



Longspee Academy



Quality of Education - Teaching and Learning Handbook (QofE Policy)

2019 – 2020



Table of Contents

Core moral purpose

Our Curriculum – this section is under review and is part of our school development plan

Our Vision for teaching and learning

Reading – The key to the curriculum

Special Educational Needs and Disabilities in relation to teaching and learning

Our Approach to teaching and learning

Our School Day

Teaching, Learning and Assessment expectations

Appendix 1 – Marking and Feedback Policy

Appendix 2 – Impact Profile

Appendix 3 – Example Mid-term plan

The purpose of this policy is to promote consistent practice, ensure clarity of purpose and engage staff in an ongoing debate. It is an opportunity to reflect upon aspects of our practice that, as a school, we hold to be effective.

Core moral purpose – **INTENT**

For pupils to be **HAPPY, SAFE** and make **PROGRESS** on their journey to adulthood

How we **IMPLEMENT** our core moral purpose

- Pupils EHCP outcomes are central to planning our provision and curriculum
- We provide clear curriculum pathways that equip pupils with the knowledge and cultural capital they need to succeed in life
- Learning is personalised and child centred
- The Preparation for adulthood outcomes and appropriate skills for life inform planning
- A holistic/therapeutic behaviour for learning policy promotes positive behaviour and attitudes
- We are attachment aware (PACE underpins our way of thinking)
- Longspee is a rights respecting school that uses restorative approaches
- We provide an appropriate sensory diet and teach emotional regulation skills (Zones of regulation)
- ELSA intervention and the language of emotional literacy support personal development
- Our pastoral team have close working relationships with parents/carers
- Focused opportunities to develop social skills are planned for
- Wellbeing of pupils and staff is considered to be vitally important
- Our staff are always learning and continuing to professionally develop

Expected **IMPACT**

Pupils develop the skills to enable them to move on to the next stage in their development

Our Curriculum Intent: Our Curriculum intends to remove barriers to learning and offer opportunities and experiences to increase pupil's life chances on their journey to adulthood, through the teaching of key knowledge and skills.

At Longspee Academy all our pupils have significant barriers in their social and emotional development. Many of them also have deficits in their language, physical and cognitive development. Our curriculum is designed to support pupils with these difficulties and offer opportunities and experiences to increase their life chances on their journey to adulthood, through the teaching of key knowledge and skills.

Our curriculum is designed to allow pupils to catch up and progress in a class-based setting (many of our pupils have significantly low starting points). Pupils are taught in small class groups allowing us to provide high levels of support and challenge, whilst covering all areas of the National Curriculum. We ensure that our pupils with SEND are not disadvantaged and that the curriculum we provide is broad and balanced. Our curriculum recognises the importance of reading, writing and mathematical knowledge and aims to ensure that key concepts are embedded in long term memory and applied fluently. At the heart of our curriculum is the promotion of personal and social development, and British Values. All pupils at the academy have an Education Health and Care Plan with Social, Emotional and Mental Health cited as a key barrier to making progress educationally. The breadth and range of our curriculum fosters creativity, develops practical skills and helps pupils become independent learners. We encourage pupils to ask questions and to develop wide-ranging interests. There are regular opportunities for practical learning, both in and out of class, alongside more traditional class-based lessons. We believe in making learning enjoyable.

Curriculum Offer:

Particular focus is given to the development of key literacy and numeracy skills, improved levels of attention and concentration, social skill development, emotional health and wellbeing and self-regulation with regards to behaviours causing concern. **Reading is prioritised to allow pupils to access the curriculum** (more detail in reading specific section – Reading is the key). In addition, Longspee Academy offers a creative curriculum that is engaging, rich and relevant. The creative curriculum has a thematic approach to delivering all aspects of the national curriculum, with Maths, English, Science and Religious Education taught separately to ensure all aspects are covered from the National Curriculum Programmes of study. Our curriculum is enriched by termly celebration events e.g. Harvest around the world and learning outside the classroom opportunities (provided for at least twice a term).

We address the underlying issues that are the barriers to learning, enabling pupils to develop core skills, knowledge and understanding which support the pupils to achieve outstanding rates of progress in line with their underlying ability.

Curriculum coverage

Curriculum area	Number of sessions allocated
Literacy	5

Mathematics	5
Reading and Phonics	3/4
Personal development (including PSHE)	4/5
Physical education	2 dedicated sessions + regular movement opportunities in all other lessons
Religious education	1
Creative curriculum (Science, humanities, art and design and computing)	6/7

Subject planning

Literacy is taught using an overview from Twinkle Plan it and supplemented by:

- Letters and sounds to teach phonics
- Rapid readers for reading
- Writing and spelling from Twinkle plan it

Mathematics mid-term plan comes from White Rose Maths and is resourced by the use of Numicon resources.

PHSE is taught using the Jigsaw scheme and supplemented by use of the Zones of Regulation curriculum. Our Personal Development curriculum is based on zones of regulation, individual pupil reports (OT, SALT and EP) and the individualised requirements of the pupils EHCP.

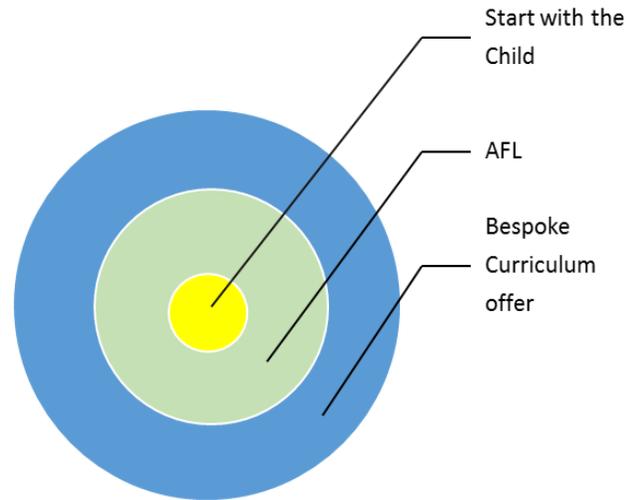
In addition to the above, Longspee Academy provides a creative curriculum based around the Cornerstones Curriculum.

The Cornerstones Curriculum is a creative and thematic approach to learning that is mapped to the new 2014 Primary National Curriculum to ensure comprehensive coverage of national expectations. Our creative curriculum is delivered through Imaginative Learning Projects (ILPs) which provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children's learning.

We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. The Cornerstones Curriculum provides learning challenges throughout the academic year that will require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum.

Cornerstones also provide a rigorous essential skills framework that outlines the end of year expectations in all subjects. These essential skills are tied to activities and are age related so that staff can track children's progress and identify their individual learning needs.

An example of our Mid-term planning template can be seen in Appendix 3.



Our curriculum design is intended to be focused with the child's individual needs at its core. We offer a bespoke curriculum that equips the pupils with the knowledge and skills to identify the most effective pathways as they progress towards adulthood.

Our Vision for TEACHING AND LEARNING

At Longspee Academy we believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone; it should be fun (Children who are **HAPPY** and **SAFE** make **PROGRESS**). Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

At Longspee Academy we believe children learn best when:

- learning activities are well planned, ensuring progress in the short, medium and long term
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- the learning environment is ordered, the atmosphere is purposeful and children feel safe
- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

At Longspee Academy we have high expectations. We challenge both pupils and staff in order to achieve the highest standards. We know our pupils can find learning difficult, so we provide a high level of targeted support to ensure everyone is successful in achieving their individualised and bespoke targets and expectations.

Our pupils face many different challenges and we look to help them develop resilience towards these. Our focus on the wellbeing of our pupils using nurturing approaches helps them feel safe.

Through our vision we aim to foster:

- A high level of literacy and numeracy and an enquiring mind which wants to learn more each day;
- A love of reading;
- Independent young people who are confident, flexible and able to cooperate with others;
- Imagination and creative expression through a wide range of media;
- Conscientious young citizens of our multi-cultural society who are tolerant and respect others' values;
- Pride in achievement and a desire to succeed;
- Effective links between the school, the child's home and the community which promote aspiration and high expectations;
- Equality of opportunity for all;

Reading – Is the key to the curriculum

It is our belief that the ability to read and interpret written language is a fundamental skill that enables access to the curriculum. Reading is an essential for life-long learning. With this in mind the intended aim of our reading strategy is;

For learners to feel **happy** (by fostering a love of reading), to feel **safe** (in the development of key reading skills) and to make **progress** (accessing the information that will support their development in all curriculum areas) removing barriers to learning and being prepared for the next stage on the journey to adulthood.

The reading strategy is implemented with due consideration of the following points;

- The teaching of reading is to be given a high priority by all staff. Success in reading is crucial in developing children's self-confidence and motivation to learning in general. Reading and books are at the centre of the curriculum.
- Teaching and learning supports the development of learning to read and reading to learn strategies.
- The development of reading cannot be seen in isolation from writing or speaking and listening. The best readers are the best writers - we read as writers and write as readers!
- Strategy is based on the latest research and best practice observed with an emphasis placed on constant review (effectively using the assess, plan, do, review cyclical model). Staff engage in continuing professional development to ensure practice is up to date.

- We strive to give pupils a stimulating environment, where reading materials are presented in an attractive and inviting way (introducing good quality books, from a variety of cultures and in a range of different styles and formats)
- All children can learn to read and every teacher is an advocate for reading.
- Reading is pleasurable. We promote the love of reading.

The expected impact of our reading strategy is that;

Pupils will develop the skills that enable them to close the reading attainment gap (from a low starting point) and become readers for life. By the end of their time with us, pupils are able to read fluently, and with confidence.

How we teach reading at Longspee Academy

Reading skills are taught four times a week in a structured reading session focussing on **language comprehension** and **word recognition**. Reading skills are applied across all other curriculum areas with reference to and reflection on the use of those skills.

- Background knowledge, vocabulary, language structures, verbal reasoning and literacy knowledge are taught as part of **language comprehension**.
- Sight recognition, decoding and phonological awareness are taught as part of **word recognition** skills.
- Alongside language comprehension and word recognition we carefully consider attitudes and motivation, with an ongoing focus on reading fluency.
- The children's taught reading sessions will be structured with a mixture of guided group, individual and whole-class elements. The guided-group sessions enable the teacher to focus on key skills they know a specific group of children need whilst the whole class sessions allow all children (regardless of their personal word recognition and phonics skills) to access, experience and discuss high-quality texts therefore preventing them for being held back by the mechanical skills of reading. Individual reading forms part of bespoke intervention supporting pupils with their personalised reading needs.
- Language comprehension is not only taught discretely e.g. Vocabulary is taught at all times in all curriculum areas with the support of our word rich environment.
- Phonics teaching is based on and uses the structure set out in Letters and Sounds (DfE). Planning comes from Twinkl Plan it (based on the National Curriculum objectives) and is supplemented by intervention programs e.g. Phonics bug and Nessie. Phonics is taught through practical, visual, auditory and kinaesthetic learning and the use of a range of resources.
- All of the pupils can access a range of reading schemes: including Oxford Reading Tree, Rigby Star and Rapid Readers. These books are then grouped into different colours according to level of difficulty. The scheme contains a range of books that are both fiction and non-fiction. Pupils have access to Rapid Readers online which enables them to read these books at home with parents and carers.
- Reading is assessed and monitored against the age related expectations and measured against Pearson reading age tests.

Special Educational Needs and Disabilities (in relation to teaching and learning)

Longspee Academy is a provision for children with a wide range of Special Educational Needs and Disabilities (SEND).

The SEND Code of Practice provides statutory guidance for working with children and young people with SEND. The SEND Code of Practice identifies four broad areas of need;

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect

underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Teaching and learning and SEND

Teaching and learning, curriculum planning and assessment for students with special educational needs takes account of the type and extent of the difficulty experienced by the student. The school's provision in relation to teaching and learning, curriculum, environment, resources, staffing structure, policies and staff development are focused on meeting the individual needs of the children as identified through their EHCP (all pupils at the academy have an EHCP). Pupils have an Impact profile which sets out their individual needs, outcomes and risk assessment (Appendix 2).

In our academy we aim to offer excellence and choice to all our students, whatever their ability or needs. We have high expectations of all our students. We aim to achieve this through the removal of barriers to learning and participation. We want all our students to feel that they are a valued part of our academy community. Through appropriate curricular provision, we respect the fact that students:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Teachers respond to students' needs by:

- providing support for students who need help with communication, language and literacy (through intensive support packages, individual programs, liaison with outside agencies);
- planning to develop students' understanding through the use of all available senses and experiences;
- planning for students' full participation in learning, and in physical and practical activities;

- helping students to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Our Approach to teaching and learning (SPELL)

To support our pupils' needs and provide this consistent approach across the school we use the SPELL framework. SPELL comprises of five principles of best practice; structure, positive, empathy, low arousal and links. Although developed by the National Autistic Society for working with people on the autistic spectrum, we use this framework to support all of our pupils at Longspee Academy.

Structure:

- Introducing timetables will help the child to predict what's happening next, and to tell them about any changes to the usual routine. Use timers to clearly label how long an activity will last.
- Ensure all planned activities are achievable. Explain tasks in small manageable chunks with a clear start and end point.
- Use visual cues (symbols and pictures) to support a child's understanding of an activity.
- Provide structure in unstructured times, for example, offer choice boards and structured games at lunch time and playtime. Limit choices, making them clear to avoid any confusion.
- Structure your communication. Use the child's name first to obtain their attention before giving an instruction and allow the child time to process this before moving onto the next. Use language that is clear, precise and concrete.
- Colour code work sets, for example, colour all science books blue and label all science equipment with a blue sticker to enable the child to organise themselves more independently.

Positive:

- Ensure expectations are realistic and individual to the child. All work given must be achievable to ensure continued motivation and success.
- Use reward strategies and motivators to ensure appropriate behaviour is continued. Use a low arousal (dead pan) response when dealing with inappropriate behaviours.
- Maintain consistency when dealing with challenging behaviour through the use of behaviour support plans. Provide positive alternatives to behaviour, for example, allow the child to use a time out when he/she becomes anxious in class.
- Identify and use a pupil's strengths or special interests when planning activities.
- Build self-esteem by creating opportunities for pupils to develop independence, have responsibility and make a contribution to a group.

Empathy:

- Develop a pupil profile to increase staff understanding of an individual child. Include triggers to behaviour, phobias, motivators and anxieties. Include a sensory profile to understand which stimuli are highly sensitive. Share this information with all staff likely to come into contact with that child, to try to avoid situations which may lead to distress.
- Educate staff and peers through training and strategies such as "circle of friends".
- Offer practical help for problem areas such as social scripts and understanding social rules.
- See behaviour as a means of communication – what is he/she trying to tell me?
- Ensure actual comprehension has been achieved – understanding may be masked by learned phrases or echolalia. Use communication strategies such as visual supports and the Picture Exchange Communication System (PECS) to assist this.

Low Arousal:

- Check environment for potential distractions specific to the individual (flickering lights, strong smells, noises)
- Ensure the ambience of the classroom inspires calm and confidence of expectations
- Create a workstation or space free from distractions for work tasks or learning new or complex skills
- Filter out irrelevant stimuli, for example, unnecessary illustrations on worksheets.
- Use resources to address individual needs (ear defenders to block out sounds when working, tangle toys, weighted blankets etc)

Links:

- Ensure parents are involved throughout the process to help monitor progress and review targets. Share information through home school books and draw up behaviour support plans together. These can then be used consistently across home and school.
- See the child themselves as a partner in the education process, through person centred planning, with a focus on skills for adulthood.
- Ensure all staff are informed of support strategies and current issues.
- Share information with other professionals such as Speech and Language Therapists, Occupational Therapists, Educational Psychologists and so on.

Child-centred, bespoke and individualised

Our School Day

Children arrive at 8.50 for breakfast and leave at 3.00 (pupils leave at 1.10 on a Friday) Below is a breakdown of our school day

The timetable has been designed to allow a focus on academic learning alongside supporting our pupils' social, emotional and mental health/SEND needs.

Time	Activity	Purpose
8.50 – 9.10	Breakfast	Meeting Maslow's basic needs (food, water, warmth, rest, security and safety) to transition effectively from home to school. The day is started positively through Social skills development and a celebration of success assembly during breakfast.
9.10 – 9.50	Literacy	The core literacy is delivered during this session by the class teacher. Core literacy consists of: Reading: decoding and comprehension, Writing: composition, Writing: grammar, vocabulary and punctuation and Writing transcription: spelling and handwriting
9.50 – 10.30	Mathematics	The core mathematics is delivered during this session by the class teacher. Planning is supported by using White Rose maths and the academy is well resourced in mathematics equipment including Numicon (a key multi-sensory approach to teaching mathematics concepts)
10.30 – 10.50	Break	The timing of this morning break enables movement breaks as well as social skill development opportunities. Pupil concentration levels have the potential to dip at this point especially after the academic focus of lesson one and two.
10.50 – 11.30	Reading or Personal development	Reading sessions are used to develop key skills to support pupils develop their reading skills and understanding. This may include phonics/spelling strategies and reading concepts. Religious education is taught once a week during lesson three or four.
11.30 – 12.10	Reading or Personal development	Lesson three and four is focused on these two subjects (subject to staff timetabling). Personal development is focused on key skills for life including PHSE, social skills, sensory or movement needs and other key non-academic areas that need specific targeting to better support the child e.g. E-Safety
12.10 – 12.30	Break	This break time prior to lunch is another opportunity for movement and social skills. It also gives pupils the opportunity to catch up with any unfinished work from the morning, enabling them to approach the afternoon after lunch as a fresh start.
12.30 – 1.00	Lunch	Lunch is taken within the pupils classrooms and is also an opportunity for social interaction and rest.
1.00 – 1.40	Creative curriculum or PE	Lesson five and six are dedicated for creative curriculum sessions and PE (subject to staff timetabling). Creative curriculum sessions are based around a cornerstones topic and can include: Art and design, music, humanities, science and computing.

1.40 – 2.20	Creative curriculum or PE	Lesson five and six are dedicated for creative curriculum sessions and PE (subject to staff timetabling). PE is taught by our health and wellbeing lead for two sessions per week and delivered by the class team.
2.20 – 2.50	Social skills break	The final break of the day is half an hour and involves classes mixing together for social skills development. Curriculum enrichment opportunities are planned and accessed during this period and key non-academic skills taught and assessed.
2.50 – 3.00	End of day reflection	In the last ten minutes of the day children are encouraged to reflect on the positive aspects of the school day and are supported with the school to home transition.

Teaching, Learning and Assessment Expectations

We set high standards for both our pupils and staff and have the following expectations of the classroom environment and teaching

High Expectations of the Classroom Environment

We aim to create a learning environment which provides students with opportunities to make sense of the information they receive.

We acknowledge that pupils learn in different ways (Auditory, Visual, Kinaesthetic or a combination of these). We recognise the need to develop strategies that will allow all our pupils to learn in ways that suit them best.

Pupils will: -

- receive information from multi-sensory sources
- link new information to their prior knowledge
- be clear about what they are learning
- practice their learning in a variety of ways

- show what they know to others
- review what they have learned

The learning environment is highly structured and well organised to ensure that pupils have opportunities to:-

- work individually, in small groups and as a class.
- make decisions
- work cooperatively
- investigate ideas and problem solve
- research ideas
- discuss their ideas
- develop social skills
- develop independence
- use initiative
- access a range of resources including ICT
- learn from visitors
- participate in learning outside the classroom

Teachers are expected to have;

- All resources prepared and ready before the start of the school day (allowing TAs to focus on learning).
- Consistent and calm use of the whole school Behaviour Policy, at all times.
- Displays to support learning. Some posters are expected to be displayed at all times e.g. safeguarding.
- Classrooms that are clean, tidy and well respected.
- Visual timetables and date on the board that is updated daily.
- Pupil learning checked daily for consistent use of pen/pencil, date, WALT, no graffiti, etc.
- Contacted parents at least weekly.

High Expectations of Teaching and Learning

Teachers are expected to;

- Assess pupils' starting points through a highly structured and robust assessment process.
- Set realistic and aspirational learning targets for each pupil.
- Be skilled in formative assessment practices, assessing each pupil's progress.

- Work from current schemes of work and medium-term plans and ensure that these are regularly reviewed and updated.
- Have secure subject knowledge which is used to plan learning that sustains pupils' interest and challenges their thinking. The teacher uses questioning skilfully to probe pupils' responses, tackles misconceptions and builds on pupils' strengths.
- Have a clear understanding of the needs of each individual pupil that they teach.
- Ensure that learning tasks are, where appropriate differentiated and scaffolded to meet the needs and challenge every pupil in the class.
- Brief support staff on their role supporting pupils' learning before the lesson
- Plan and deliver inspiring and exciting lessons that engage pupils in their learning.
- Ensure early identification of any pupil who needs additional learning support and implement appropriate intervention strategies.
- Use support staff, technology and other resources effectively.
- Embed the key skills of reading, writing, maths, communication and personal development across the curriculum.
- Ensure that through our teaching pupils have the skills to prepare them for adulthood.
- Ensure that feedback is personalised and suggests ways to improve learning.
- Encourage independent learning and encourage pupils to take some responsibility for their own learning.
- Display WALT (We Are Learning To...) clearly and refer back to it throughout the lesson.
- Refer to 'Steps to Success' throughout the lesson.
- Actively engage and hook pupils from the start of the lesson.
- Focus on 'learning' not 'doing'.
- Produce high quality resources (eg. use scaffolding, writing frames, etc.).
- Demonstrate a modelled example (where appropriate).
- Ensure personalised differentiation is clear, considering ability, learning and emotional needs.
- Ensure appropriate pace and manage smooth transitions between learning.
- Include appropriate opportunities for Assessment for Learning (AfL) and adapt your teaching to act upon these findings.
- Ensure medium term planning must be submitted to SLT at the start of each half term
- Ensure all pupils' learning is marked and up to date, according to the Assessment and Marking Policy (Appendix 1)
- Ensure that pupil targets are updated daily (from Impact profiles)
- Ensure impact profiles are regularly updated and used as a key document in enabling personalised provision (Appendix 2)

First Quality Teaching

As a school we have uncompromising ambition to ensure that all pupils receive outstanding quality first teaching and whilst there is not a recipe for outstanding teaching. The following information should be viewed as a guideline for staff to work within and beyond.

Effective teaching requires;

- Knowing your pupils. This enables staff to assess their needs and effectively raise their expectations. Consider when is their engagement drifting? Why might this be happening? Do they need some support through visual resources, scaffolding? These questions can only really be answered if we know our pupils well.
- Learners need a trusting, fair and safe environment that acknowledges that they 'may not know' and will make errors in learning.
- Learning takes time but one of the teacher's roles is to maximise the efficiency of the time available, to provide many opportunities to learn the same idea over time, and to ensure time is spent on learning and not merely doing 'something'.
- Appropriate challenge ensuring that pupils have high expectations of what they can achieve.
- Learning happening when people have to think hard.
- Pupils to engage in what is happening within the classroom.
- Pupils to focus well on their learning (because the teacher has consistently high expectations of pupil behaviour).
- The understanding that engagement means that 'pupils will be thinking about that we want them to think about' and therefore learning is more likely to take place.
- Lessons that get off to a flying start, with pupils purposeful from the beginning.
- Lessons that are well planned, inspiring and at an appropriate level with some stretch and challenge.
- That new material is effectively explained in order for pupils to be able to move to other aspects of the learning process.
- That when information has been explained to pupils, they need to know what to do with it.
- Pupils to see what to do with the support of an expert to model the process. The emphasis of the modelling stage is on building procedural knowledge.
- Effective questioning that can spark discussion, assess current performance and provide deeper levels of challenge.
- Teachers to know that through expert questioning, we can encourage our pupils to think. This is a key part of the learning process.
- That we understand that we are far more likely to transfer something to long-term memory if we think about it. Effective questioning can also ensure that pupils are accurately using subject specific language within their answers.
- Skilled questioning that can be used to assess current performance. These 'hinge' questions, on which the next stage in the lesson depends, should be carefully planned in order to assess if pupils are ready to move on as well as diagnosing potential misconceptions.
- Effective marking and feedback which is crucial in order to determine the next steps a pupil needs to take and in communicating these appropriately.
- Sound marking and feedback practices that lead to high levels of differentiation as pupils work on the particular content or skill that will move them forward.
- Formative assessment as a means to consider the improvement in performance that a pupil is making. Expertly used it will enable a teacher to judge where next to take the lesson for that pupil.
- Teachers to acknowledge that learning takes place over time. We need to reflect on this carefully as teachers.

Monitoring of Teaching and Learning

We conduct all of our teaching in an atmosphere of openness, trust and respect. We monitor effectiveness by;

- Conducting both informal and formal learning walks with a range of school staff and external stakeholders. Staff receive feedback through a planned professional discussion.
- Peer to peer observations and feedback including Joint Practice Development (JPD is currently in development).
- Half termly book quality assurances to monitor standards of work and marking.
- Regular data progress meetings with staff to discuss group and individual pupil's progress and strategies to improve performance.
- By ensuring that the standards of teaching learning and assessment are the foundation of the Performance Management process.

When monitoring Teaching and Learning the below summary of expectations for the Quality of Education in line with the EIF (Sept 19) is taken fully into account;

- Teachers have expert knowledge of the subjects they teach
- Pupils are enabled to understand key concepts
- Key concepts are presented clearly
- Teachers encourage pupils to engage in appropriate discussion
- Teachers check pupils' understanding effectively
- Misunderstandings are identified and corrected (through the provision of clear, direct feedback)
- Key concepts are embedded in pupils' long-term memory
- Key concepts are applied fluently (by pupils)
- New knowledge and skills build on what has been taught before
- Pupils connect new knowledge with existing knowledge
- Pupils are working towards a clearly defined end point
- Assessment is used to check pupils' understanding in order to inform teaching
- The learning environment is pupil focused
- The work given is demanding and matches the aims of the curriculum
- Reading is prioritised to allow pupils to access the curriculum offer
- Reading books connect closely to the phonics knowledge pupils are taught
- There is a sharp focus on ensuring pupils gain phonics knowledge and language comprehension necessary to read and the skills to communicate
- Teachers ensure that their own speaking, listening, writing and reading of English supports pupils in developing their language and vocabulary well
- Pupils are prepared and ready for the next stage of their education

- Pupils work across the curriculum is of a good quality
- Pupils read widely and often, with fluency and comprehension appropriate to their age
- Pupils are able to apply mathematical knowledge, concepts and procedures appropriate to their age
- Teachers provide a calm and orderly environment in the classroom, as this is essential for pupils to be able to learn
- Routines are clearly set out
- There is a positive and respectful classroom culture in which staff know and care about pupils
- Pupils behave with consistently high levels of respect for others
- Pupils consistently have highly positive attitudes and commitment to their education

Support for teachers

- We take staff professional learning extremely seriously.
- We believe that the best educators are the best learners and we therefore expect staff to be avidly engaged with their own professional learning within a dynamic learning community.
- Staff should actively connect with research in order to best inform their own classroom practice. We recognise and embrace the complexity involved in professional learning.

Evidence of work

We use folders and books as evidence and to celebrate pupils' learning. All pupils must have the following;

- a blue MATHS book
- a yellow LITERACY book
- a red SCIENCE book
- a green INDEPENDENT work book
- a lever arch finder sub divided into SEND learning journey, PD/PSHE and creative curriculum subject areas

Assessment and Marking

- Teachers must follow the Assessment and Marking Policy
- Teachers are expected to mark all work, provide assessment for English, Maths and Science, and record progress made
- Spelling, reading and reading comprehension ages must also be assessed regularly
- Moderation Weeks and Progress reviews are conducted at T2 and T4 and are for teachers to moderate pupils' learning in English, Maths and Science, and upload their assessments to the pupils' Assessment Tracker. The data should be based on the progress they have made that term and throughout the year. A summative test may be used to support regular assessment, but assessment decisions must not be solely based on this
- It is the teachers' responsibility to enter the data onto each pupil's Assessment Tracker
- Pupil work is expected to be marked daily using green pen and in line with the Assessment and Marking policy (Appendix 1).

Target Setting

At the start of the academic year, each pupil will be set their own challenging targets for English, Maths and Personal development in line with the outcomes from the EHCPs. This will then be reviewed during each data review/moderation week to ensure the target remains challenging and appropriate. The targets set are based on parts of Areas for Learning within the Pupil Age Related Expectations overview and outcomes from the EHCPS. Targets, outcomes and risk assessment are clearly referred to using the pupil Impact profile (Appendix 2).

- Targets are displayed within the classroom. The master tracking version is held in the classes pupil outcomes folder
- Teachers tick evidence of achievement on the ARE document held within their pupil outcomes folder (when marking pupils work)

Appendix 1

Marking & Feedback Policy (2019/20)

Rationale

To ensure that all pupils have their work discussed and marked in such a way that feedback will encourage independent learning, develop their self-confidence, raise self-esteem and provide opportunities for self /peer assessment.

Aims

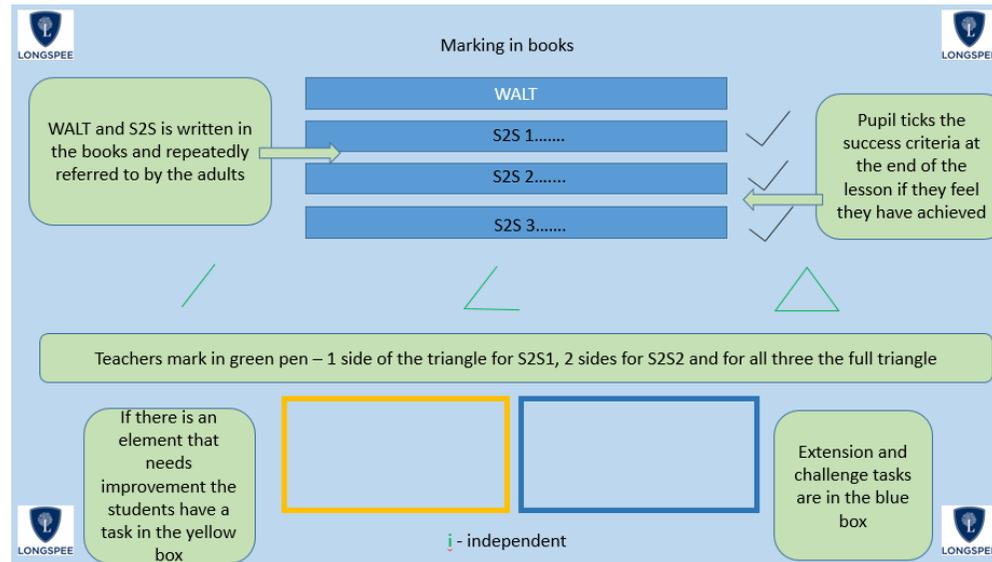
- To ensure pupils believe their work is meaningful & worthwhile, supporting confidence and self-esteem, and contributing to accelerated learning
- To ensure pupils' progress knowing their achievements and what they need to do next
- To support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedure, in order to plan and refine next steps in learning

- To develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning

Principles

Marking of pupils' work can take different forms and involves both written and verbal feedback. We endorse the following principles of effective marking and feedback:

- Whenever possible, teachers should provide individual, verbal feedback to pupils
- Feedback, either written or verbal, should be integral to lessons and should provide a dialogue between teachers and pupils that addresses errors and misconceptions at an early stage
- Marking and feedback should be linked to WALT (We are learning to...), steps to success criteria (S2S): these should always encourage independent learning against individual targets
- Teachers should look for strengths before identifying improvements when marking work
- Pupils should be given specific time to read, reflect and respond to marking and feedback: A yellow highlighted 'Fix it box' will indicate to a pupil where they need to go back and make an improvement. Time should always be given for these improvements to be acted upon. Pupils should be encouraged to mark, self-evaluate and peer assess against the S2S
- Feedback and marking practices and procedures should be in line with the school policy on assessment
- The outcomes of marking should be used to inform teachers' judgements concerning pupils' progress and to inform teacher records and reports
- Marking and feedback practices should be manageable
- Pupils receive verbal or written feedback in accordance with their ability
- Pupils are encouraged to recognise their successes and supported to make improvements
- The marking and feedback policy and procedures encourages the practice of inclusion for all
- Oral feedback is the most powerful. Teachers create as many opportunities for this as possible.
- Pupils' work is marked as soon as possible after completion and, if possible, in the presence of the pupil. This should always be before the next lesson.
- Feedback relates as much as possible to the WALT/ steps to success
- For feedback to be formative, time is given for pupils to make improvements using a yellow fix it box. Where appropriate, teachers manage this within lessons as well as in follow up sessions.



Subject Specific

The above principles apply to all subjects. However, some, such as PE and Music, will be predominantly oral but should still be documented for the pupil by the teacher.

Good Practice

Spelling:

- Don't correct too many errors in one task
- Encourage correction through the range of strategies
- If concerns are significant and work shows no improvement, or very limited overtime, teachers should seek specialist support from particular interventions – e.g. Inclusion Leader/ Intensive Support

Punctuation/Grammar:

- Don't correct too many mistakes
- Encourage the pupil to read the text (aloud?)

Numeracy:

- Calculations: don't correct every mistake – prioritise
- Review the processes a pupil has used as well as the answer
- Don't impose a specific strategy but work in line with calculation policy
- Encourage the pupil to explain their approach
- Provide feedback that reinforces learning

Presentation of Work:

- All work should have a date, WALT and steps to success (S2S)
- Pupils should be encouraged to complete written work focusing on presentation of handwriting & layout
- Diagrams and drawings completed in pencil can be enhanced with coloured pencils or felt tips
- All completed work should be kept ready for future recording &/or assessment

Celebration of Success

Children will know that their work is of the highest quality through verbal praise, work of the week and age appropriate stamp on the work e.g.



Appendix 2

IMPACT PROFILE

Date of birth:	Plan start date: 22.05.19	Class: Ash	Year group: 6	Current school term:
Summary of needs: ASD, ADHD, Speech and Language difficulties, cognition and learning, hearing				
Skills, talents and achievements: Work of the week, Zones Star and Personal Development certificate.		Likes: Frogs, Fireman Sam, slime, football, big ball, Luna room, music- John Legend and the Greatest Showman		
		Dislikes:		
Triggers: Transition from playtime/PE to class, misunderstanding, overheated,				
Stage	GREEN – Ready to learn	AMBER – off task/low level disruption	RED - crisis	RECOVERY – after incident evaluation/reflection
How I may feel when at stage	Happy, calm, excited	Frustrated, annoyed, tired, unwell, in pain	Angry, upset	Frustrated, annoyed, tired, unwell, in pain
What people may see Including early warning signs	Very polite, keen to help others, laughing, smiling, making jokes, following adult instructions,	Oppositional, inappropriate language, raised voice, pacing around the classroom.	Screaming and shouting, tears, very hot, violence towards staff and pupils, damage to property, significant risk of absconding, adamant he should return to class	Oppositional, inappropriate language, raised voice, pacing around the classroom.

<p>What may help me</p> <p>Please include:</p> <ul style="list-style-type: none"> Phrases to use Rewards Motivators Calming techniques How best to respond to behaviour 	<p>Praise, encouragement and rewards (credits, time on the laptop).</p> <p>Work linked to areas of interest e.g. frogs.</p> <p>Opportunities to help adults e.g. helping Mr Wallis preparing lunch.</p> <p>Help me feel in control and give me choices.</p> <p>Cool down time- time away from class e.g. Luna room after playtimes and physical activity.</p> <p>Fiddle toys, cold drinks, reminders to go to the toilet, take off jumper to help regulate his temperature.</p>	<p>Distraction- could you help me with this...? You're a frog expert what is the different between frogs and toads?</p> <p>Give a choice- reflection room or Luna room?</p> <p>I wonder if you're feeling sad/hurt/ill</p> <p>Reduce demands and offer support with work e.g. complete literacy on the back-room floor. Remind me of my previous achievements.</p> <p>Now and next e.g. write a sentence and then slime for 2 mins (repeat).</p> <p>Use challenge and competition.</p>	<p>Support to leave the classroom and access a quiet safe space (two members of staff are needed to achieve this)</p> <p>Staff may need to request URGENT ASSISTANCE on the radio.</p> <p>Reduced language, limit discussion, use of symbols.</p> <p>Big ball, climbing wall, weighted blanket.</p> <p>If pupil absconds request URGENT ASSISTANCE and state location pupil has absconded e.g. URGENT ASSISTANCE pupil has absconded from the allotment. Office staff will call the police and parent.</p>	<p>PUPIL needs a significant amount of 1:1 support, movement time and positive interaction after a crisis. He may not return to green that day and on occasion he may remain in the amber& red stage for a few days. Class teacher should constantly risk assess whether he is safe to be in the classroom or access playtime.</p> <p>When PUPIL is assessed as ready to reflect he may not remember accurately what has happened. Staff should focus on talking about tools to support him in the future using role play, social stories and comic strip conversations.</p>
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Safeguarding Risk Factors

<p>Prevent risk: Easily led and misuse of internet</p>	<p>Child Sexual Exploitation risk: Limited understanding of social cues or use of appropriate skills</p>	<p>E Safety risk: Unsupervised use of social media</p>	<p>Other potential risks: Unsupervised in the community</p>
<p>RISK FACTOR (1 = LOW – 6 = HIGH)</p> <p align="center">1 2 3 4 5 6</p>	<p>RISK FACTOR (1 = LOW – 6 = HIGH)</p> <p align="center">1 2 3 4 5 6</p>	<p>RISK FACTOR (1 = LOW – 6 = HIGH)</p> <p align="center">1 2 3 4 5 6</p>	<p>RISK FACTOR (1 = LOW – 6 = HIGH)</p> <p align="center">1 2 3 4 5 6</p>
<p>Curricula support to reduce risk:</p> <p>E Safety sessions, monitored use of computers</p>	<p>Curricula support to reduce risk:</p> <p>Simple language and good choices scripts e.g. "use your good spaces". Social stories/ comic strips</p>	<p>Curricula support to reduce risk:</p> <p>Social story for acceptable use. Close monitoring by staff.</p>	<p>Curricula support to reduce risk:</p> <p>Trip to Safewise, Sessions focused on recognising own safety. Social stories and comic strips.</p>

Targets and Provision taken from (highlight applicable):

EHCP Boxall Profile Motional Outside agency report: Educational Psychologist, SALT		
Targets		
Target (small step)	What is happening to support pupil to achieve target/Provision	Not met/Partially/Achieved
Outcome 1: For PUPIL to read at a level where he is able to access curriculum texts and to record his ideas clearly to show his understanding and learning at the end of Key Stage 2.		- Achieved on 12 or more occasions (recorded on Target Tracker see Assessment file).
For PUPIL to be able to spell some phase 3 words independently. For PUPIL to be able to read some phase 3 words independently.	<p>Core class based provision:</p> <ul style="list-style-type: none"> Differentiation to build confidence and break down tasks into manageable tasks. Multisensory activities which use visual, verbal and kinaesthetic approaches. Use of strategies to support auditory memory difficulties. This includes use of visual aids, consideration to length of instructions, use of talking tins or similar. Use of visual support and concrete apparatus in order to support his learning (e.g. writing frames, key word lists). Access to alternative methods of recording (e.g. dictation, paired scribe, diagrams or picture note taking, ICT) PACE approach- draw on both his positive learning skills, and response to humour, when giving challenging tasks or activities. Regular breaks with motivating activities to ensure his engagement. <p>Intervention:</p> <ul style="list-style-type: none"> Nessy reading and spelling intervention (60 mins a week) 	- Evidence in Literacy book, reading record and topic work. <i>Example:</i> <i>PUPIL reads daily with the class teacher, he is able to recognise the majority of the phase 3 phonemes and apply these in his writing. This terms he has written to Fireman Sam and a non-fiction report about frogs including phase 3 words.</i>
Outcome 2: To use a coping strategy to manage strong feelings by the end of Key Stage 2.		- Achieved on 12 or more occasions (recorded on Target Tracker see Assessment file).
For PUPIL to use an agreed system (visual or verbal) to express his emotions on a daily basis.	<p>Core class based provision:</p> <ul style="list-style-type: none"> Visual (zones and thermometer) Zones lessons Wondering aloud approach Planned and sensitive challenges from staff to help develop alternative adaptive responses to dealing with difficult feelings or when in undesired situations. Role play and social stories to prepare and practice difficult feelings. <p>Intervention:</p> <ul style="list-style-type: none"> Cool down time after playtimes, 1:1 support use thermometer to express how he is feeling ELSA sessions 	-Evidence in Learning Journey folder <i>Example:</i> <i>PUPIL has made small steps of progress towards this outcome. He regularly uses his thermometer when prompted by an adult.</i>
Outcome 3: To be able to join in with games and activities with a small group of peers at the end of Key Stage 2.		

<p>To be able to tell a peer 'I need space' if feeling upset</p>	<p>Core class based provision:</p> <ul style="list-style-type: none"> • Direct instructions on these skills and given opportunities to practice the new skill with adults through role play and games. • PUPIL will require opportunities to work within small groups of his peers with adult support to mediate positive social interaction and provide guided and independent practice of skills. • It will continue to be important to reflect back positive social interactions and the skills which enable PUPIL to successfully work in small groups, eg waiting, sharing, listening etc. 	<p>- Achieved on 12 or more occasions (recorded on Target Tracker see Assessment file).</p> <p>-Evidence in Learning Journey folder</p> <p><i>Example:</i></p> <p><i>PUPIL has made small steps of progress towards this outcome. He has told a peer he needs space on a few occasions. He is now using a visual to show he needs space.</i></p>
<p>Outcome 4: For PUPIL to be independent in toileting and to be clean and dry at home and school by the end of Year 3</p>		<p>ACHIEVED</p>
<p>Outcome 5: For PUPIL to have key understanding of concepts and abstract language, and use language for thinking by the end of Key Stage 2.</p>		<p>- Achieved on 12 or more occasions (recorded on Target Tracker see Assessment file).</p>
<p>To be able to use fact when talking. (Target from SALT report- add to EHCP outcome 4)</p>	<p>Core class based provision:</p> <ul style="list-style-type: none"> • Visuals and social story explaining difference between fact and fiction • Regular 1:1 sorting fact and fiction statements and scenarios • Praise and reward for using fact when talking 	<p><i>Example: PUPIL still needs a significant amount of support to use fact when talking with his friends. He is able to confidently sort fact and fiction statements but does not yet apply this outside of the classroom.</i></p>
<p>Intervention:</p>		

Appendix 3 – Example of Mid-term planning template

CLASS: **Example class**

LITERACY

Current Attainment and end of year target		English targets	Groupings to aid differentiation and current level of attainment
Jim	2E now. Target 2S	<ul style="list-style-type: none"> I can predict what will happen in the story(based on what has happened so far) I can extend sentences with a conjunction 	
Bob	2E now. Target 2S	<ul style="list-style-type: none"> I can discuss the words used and how they affect the meaning I can write letters the correct size 	2- Peter (1S) and Paul (1S)
Peter	1S now. Target 2D	PLEASE INPUT ONE READING AND ONE WRITING TARGET IN THIS SECTION	3- Dennis (1E) and Walter (1E)
Paul	1S now. Target 2E		
Dennis	1E now. Target 1S		
Walter	1E now. Target 1S		

Half-term plan for topic/book	Topic – Towers, Tunnels and Turrets PLEASE INCLUDE A BRIEF EXPLANATION OF HOW READING/WRITING WILL FEATURE IN YOUR TOPIC Class Books – Patterned language stories relating to topic e.g. Rapunzel, Three Little Pigs, The Billy Goats Gruff and Jack and the Beanstalk.	
Book to read to the class	CLASS TEXT HERE AND SENTENCE TO EXPLAIN FOCUS	
Reading aims	READING AIMS THAT WILL BE IN EVIDENCE ACROSS THE MEDIUM TERM E.G Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	
Writing outcomes	Stories with predictable outcomes (6 week topic). Outcomes: <ul style="list-style-type: none"> Children can recognise language patterns and repeated words and phrases in a text and discuss their effect on a reader. Children can write their own sentences based on patterned language from a familiar text. Children can work as part of a group, taking turns sharing ideas, listening to others and reporting their findings. Children can write simple sentences using patterned language, words and phrases taken from familiar stories. 	
Shared teaching and learning	<p>Read a selection of stories with predictable and patterned language. Include examples from or about different cultures.</p> <p>Read each story aloud more than once and discuss what makes a particular story distinctive. Look for patterns, for example repetition, rhythm, rhyme. Demonstrate how to use these features to support reading: for example, identify a pattern where the final word rhymes in each pair of lines and use this to check for accuracy and meaning as you read. Involve children in trying this themselves.</p> <p>Talk about the effect of patterns of language and repeated words and phrases, for example changing the pace of the story, making it memorable, giving a character a catch phrase, signalling the next part of the story. Encourage children to express their response, for example which words, phrases or patterns they liked and why.</p> <p>Once children are familiar with a story, encourage them to join in and then recite parts of the text.</p>	
Core year group planning from: YR1	CORE LEARNING (TO INCLUDE): Reading: decoding and comprehension, Writing: composition, Writing: grammar, vocabulary and punctuation and Writing transcription: spelling and handwriting	Differentiation
Week 1 WB 10.9.18	PLEASE INCLUDE: <ul style="list-style-type: none"> A GENERIC OVERVIEW WALT FOR THE CORE LEARNING AREAS (THESE MAY BE FOR THE MAIN LITERACY LESSON, KEY SKILLS OR WHEN LEARNING IS IN THE CREATIVE CURRICULUM) GUIDED LEARNING: WHAT THE TEACHER WILL BE DOING TO AID THE LEARNING INDEPENDENT LEARNING: EXTENSIONS AND KEY QUESTIONS 	PLEASE INCLUDE: <ul style="list-style-type: none"> HAPS, MAPS AND LAPS TASK AND INTENDED OUTCOMES RESOURCING (INCLUDING STAFFING)

DRAFT CONSULTATION DOCUMENT