

BFS News



11th Edition

February 2016

For more information about Bright Futures School please visit www.brightfutureschool.co.uk

Staff News

It is with sadness that we had to say "good bye" to Karen Shaw who has now left BFS to fulfil family commitments. Karen has only been at school for a short time but has made a big impact with all pupils, sharing her calm and holistic approach to learning, especially around literacy topics. In addition, Sarah Yates (formerly Hopkinson before her marriage last summer) is now on maternity leave. We are therefore in the process of recruiting new learning mentors, especially as we are expecting new pupils to be joining the school quite soon! If you know of anyone who may be interested in joining our team of talented and committed staff, please email office@brightfutureschool.co.uk for more information.

Saying "Good-bye" by Karen

I will no longer be a staff member at Bright Futures from the end of January and wanted to say Thank You to the staff and pupils for having me ☺. I have enjoyed getting to know and working with staff members and pupils alike. My personal circumstances have changed since joining BFS. My eldest son had a brain operation in July and in August suffered a stroke and is in need of being cared for now.

Bright Futures offers a unique way for staff to work and pupils to learn. Most of the time on a one to one basis, when pupils get undivided attention and tailor made lessons, playing to the strengths of each child and staff always working - or at least aiming to - within the guiding approach (based on R.D.I). I have enjoyed being able to be creative with lessons and time spent with pupils.

School closes for the Half term break on

Friday 12th February 2016

and reopens to pupils on

Monday 22nd February 2016.

On a recent gym session at Andy's Gym in Oldham, Lucy our youngest pupil got the opportunity to join in a session with older pupils, she loved it and really enjoyed herself. It didn't take her long to pick up what she had to do and what others were doing and began copying, doing what they were doing and joined in whole heartedly ☺ It made me wonder where else would Lucy get this kind of experience and opportunity?

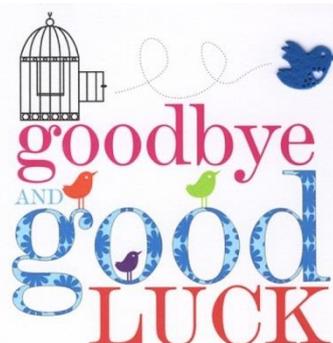
Pupils often take part in activities off school premises and get to spend time travelling in cars with different members of staff where we often have very interesting conversations, that in themselves are like another session. It's a time when we (staff) get to hear pupil's ideas, thoughts and perspective on things, (outside of formal lessons). Not many places are able to offer or foster this kind of relationship between staff and pupils.

This term has also seen us doing some horse massage using the Masterson educational and the journey time becomes more about it next time. The photo shows a very happy pupil and a very happy horse after a successful massage session!

The school has a staff dedicated to the pupils and I will miss being part of the team.

Down on the Farm

Since the last newsletter, one of the geese, Angela Beaumont, decided to return to the pond, leaving Patrice behind. The boys had to make emergency repairs to Patrice's home. It involved lots of troubleshooting, measuring and searching for materials but they did a great job!





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Focus on Guiding

Recently we have been refreshing our memories about the importance role sets for co-regulation.

Because guiding is about transferring mental "thinking tools" from the guide to the apprentice, joint engagement - a strong shared state of understanding and experiencing - is critical. In addition, the apprentice must perceive that s/he is a junior but a legitimate member of a collaborative partnership. The environment must provide a context where learning has meaning to the apprentice and s/he experiences sufficient investment in the process. This cannot be achieved without each partner having a co-regulatory role in the activity. Co-regulatory roles facilitate partnership, social referencing and joint engagement.

How to set up for roles in the early stages of guiding

1. Choose the activity. It is easier to include your child in what you are doing, but you can also join into what she is doing.
2. Decide on competent roles for BOTH of you. Keep the roles physical. Be sure the child will be competent in her role.
3. Set up a pattern between these two roles. Choose either:
 - Same action same time (e.g. we both put away together, carrying together)
 - Same action, different time (e.g. I put away, you put away...turn-taking)
 - Different action, same time (e.g. I hold the item, you put it away)
 - Different action, different time (e.g. I hand you the item, you put it away)

4. Begin the pattern with the child close enough to observe, then offer the child a chance to take her role. If she does not choose to join in on her own, physically hand her the role to play out. Wait for her to engage.
5. Look for recognition of the pattern on her face. Once she is competent in the pattern, change it slightly, e.g. hand the item to her in a different way.
6. Be sure you are the one to end the pattern.
7. Celebrate with a 'WE did it!'

Here is a link to footage of Alex working in a co-regulatory role with Lucy: <http://bit.ly/1QnbYPy> The role set here is 'same action, same time'.



Down at the Gym!

The pupils at BFS have been working hard this term at keeping fit in local gyms. This is the pupils visit to Lifestyle gym in Greenfield. A circuit is set up for the pupils to show their fitness skills and to give them a great workout. The pupils find the gym sessions great fun.



ASDAN News

As our pupils progress through the school, they work on different ASDAN units personalised to their interests and abilities, starting with bronze, silver and gold awards, gaining certification on completion of each one. The next step is COPE (Certificate of Personal Effectiveness) which is at a higher level and equates to GCSE accreditation. Two of our pupils, Ben and Tyler, have now completed their silver awards and started on COPE and it won't be long before Philip can join them on this award too! This is a fantastic step and recognises the hard work being completed by pupils! In addition, local colleges accept COPE as an accredited qualification which can help pupils when applying for further education courses.



Thank you and Happy Half Term!

Thank you very much to all our fantastic pupils, staff and supporters for a brilliant start to 2016.

We wish you all a very happy Half Term break – whatever you might be up to – and look forward to seeing you all again when we return to school on 22nd February!

