students of all abilities can access the curriculum provided. We will ensure that our planned curriculum is accessible to all students and delivers subject matter appropriate to the ages and aptitudes of our students.
- creates effective partnerships with carers, parents, other professionals and external agencies.
- promotes personal, social, health and economic education.

Teaching Groups

- Each student at Trinity has the entitlement to a curriculum that will develop and enrich each individual. The school is built upon the ethos of equality and it is on this basis that the philosophy of mixed ability is structured. With the exception of Mathematics all classes are taught in mixed ability groups. A great deal of time and thought is given to the formation of form classes as the students enter the school. Once students have been allocated a place, both the Head of Year 7 and the Head of Learning Support visit the feeder primary schools in order to learn more about the students, whether it is a particular talent or special educational need. This information is disseminated to appropriate staff to assist them in their planning and teaching.
- The emphasis at Trinity is on the quality of teaching and learning of every class and every student. Differentiated strategies and methods are adopted that will support all students to achieve their potential.

Reading Initiative

The Reading Initiative occurs between 12.55 -1.15 pm every day for years 7-11. Students bring with them either a fiction or non-fiction text to read. Students will read their chosen book for 20 minutes. Nearer exam time, this extra time is used for low stakes testing in year 11 to prepare them for GCSE examinations within each subject.

The aim of the initiative is to

- give students the opportunity each day for quiet reading;
- encourage students to develop a love of reading;
- encourage students to develop an interest in a wide range of texts.

Learner Profile

The Learner Profile sets out a list of learning attributes that all students should aspire to. Teachers assess students against these descriptors within both the mid and end of year reports home to parents. Below are given the characteristics of a student at the top of the learner profile:

“The student is an extremely conscientious, highly organised, well prepared and motivated learner who exudes a high level of dedication, creativity, curiosity and a passion for the subject. The student completes independent, in-depth and evaluative research into a topic; developing their knowledge and communication skills by reading and researching around the topics that they study. Being persistent and reflective are core characteristics of the student who is not afraid to make mistakes, but learns from, and acts upon, past experiences, improving and re-drafting work to ensure it is consistently at a professional standard. The student asks pertinent questions, is able to evaluate ideas, articulate judgements confidently and set challenging targets. He / She shows initiative and leadership when working in groups.”

Spiritual, Moral, Social & Cultural

SMSC is an integral part of the curriculum at Trinity:

Spiritual

Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.

Moral

Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social

Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.

Cultural

Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Curriculum KS3

Years 7 and 8 (ages 11 - 13)

All students take the following subjects:

Religious Education, English, Maths, Science, French or Spanish, Geography, History, Art, Music, Technology, Physical Education, Computing.

Computing is taught in years 7 & 8 only.

Year 9 (ages 13 - 14)

In Year 9, the following changes take place:

- Science – students begin GCSE Science in year 9.
- Music and Drama are taught in rotation through the year.

KS3 & 4

Computing, Citizenship, Career information, support and guidance, Sex and Relationship education and enterprise education are taught to all students across the curriculum supported by specific assemblies with outside providers and activities developed during circle time (form time on Fridays).

Curriculum KS4

KS4 Options

During the course of Year 9 students embark on the process of choosing their KS4 options. This is a process whereby, through a programme of talks, general discussions and individual advice students are guided in making their subject choices for study at KS4. This process begins at the start of the spring term. Students and parents receive a detailed Options Booklet to support the process of choosing options.

KS4 Curriculum

The year 10 and 11 curriculum is composed of two parts, the 'core' subjects and the 'option' subjects. These two parts reflect the requirements of the National Curriculum. The curriculum is composed as follows:

R.E., PRE / Citizenship – taught via cross curricular input and 'drop down' days, P.E., English Language and Literature, Mathematics, Science leading to two GCSEs in Combined Science.

Option subjects are as follows:

Art, Business, Computer Science, Construction, Drama, Economics, Food, French, Geography, Graphics, History, Media Studies, Music, PE, Psychology, Science – Triple and Spanish.

The subjects above are offered subject to staffing and the numbers of students opting for subject areas.

Most students follow a course of study leading to 9 GCSEs, although there is scope to study additional GCSEs. In addition a modified curriculum is offered to those students who would benefit from following a course leading to fewer GCSEs.

Homestudy

The nature and frequency of home study will vary according to the subject and year group. It is not appropriate therefore to adopt a 'one size fits all' approach – the schedule for home study in year 7 is different to that in year 10. Although the amount of time spent on home study each night can vary the expectation is that students will spend the following time on home study each evening:

- Year 7 – 1-1.5 hours of home study per evening (30-45 minutes per subject). Students will be set twice weekly home study in English (one reading and one writing homestudy – 30 mins each) and weekly home study in Maths, Science and MFL. All other subjects set home study on a fortnightly basis.
- Years 8-9 – 1.5 hours per evening (45 minutes per subject). English and Maths set home study twice per week. Science sets home study once per week in year 8 and twice per week in year 9. All other subjects set home study each week with the exception of History and Geography where one humanities home study is set once a week.
- Years 10-11 – 2-3 hours per evening (1+ hour per subject). Home study is set each lesson in all subjects.

Support for Homestudy

The following forms of support are available to students:

- Many departments, including SEN, provide workshops at lunchtime or after school to support students in their learning.
- Students having difficulty with home study are advised to speak with their teachers – support will always be provided.
- The school library and IT rooms provide facilities and resources to support student learning.
- Support for the development of study skills is built into the curriculum provision especially in year 7.
- The school's VLE has a wealth of materials / resources and references to support students in their home study.
- After school home study workshops are provided at KS3 and KS4 to support students to develop disciplined study habits and to complete home study.

Sanctions – Homestudy

- The school places great value on home study and it is important to emphasise to both parents and students that learning in any subject can be significantly enhanced by undertaking work outside of school. The key to this process is a shared understanding of the benefits of home study tasks.
- All teachers operate a one chance rule for home study. This is one chance for the whole year not each term. Students must bring the home study to the teacher the following day or a detention will be served (Staff must abide by the regulations for detentions). In the first instance class teachers will deal with the non-completion of home study through 30 minute detentions and inform parents via the school journal. For continuing non home study, referrals will be made to Heads of Departments who will meet with the students concerned / contact home etc. Departments will keep Heads of Year informed of sanctions imposed. Persistent non completion of home study will be referred to Heads of Year and Directors of Site / Sixth Form. Saturday School may be used when other systems have proven ineffective in resolving home study matters.

Supporting Learning in the Home

Organisation:

Organisation contributes significantly to effective learning; students should come to school fully equipped and ready to learn. Each evening students should ensure that bags are ready for the next day at school with the correct exercise books and textbooks along with the necessary equipment: journal and reading book, pens (blue/black and green), pencil, ruler, rubber, protractor, compass, calculator, dictionary, Bible, science / technology overall, PE kit, food equipment and apron as necessary. In addition, other useful items of equipment are highlighter pens, coloured pencils, glue and sellotape. Parents may find it useful to have a copy of their son/daughter's timetable displayed in the home to help with this.

Reading:

There are numerous studies that suggest students who are exposed to books from a young age perform better across the curriculum. Children who live in a house with well-stocked book shelves have been proven to remain in education for an average of three years longer than those with little access to literature.

It is therefore important to encourage reading at home. At Trinity we want every child to have a love of reading, parents can help by:

- Discussing the book your son / daughter is reading – encourage them to write a book review and show it to their teacher.
- Choosing books together so that appropriate texts can be selected and students have ownership of the book.
- Monitoring the number of books your son / daughter is reading if one book is taking too long to read perhaps a different one would be suitable.
- Maybe designate half an hour at the weekend when all the family sit and read together.

Homestudy:

The role of the parent is crucial if a child is to gain success from home study. Reinforcing the value of home study through positive feedback, will give students the confidence to persevere, work hard and reach high standards of achievement.

All students at Trinity keep a journal in which home study tasks are recorded. Parents are asked to check this on a regular basis to ensure that work set has been completed. Parents are required to sign the journal at the end of each week when all home study has been finished to the highest standard.

Parents can assist by:

- Providing a table, chair and a quiet place to work.
- Ensuring that there is a golden hour when home study is completed without the distractions of phones, playstations, TV etc.
- Checking the time spent on individual tasks.
- Ensuring that outside activities / clubs, whilst important, do not hamper a child's quality of work and put the child under undue pressure.
- Checking the presentation and where possible the content of all home study.
- Signing the journal each week.
- Let the school know if there are any problems with home study that cannot be resolved. Perhaps the child seems to be doing too much, or not enough, or is finding it too easy or difficult. Help can be sought by contacting the Head of Year.
- Help your child develop independent learning strategies by modelling how to look up information or find a word in a dictionary rather than simply giving an answer in order to get the task completed. Help them, but do not do it for them!
- Be interested—get them to explain the task to you and repeat it back to them—this often helps to clarify the task in their mind.
- Read the comments made by teachers in exercise books—they will give you advice on how your child can improve their work.
- Encourage your child to complete the work the night it is set whilst it is fresh in their minds.
- Check that they have used all of the resources available to them to help with the task: teacher, textbook, friend, class work examples in their books, posting an email for help on the “discussions board” in their classroom on First Class.

- Help them make the links between subjects—often skills learnt in class are designed to be transferable to other subjects.
- See if there are any educational programmes on TV that link in with what they are studying in school; museum trips, galleries and the local library are great ways of extending their learning.
- Help your child to catch up on work missed through absence from school; it is important students independently find out about the work that was set on that occasion.
- Discourage your child from copying when undertaking research tasks. Talk about the information together, tease out the key facts and help your child to write these down as brief notes.

Revision:

Formal exams / tests are set twice a year at Trinity – midyear around Christmas/January and at the end of year around May/June. Students need to be fully prepared for these tests. Students will need to be supported in their revision. Help them to construct a revision timetable – revision blocks of 45 minutes per subject work well, but they must remember to space out their revision and factor in breaks, dinner, etc. Lots of resources will be made available for students in school either in their books or on the VLE.

Parents can support in the revision process by:

- Getting students to explain the mind maps they have produced.
- Using cue cards to help learn and test key words and facts.
- Timing students when they try practice papers.
- Encourage creativity – posters work really well as do post it notes to highlight key points.
- There are some excellent revision sites that students can use to support with their revision such as <http://www.bbc.co.uk/education> refer to the journal for more subject specific websites to investigate.
- Encourage students to have a friend come around and work together on homestudy – they can produce resources they can share and use to test one another.

Learning Support

- The SEN Department at Trinity is committed to a policy of inclusive Education and aligned with this the department has a strong belief that “*all pupils share a common entitlement to a broad and balanced curriculum alongside their peers*”. This belief forms the foundation of the work of the Learning Support team who operate an efficient and highly successful cycle of “*assess, Plan, Do and Review*’ that works in line with the graduated response proposed in the Code of Practice (2014/2015) on Special Educational Needs & disability equality. The rapid identification and deployment of support is a very successful element of Trinity’s support strategy and through which a host of learning support interventions are available to help raise academic achievement and to help move all pupils forward in their learning. These support programmes are additional / different to the usual curriculum and the specific initiatives that each pupil partakes in are tailored for their needs. When a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational needs provision in place – this is called SEN Support. Quality First Teaching remains our first response in relation to the identification of SEN, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs.

Accelerated Reader Programme:

- The Accelerated Reader (AR) is an online book monitoring program that enables the school to manage and monitor students’ independent reading practice as well as providing an online tool that enables us to accurately assess the progress that each student is making with reading comprehension and vocabulary. The AR program helps students to pick books at their own level and which they can read at their own pace. Once a pupil has read a book they will complete an online test that will provide feedback regarding their understanding of the book. The test outcome will generate a recommended reading list from which the student should select their next book. The recommended reading list targets to ensure that each student has a book that is pitched appropriately at their reading level and which simultaneously targets to move their reading skills forward. The initial reading assessment is conducted via the AR Star Reader Test which is a 30 minute computer-based reading assessment that adjusts levels of difficulty to student responses. Among other diagnostic information, the test establishes a Zone of Proximal Development (ZPD) reading range for the student (book reading difficulty level), an Estimated Reading Age (ERA) and a National Curriculum Level (NCL) for reading.
- Operation: During 2017-2018 all SEN students will be enrolled on the Accelerated Reader Programme and Trinity’s learning support department will monitor the engagement and progress of SEN students with this programme.

The Book Bag Programme:

- At the start of each half term, a target group of 15 pupils across Key Stage 3 will be provided a selection of 6 to 8 books that they must read during the course of the half term. Each book will have about 70-80 pages and the pupils are asked to read about 10 pages per day thus they can complete one book every week. The books selected will be pitched at the pupils’ reading level (as identified through the Star Reading Assessment Programme) and each book pack will contain a range of genres to help develop a broad and diverse vocabulary. During the course of each term one of the SEN TAs will check on the progress of pupils through their reading pack and they will discuss reading with the pupils. Once the pupils have read their books they will complete an online test, via the Accelerated Reader Programme, to assess their comprehension of the texts - this will also help validate that the pupils have actually read the books that they were provided. The Accelerated Reader Programme will generate a recommended reading list that will target to move the pupil’s reading forward from their

current reading level. The recommended reading list will be used to select the books that are contained in each subsequent reading book pack. The target group's reading attainment levels are assessed at the commencement of the course and then reassessed at the end of the academic year to evaluate the effectiveness of the initiative.

The Flaubert Initiative:

- Aims: The Flaubert Initiative aims to promote and encourage reading for pleasure among KS3 students and to motivate students that have been identified as being "reluctant readers" to read more both at home and at school.
- *"Do not read as children do, for amusement, or like the ambitious ones do, for the purpose of instruction. No, read in order to live!"* **Gustave Flaubert**
- The Flaubert Initiative operates 3 mornings every week during registration and there are 8 students in each group from Y7 through to Y9. As part of their preparation for the intervention, the students are asked to research and find a newspaper article which they must then summarise and discuss with the Flaubert Group when they meet. The big idea is that the students will engage in wider reading that will help them to develop a range of interests in the world around them – politics, sport, fashion, local & world news, current affairs...etc. Whilst researching their newspaper article the students will develop their skimming and scanning skills, interrogation, interpretation and reading for meaning skills.

Cursive Writing:

- The cursive handwriting programme is delivered by the SEN TAs during lunchtime to that cohort of students in Year 7 that have not yet learnt how to join their letters and those who have a handwriting style that is near unreadable as they have not yet been shown how to form letters and letter strings correctly. During the programme students learn how to pay attention to capital letters and full stops, they get practice in shaping their letters, they learn how to link letter strings and they are tutored on the different skills required for note-taking and letter writing.

Specific Learning Difficulties:

- Children that have been assessed and identified with Specific Learning Difficulties such as Dyslexia, Dyspraxia and Autistic Spectrum Disorders are particularly well cared for through Trinity's Learning Support Department. Pupils with SpLD and EHCP (Educational Health Care Plans) have access to individual and group support in phonics, spelling strategies, writing triplets, reading strategies, expression, sequencing and cursive handwriting. A register of pupils with specific learning difficulties is maintained and circulated at least half termly to all teaching staff. All subject staff are also regularly circulated with advice and guidance relating to strategies for supporting the needs of those pupils identified as having specific learning difficulties.

Parent Volunteers / Reading Scheme:

- Here at Trinity we welcome the voluntary help and support of parents in many aspects of our work and one of the most successful areas for this support is the 1:1 Parent Reading Scheme (PRS), where volunteers can offer up to 3 hours each week to provide a structured reading support for reluctant readers. The PRS operates on different days to suit the needs of the volunteers and mostly targets support for pupils at KS3. During the course of each weekly session the volunteer will listen to pupils reading aloud and assess their comprehension of the text through the Reading Comprehension Booklet provided. Each pupil will

be supported for between 15 and 20 minutes. This initiative is popular with the pupils, provides quality reading support for a large number of pupils and is effective and successful in its achieving its objectives of promoting an enjoyment of reading, developing pupil confidence of self-expression, encouraging the use of a broader vocabulary and the development of reading accuracy, understanding and fluency by modelling how a particular word, phrase or sentence is read.

Spelling Support:

- Students in Year 7 – 9 have a chance to revisit phonics through the “Everyone Can Read” Phonics programme. Support for spellings in Year 7 is on the application of “Spelling Strategies and Rules” to writing across the curriculum. Both Programmes are delivered by the SEN Teaching Assistants and aim to revisit and teach a range of spelling strategies e.g. sounding out, mnemonics, syllabification, analogy and spelling rules. The SEN team uses the NFER single word spelling test (SWST) to assess the basic spelling skills that each student employs in their everyday written work. The tests are initially triggered in Year 7 and there are parallel versions through to Year 11 that can be used to identify the progress made against standardised scores.

Specialist Support – Outreach Provision:

Trinity operates a very successful liaison with other specialist schools in the local authority and through this we have promoted inclusion and helped raise levels of achievement for pupils with SEN at Trinity. Effective collaboration with a range of outreach services has enabled our school to benefit from specialist intervention that promotes the removal of barriers to achievement. The aims of our collaborative work with the professional services of other schools are:

- To promote the early identification of pupils with complex learning difficulties.
- To meet the specific needs of pupils with identified learning difficulties.
- To promote inclusion and foster a climate of success for pupils with specific learning needs.
- To enhance teacher knowledge and classroom practice through the CPD of staff, informed by outreach specialists.
- The focus is practical help for individual pupils and the staff who teach and support them.
- Enables Special Educational Needs (SEN) pupils to participate fully in the life and work of mainstream settings, whatever their needs.

Each outreach specialist provides their own ‘agenda of support’ in accordance with their own expertise. The form the help provided through our outreach links may include:

- a) Modelling of good practice in the area of teaching and learning,
- b) Advice on curriculum content and design for schemes of work,
- c) Strategies for classroom differentiation,
- d) Advice on formulating Individual Education Plan targets,
- e) Information on specialist equipment and use of appropriate resources,
- f) Specialist knowledge about managing the educational needs of pupils with specific conditions and syndromes.

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs. The chief of these is the Redbridge Educational Psychology Service – currently Dr. Mary Robinson and Dr Louise Ozaroaw provide our school with forty hours of annual support for consultation regarding pupil progress, direct 1:1 support for pupils and additionally providing staff training on matters relating to SEN & Disability awareness.

SEN Teaching Assistant Support:

The SEN Teaching Assistants (TAs) provide in-class support for pupils that have statements of SEN and EHC Plans. The nature of this support is agreed between the TA and the class teacher and will be linked to the needs of the pupil. In this way, the TAs role is to take part in the planning and to contribute to the teaching of pupils with special needs. The SEN TA also helps implement access arrangement entitlements by acting as a scribe, amanuensis or reader during examinations. Trinity's TAs are integral to the successful learning of pupils that have SEN. The TA works under the direction of the class teachers who retain full responsibility for all pupils' learning. Teaching and learning for all pupils can be extended and enhanced with careful planning and collaboration between the teacher and TA. TAs encourage pupils to achieve their potential in the following ways:

- Teaching Assistants support the subject teacher to meet the needs of children who have Statements of Special Educational Needs or EHCP's, either 1-1, in a group or as part of the whole class.
- Working with the subject teacher to help break the curriculum into smaller more manageable chunks.
- Delivering, monitoring and reviewing IEPs.
- Monitoring pupil attainment.
- Contributing to Annual Reviews.
- Preparation of personalised curriculum materials.
- Delivering additional support programmes in areas such as literacy and OT.
- Liaison with staff, parents and Outreach Services.
- Supporting with behaviour management.
- Supervising the special assessment arrangement entitlements of SEN pupils in examinations.

Study support:

- On Trinity's lower-site the SEN department delivers a Home Study Support programme for SEN pupils. This programme operates on Tuesday and Thursday evenings between 15.45 and 17.00 and is staffed by Mrs Lowther. Each year group at Trinity operates a Homework Club/Paradise Provision to help students get the most from their studies. Through these programmes students are provided additional teacher assistance with study skills, strategies for structured revision and guidance for developing independent learning approaches. Support for specific subject related reading, writing and comprehension activities is also provided.

Gifted and Talented Support:

- The identification of gifted and talented students is carried out through the use of assessment data (KS2 results, intake literacy assessments, mid-year and end-of-year tests) and assessments within each subject area as soon as possible in Y7. Departmental schemes of work and classroom activity is designed to create opportunities that will promote enrichment, celebrate achievement and provide accelerated learning environments for pupils that are identified as being gifted or talented. Participation in departmental extension activities is voluntary and by invitation, but is encouraged among those who have been identified as Gifted or Talented.

Resources:

- Learning support resources available to all students on the lower site include:
- Three computer suites with a diverse range of software materials and high speed access to electronic information, internet and email facilities.
- Lunchtime homework club, study space and computer/internet access for research.
- After school homework clubs and supervised study.
- “Questions of Faith” with Dr Doherty.
- Subject based lunchtime games club.

The Good Pastor Programme:

- This project provides the school with an opportunity to educate pupils in relation to their behaviour and through this allow the pupils to play an important role in setting high expectations for themselves with regard to motivation and self-discipline. Through this programme, a senior member of staff called the “The Good Pastor” works closely with the head of year, form tutors and parents to address the specific academic and behavioural concerns within the year group. The Good Pastor targets to deliver a high profile system of daily monitoring, guidance and tracking for an identified body of pupils within each year group. As part of this support, all elements of the pupils learning needs are nurtured through a quality programme of individualised advice, guidance and support towards improved standards across the curriculum.

The Cloisters Programme:

- This is “an intensive in-school education project” that forms an integral part of Trinity’s inclusion agenda and an important element of our vision for raising achievement. It targets to help and modify the most complex social and behavioural challenges presented by pupils across the whole school’s curriculum and to support those pupils for whom there are significant social, emotional or behavioural issues. The Cloisters aims to reduce and change inappropriate pupil behaviour while also supporting them as they re-engage in their learning.

Peer support – The Guardian Angel Programme:

- The Guardian Angel Scheme is a very successful element of Trinity's peer education programme and it is widely welcome by staff as an effective means for supporting and modifying the behavioural challenges of individual pupils in the classroom. Through this scheme students in Y12 and Y13 are also provided with an opportunity to be of service to the Trinity community by looking after a younger student in the classroom. A Guardian Angel will provide the targeted student with individual classroom support aimed at helping with general behaviour, keeping the student on task and improving work output during lessons. A targeted student can be assigned several Guardian angels who will sit next to him/her and help throughout a range of lessons. The Guardian Angel supports the class teacher at all times and they can act as a go-between between the teacher and the student to help the student stay on task, make best use of the lesson and encourage success. The specific tasks undertaken by the Guardian Angel can also include helping to get equipment ready, encouraging the student to play a constructively contributing role in the classroom and helping the student to understand task expectations by breaking activity instructions into the subtasks and the sequences needed to complete it. At the start of each academic year the Guardian Angels partake in an induction programme during which they are coached in the skills and the duties that they will aim to fulfil. Specific guidelines are provided for managing confidentiality, partnership with the class teacher and ways to manage challenging behaviour. Further guidance is provided for inspiring confidence, promoting independence, reward systems and developing concentration levels.