



rhyddings
at the heart of the community



The SRB Project

Student Selection and Project
Methodology

How does the SRB Project Select Students?

Our Key Aim is to try to identify barriers to achievement before they become a major issue and difficulty for the student and / or school.

We consider:-

- Students displaying signs of underachievement which may include:
 - poor attendance,
 - lack of confidence,
 - inappropriate behaviour in and out of class,
 - failure to complete classwork and/or homework,
 - poor organisational abilities,
 - low self-esteem,
 - disaffection,
 - below average levels of literacy and/or numeracy,
 - low standards of personal care and appearance,
 - lack of support from home.
- Form tutor recommendation.
- Subject teacher referral.
- SAT & CAT data.
- Primary record if applicable.
- Parental concern.

Characteristics of SRB work

In summary, SRB is:-

- Student-centred,
- Individualised – every SRB student has an individual development plan (IEP / RIP)
- Structured BUT often may “go with the flow”. In other words it is:
 - Proactive (follow plan)
 - Reactive (respond to immediate need)
- Multi-faceted – academic and social dimensions.

In more detail:

It has an academic dimension which may provide:-

- structured, multi-sensory and cumulative literacy programmes.
- structured, cumulative numeracy programmes
- Homework help and planning
- Coursework guidance
- ICT Resources and tools

It has a social dimension which works to build confidence and appropriate social behaviour by:-

- Encouraging students to help and respect each other
- Providing a non-threatening learning environment where students can develop social skills as they:
 - Eat lunch
 - Make a hot drink or drink fresh water or milk to counter dehydration which depresses performance
 - Relax in a civilised environment
 - Learn at their own pace out of lesson time (lunchtimes, breaks, after school)

It has an ICT dimension. We use ICT extensively to:-

- plan, organise and timetable
- monitor and assess
- report to students, parents and staff
- provide structured, individualised learning programmes and resources for students

It has these additional identifiable features

Careful assessment and monitoring:-

- We use CAT and SAT data, reading and spelling tests but believe that whilst valuable if their limitations are noted, these only measure a very impoverished set of achievements and so we seek to devise measures which will help us to record progress in as many dimensions as possible.
- We look for evidence of progress rather than evidence of failure.
- We try to assess formatively rather than merely summatively.
- We measure student progress by measuring and comparing present with past performance rather than by comparing student against student.

Rewards rather than sanctions whenever possible – carrot not stick.

Involving students in deciding what happens i.e. in planning their own programme within our overall constraints.

Involving parents by:-

- Sending letters / phoning home to celebrate success rather than failure;
- Involving them in planning a programme for their student;
- Considering the tone, language and format of contact with home and trying to be upbeat and positive.

Stressing the value of peer help.

Trying for 24/7 availability. Lunches and breaks are key times but we're available at home also via phone, email or text message.

Believing in the importance of talking and listening to students.

Providing unobtrusive counselling and a refuge at times of major stress.

Trying to involve all staff.