

JUS Education

Aims and Ethos

JUS Education is committed to supporting learners in “building the pathway to their future.”

Our Background

JUS Education is an Independent School for pupils aged between 11 to 16. We are an alternative provision provider facilitating a curriculum to learners who are EAL / ESOL Learners or unplaced year 11 students.

Pupils arrive at JUS Education having experienced disjointed education and often with a lack of indicative data. Benchmarking of all pupils on entry to the school through GL assessments and baseline testing gives an indication of students starting points. JUS Education has identified gaps in students learning and prior attainment to be significantly low. Individual pupil progress, relative to that starting point, is monitored and evaluated constantly. Severe gaps in learning and emotional literacy are addressed through individualised learning programmes.

Our Aim

Our aim is to actively work towards pupil reintegration into mainstream school or reintegration into their next appropriate step. The objective of our interventions is to move the pupil to a level, socially, emotionally and educationally, where they are better placed to achieve academically. We provide opportunities for pupils to follow accredited courses including GCSEs, Functional Skills, AQA Awards and the Prince's Trust Achieve Programme.

Our Vision

Our vision and strategic direction of education focus on a holistic approach to learning which is broader than examination results and targets as well as recognises the provisions' role in developing responsible citizens and an effective workforce. This includes personalised learning: Pupil Passports, Personal Development Plans and Individual Learning Plans, supported by Care Plans. Pupils receive bespoke support and guidance to meet their very often complex needs. All pupils are allocated a key worker who is available to discuss their various social, emotional and academic options. Each term, there is a review date set for each learner. We are working towards a policy of no exclusions through using the tools of conflict resolution and rewarding learning by building relationships based on high expectations and choice.

The learning experience of all our pupils focuses on supporting them to achieve more, through integrated educational pathways. As well as developing curriculum-based skills; young people will be encouraged to celebrate their own progress with acquiring skills such as listening and sharing ideas through discussion. Our curriculum is supplemented by a wide range of specialist workshops, events and trips.

To move the quality of education from good to outstanding JUS Education has adopted the Sean Allison and Andy Tharby's pedagogical approach Making Every Lesson Count. The six interconnected pedagogical principles provide a framework for great teaching, explanation, modelling, deliberate practice, questioning and feedback. This clear framework gives staff a common language when planning and delivering lessons and provides a focus when assessing the quality of teaching and learning. Ultimately our teaching and learning model attempts to create an effective learning environment.

Our Ethos

Our school has an inclusive ethos that supports the learning and wellbeing of all pupils. We provide a restorative experience of education within a structured and safe environment. Teaching staff and teaching assistants' model positive relationships and there is an emphasis on the development of language and communication skills and a focus on social and emotional behaviour.

Some pupils have an increased risk of abuse, and additional barriers can exist for some pupils with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise pupils' diverse circumstances. We ensure that all pupils have the same protection, regardless of any barriers they may face, preventing the impairment of a pupil's mental health and physical health. We strive to ensure that pupils grow up in the circumstances and environment consistent with the provision of working together to safeguard children in education.

We reward learning by building relationships based on high expectations and choice.

Overall, the school is designed to support learners to want to achieve and do well. The school environment focuses on pupils' achievements and not only their academic skills but also their social, moral and cultural development to understand and prosper within society.

Our Provision

EAL

We have developed our curriculum for young people who are new arrivals to the UK in year 11 with limited English with care, considering their life experiences and needs.

The curriculum is designed to provide students with a platform for their next steps. English and Mathematics is of the highest priority. The learning programs are academic, vocational, flexible and personalised, meeting the needs of individual students.

INTENT	Mission: to provide individual educational and social pathways that support young people to build a positive pathway to their future.						
	Vision: We want the pupils of JUS Education to...	Achieve 5 GCSE qualifications or equivalent	Leave with a recognised qualification in English and Mathematics	Develop positive relationships with staff and other pupils	Develop independence and self-confidence	Progress successfully to their choice of further education, employments or training	Become a productive member of society, participating and contributing
	We will do this by...	providing a broad, balanced, tailored and suitably challenging curriculum which adapts to meet the needs of each pupil					

IMPLEMENTATION

Across all our sites the curriculum is implemented and delivered through the '**JUS Education Way**', and the pedagogy **Of Making Every Lesson Count**. This embodies high quality teaching and is supported by strategies that are strongly evidence based. Practice is shaped by 6 specific principles:

- Challenge
- Explanation
- Modelling (Scaffolding)
- Practice
- Feedback
- Questioning

Meeting the current OFSTED Framework and the Independent Schools Standards.

These 6 pedagogical principles are supported by:

- Flexible grouping
- Using technology

Our staff continually develop a repertoire of strategies which they can use daily and flexibly in response to individual needs. The focus is on improving the quality of teaching and learning in the classroom and ensuring that pupils are full members of the school community who have a positive experience.

All students are assessed on entry to the school through GL assessments (NGRT, NGST, CAT4) and ESOL placement tests for those attending the ESOL site.

The teaching and exploration of life skills is embedded within the curriculum and is taught explicitly through our PHSE programme.

Our curriculum is designed to build pupils confidence to learn, to stretch and challenge providing pupils with the mainstream skills they are likely to need in the wider world by,

- removing barriers to learning
- enabling students to have the best chance of a successful transition to education, employment or training.
- offering personalised pathways for students

Core curriculum	English Language	Mathematics	Biology	Chemistry	Business Studies	ICT
Embedded in and across both our Key stage 3 and Key Stage 4 Curriculum is CEIAG and PHSE and RSE we use this to explore...						

PHSE/RSE	Health and Wellbeing Self-concept Mental health and Emotional Wellbeing Healthy Lifestyles Drugs, alcohol and tobacco Managing risks and Personal Safety Puberty, Sexual health and fertility	Relationships Positive relationships Relationship valuesforming and maintaining respectful relationships Conception and parenthood Bullying, abuse and discrimination Social influences	Living in the Wider World Choices and Pathways Work and career Employment rights and responsibilities Financial choices Media literacy and digital resilience
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CEAIG

Prince's Trust Achieve Programme on Careers Planning

JUS Education delivers education across a number of sites. Each site offers a personalised pathway for the pupils in our care. This enables JUS Education to meet the needs of all its pupils in the most appropriate way.

Pathway	Main KS3 & KS4	Girls KS3 and KS4	ESOL KS4			
Interventions	JUS Educations specialist team that have skills and capacity to deliver a number of targeted interventions to students within the school. The intervention programme is led by our SENDCo. The interventions chosen are evidenced based in order to provide the most impact on student progress and development. They are delivered by specially trained staff (ELSA) or are supported by external specialists e.g. SALT, and are purposefully used to develop skills, fill gaps and support learning.					

IMPACT	Impacts on	How?	What?
	Standards and achievement	Gaps in achievement are identified and acted upon. Identify best practice in teaching, learning and assessment to ensure the best curriculum impact.	Pupils receive targeted intervention and support. Pupils achieve 5 GCSE's or equivalent.
	Personal development	Student learning journals. Student mentoring sessions. Students one to one meetings with keyworkers. Students' academic review day meetings.	Pupils develop their social skills Pupils make positive relationships Pupils can respond to the needs of others Pupils increase their confidence and can talk about their strengths Pupils increase their independence
	The ability and confidence of students to make positive choices about the future	Class teaching, small group and personalised session led or supervised by a qualified and experienced CEIAG lead (Level 7)	CEIAG and PHSE lessons ensure that pupils know how to reflect on themselves. They are making choices and plans for the future.
	Progress	Interventions have the necessary impact to improve pupil progress. They are varied and meet the needs of students	Pupils achieve through assessment data.
	Cultural Capital	The 'disadvantage gap' is reduced through increasing the cultural capital of pupils. A broad curriculum and opportunities such as visits and language exploration and explicit use of disciplinary literacy provide a foundation on which to build.	Cultural capital is increased, through knowledge gained about the wider world, significant events and people and associated vocabulary.

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