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TEACHING & LEARNING POLICY

For Our Special Area Schools

HORIZONS EDUCATION TRUST, AMERICAN LANE, HUNTINGDON, CAMBRIDGESHIRE. PE29 1TQ

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Introduction

Spring Common Academy (SCA) and Prestley Wood Academy (PWA) are part of Horizons Education Trust. Both schools are mixed community area special schools within Cambridgeshire Local Authority.

The schools cater for pupils aged 3-19 who have an Education, Health and Care Plan (EHC) detailing their special educational needs.

Admissions to the academies are through the Statutory Assessment team for Cambridgeshire Local Authority. More detailed information on admissions can be found on the school's website.

The schools cater for a range of educational needs, including pupils who have:

- Severe learning difficulty (SLD)
- Profound and multiple learning difficulty (PMLD)
- Physical disabilities and/or medical needs.
- Sensory, including visual or hearing, impairments.
- Co-current diagnosis such as Autistic Spectrum Disorder (ASD), Downs Syndrome and others

Aims of this Policy for Teaching and Learning

The schools have value-driven curriculum. We promote the values of:

- Listening
- Moral Purpose
- Trust and Respect
- Supporting Innovation
- Integrity
- Communication
- Building Confidence
- Empathy
- Collaboration

Additionally, the aims of this policy are underpinned by these principles:

- All teaching and learning will be rooted in a culture of high expectation and inclusive practice.
- Learning opportunities will be meaningful, challenging and non-threatening.
- Learning will be incrementally structured to enable pupils to build on their knowledge, and make progress.
- Opportunities to develop literacy, communication, numeracy, digital literacy and social and emotional wellbeing will be embedded across the broad and balanced curriculum.
- Learning opportunities will build towards developing the skills to enable participation and a positive contribution to the wider community in their own adult life.

- Coherent teaching structures will be provided to enable continuity in learning as pupils progress through key stages towards adulthood
- Progress will be tracked using a consistent framework for assessing pupils' achievements and outcomes.

Preparing For Adulthood

We recognise the importance of raising aspirations and expectations, and encouraging staff, students and their families to think about what students' futures might look like for children from an early age. Our curriculum allows for personalised pupil outcomes which are focused on the young person's aspirations, and lead to them having as independent a life as possible.

All learning is intended to ensure that students are preparing for adulthood by developing and building on their previous attainment, with regard to:

- **higher education and/or employment** – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies;
- **independent living** – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living;
- **participating in society**, including having friends and supportive relationships, and participating in, and contributing to, the local community;
- **being** as **healthy** as possible in adult life.

Curricula Approaches & Inclusivity

It is our intention that all pupils are able to participate fully in an appropriate curriculum and make good progress, regardless of their educational needs or disability.

We have very high expectations of our learners and believe that they are capable of taking control of their own learning. We embrace the absolute necessity of providing a broad, balanced and coordinated curriculum, which is appropriate to the needs of the learner.

Provision for pupils is predominantly determined by a pupil's needs, taking into account other factors such as their chronological age and developmental requirements.

Our teachers take into account the range of needs within a group in order to plan differentiated learning activities through appropriate short term plans. We take particular care to ensure that activities incorporate a multi-sensory approach, and that there are clear steps to achieve planned outcomes.

We promote pupils' spiritual, moral, social and cultural (SMSC) development to prepare all pupils for the opportunities, responsibilities and experiences of adult life. We incorporate opportunities for SMSC across the curriculum, including giving consideration to Fundamental British Values and PREVENT, whilst placing an emphasis of celebrating personal identity and belonging to the wider global community.

We recognise that young people with learning difficulties have unique abilities and ways of learning. We acknowledge that our pupils are likely to remain functioning at a cognitive level well below their chronological age for most of their school career and adult lives.

Correspondingly, our learners typically have inefficient and slow information processing speeds, little general knowledge, limited strategies for thinking and learning, and difficulties with generalisation and problem solving. Additionally, many of our learners find abstract or conceptual thinking a significant challenge.

Subsequently, we offer curricula which are appropriate for the needs of our learners, which we define as Pre-Formal, Semi-Formal or Formal modes. Definitions of our curricula modes can be found in Appendix 3.

Elements of the three modes are delivered across the schools and across chronological age groups, based on the learning needs of the pupils. We recognise that many, but not all, of our learners will move across different curricula modes over time.

The school's Policy for SEN and Disability provides a meaningful context for the design of the school's curriculum and stresses the importance of ensuring that, *"the design and organisation of the school's whole curriculum and assessment are empathetic to the needs and rights of children and young adults with SEN and disabilities."*

The Organisation of Curriculum Planning

To ensure that the curriculum on offer is broad, balanced and co-ordinated, long term plans (LTPs) give an indication of coverage for each Key Stage.

Each LTP covers the learning requirements for an academic year, and are supplemented by appropriate additional planning, as detailed below.

Curriculum coverage is mapped out in a long term plan (LTP), and then developed into medium and sessional plans (pre-formal and formal modes) or into topic webs, semi-formal plans and/or sessional plans (semi-formal mode).

Medium term plans (MTPs) cover a term or half-term's objectives and pupil learning intentions.

Topic webs show how learning across subjects is linked thematically over a defined period of time (generally two to three weeks) and ensures broad non-repetitive themes. Teachers use them alongside our sequencing documents in each learning area to understand the next steps required when building key skills and knowledge over time.

Sessional plans (which may be referred to as short term plans) set out the intended learning outcomes for each individual lesson, with an indication of how teaching content, pedagogical approaches and reasonable adjustments are made to differentiate learning during the principal teaching activities.

We encourage teachers to exercise their professional judgement as to the format their sessional planning takes, but we recommend the use of consistent lesson planning pro forma (see appendix 4).

Teaching staff are expected to systematically evaluate their plans, and archive planning on the school's Curriculum Planning Team. Staff are encouraged to share effective plans and resources in line with the value of collaboration.

For the majority of pupils, the learning outcomes set out in a daily or weekly plan will be appropriate due to the prior level of skill, understanding and knowledge. For a small number of pupils with the most complex learning difficulties and disabilities, learning outcomes are based on developing and generalizing skills in various contexts over time. Objectives for these pupils may be drawn from schemes such as Routes for Learning (RfL).

☐ Early Years Foundation Stage / Key Stage 1

Pupils aged approximately 3 to 6 access provision based on cross-curricular themes linked to the areas of the EYFS curriculum:

- *Communication and language*
- *Physical development*
- *Personal, Social and Emotional development*
- *Literacy*
- *Mathematics*
- *Understanding the world*
- *Expressive arts and design*

A balance of child-led and teacher-directed learning activities take place both inside and outside the classroom, with a focus on developing their interest in and curiosity about the world.

A long term topic matrix shows how learning is developed across the provision, and this is expanded into medium term and sessional plans as required to support pupil progress.

☐ Key Stages 2 - 4:

Pupils aged approximately 6 to 16 access provision based on the appropriate areas of the National Curriculum linked to our learning areas:

My Communication (Reading, Writing, Language development)
My Reasoning (Number, Geometry & Measurement)
Our World (Citizenship, RE, Humanities, Science, Computing, MFL)
My Creativity (Art, Music, Drama)
Myself (Personal Developmt, Health &Wellbeing, RSE, Personal Safety, PFA, WRL&CEIAG)
My Movement (Sensory Interaction, Physical Education/Development)

Additionally, at Key Stages 3 and 4 there is an increasing emphasis on functional learning through '*Life Skills*' as a discrete area of the curriculum.

For pupils in Key Stage 4 there will be increasing flexibility in the subjects they will be required to study. There is more emphasis on personal and social development, including investigating current affairs and life skills.

Accreditation for Entry Level English, Maths, ICT, Life skills and WRL are available for pupils through ASDAN and unit awards.

For Key Stages 2, 3 and 4 we plan our curricula around learning areas and related themes.

☐ Post 16 provision and preparation for adulthood:

Pupils aged 16-19 years working below national level 1 accreditation follow the Post-16 pathway. This curriculum is designed to prepare students for adulthood, and correspondingly the curriculum emphasises the development of vocational education, work experience and values of social agency. The continued teaching of Literacy, Numeracy, Computing, and PSHE are considered essential in developing the functional skills that all students require in adult life.

Students are supported towards gaining ASDAN accreditation awards and, where appropriate, Entry Level awards.

Post-16 provision is based on cross-curricular themes, with an emphasis on functional skills, linked to the following areas of the curriculum:

Citizenship, Computing, Creativity, Further Education, College Bridging & Link Courses, Independent Living Skills, Literacy, Numeracy, Personal, Social & Health Education, Religious Education, Sex & Relationship Education, Work Related Learning.

Work Related Learning

Work Related Learning (WRL) occurs within the school year, with external and internal work experience placements as appropriate for pupils within Year 11 and the Post-16 provision. Pupils are supported to generalize their learning into real-life contexts.

In providing high quality WRL opportunities, we are mindful of the Gatsby Benchmarks (see appendix 5) and work to ensure that our provision is structured in such a way to meaningfully meet these.

Enriching the curriculum

At the heart of our approach to delivering a broad, balanced and co-ordinated curriculum, we recognize that every pupil faces unique barriers to learning. Therefore our provision offers a range of educational and therapeutic approaches to support pupils where this is appropriate, including but not limited to the use of Makaton, PECS, Intensive Interaction, TEACCH principles, the National Autistic Society's SPELL structure, Attention Autism, physiotherapy, hydrotherapy, Rebound therapy, Sensory Integration, sensory circuits, horse riding, and educational visits.

For our older students, Work Related Learning (WRL) promotes positive social experiences in the community. Additionally, link courses to vocational Further Education embed functional skills in preparation for adult independence.

As part of our annual provision, we plan for themed days and weeks, focusing on supporting our work towards accreditations such as Arts Award, Arts Mark, Autism Accreditation, Eco Schools, International Award, Healthy school standards and Sports Mark/ School Games.

Additionally, we hold events linked to focused curriculum areas, such as Maths Week, events which promote key skills, such as Safer Internet Week and Anti-bullying Week, and those which link to enriching understanding of SMSC issues, such as events which promote local and national charities. The range of events supported within a given academic year vary due to a range of factors, including the needs of pupils.

Organisation of Teaching and Learning

Pupils' educational targets, derived from their current EHC Plan outcomes, are reflected in a personal learning pathway. Teaching and learning is aligned to our assessment systems.

Outcomes and targets reflect the four areas of need from the SEND Code of Practice – cognition & learning, communication & interaction, social, emotional & mental health and sensory & physical. Targets therefore principally focus on academic progress and personal development. For pupils at the earliest stages of development, explicit reference to the Engagement Model may be made when devising targets.

Outcomes and targets may be drawn from a range of appropriate sources, including but not limited to the school's assessment frameworks, such as SCALES, the Autism Education Trust's (AET) framework, and professionals' report, such as those from an Educational Psychologist, Speech & Language Therapist, or a Physiotherapist.

Pupils are supported to achieve their targets across the whole timetable, including discrete therapy sessions.

Pupil's targets, based on their EHCP outcomes, are trakecd across the year via a bespoke learning pathway. Evidence of progress is collated against the appropriate assessment frameworks on an online platform called 'Earwig, which allows progress to be shared in the moment. Evidence of progress is summarised in an annual report to parents, showing progress against individualised targets

Individual pupil timetables are put in place where there are significant changes to provision required to deliver the EHC Plan beyond that of their class group's timetable.

The delivery of the curriculum is flexible, with teachers making professional decisions as to how best to meet the needs of pupils. Teaching and learning may be observed during a discrete lesson, as part of a cross-curricular theme or in a generalized context as part of the life of the school. Teaching may be organised to take place in classes, Key Stages or other clearly defined groupings.

Planning for Progression

The outcomes described in the pupil's EHC Plan inform the delivery of the curriculum and wider provision to ensure that the learning needs of pupils will be met.

As not all pupils learn in a linear way, it is expected that progress can be made laterally, and that time for consolidation and generalization of learning is necessary. Progression is personalized to each child.

Annual curriculum targets set for each pupil from the EHC Plan, and progress towards these monitored through termly pupil progress meetings, the analysis of assessment data and any other relevant information. aThis allows the teams to respond to individual needs on a regular basis.

We undertake Initial Reviews for all admissions to ensure we can effectively plan for provision, which may include drawing up provision maps, communication passports or behaviour profiles.

MARKING & FEEDBACK

Assessment, both formative and summative, is an integral part of ensuring pupils achieve their potential. We strive to ensure that all pupils make appropriate progress and have the knowledge and skills to face the challenges they will be set in later life.

Teachers need to know current attainment to move pupils to the next level and know if they are making good progress and what can be done about it if they are not. Information on attainment throughout the school is necessary to ensure that all resources are targeted appropriately and adjusted as needs change.

Staff are expected to ensure that pupils are challenged and their achievements are celebrated.

Feedback needs to be clear, relevant and useful to the pupil, support pupils in extending and improving their learning, and support staff in scaffolding pupil progress so that they become better informed about next steps in learning.

Additionally we value the approach embodied by Assessment for Learning (AfL), that is 'the process of seeking and interpreting evidence for use by learners and their teachers to decide where learners are in their learning, where they need to go and how best to get there.' (Assessment Reform Group, 2002)

Marking and feedback approaches that are consistent with the principles of AfL give pupils the criteria to meet the next step in their learning. Therefore, they:

- are focused on pupil learning;
- are based on shared learning objectives;
- are given periodically and selectively;
- are positive in tone and accessible by all pupils;
- are supportive of achievement in all its forms;
- aid pupils to improve their work;
- promote learner confidence;
- included opportunities to develop peer and self-assessment skills;
- inform future planning.

Feedback is a vehicle for celebrating success, developing selfesteem, encouraging reflection and developing resilience to constructive criticism. The software program Earwig links any captured visual or written evidence to the pupil's individualised targets on the appropriate assessment tool for that child. This record is then immediately shared electronically with the family to ensure a two-way process of dialogue. (See appendix 8 on Peer & Self-Assessment). Correspondingly, pupils need to be given time to consider any feedback provided, and where appropriate encouraged to ask for clarification if they don't understand.

Feedback should support pupils to be clear about what they need to do in their next piece of learning. Where appropriate, pupils should be encouraged to respond to written feedback, either verbally or by writing a reply. Staff may annotate the work of, or photographs of, pupils; additionally, short, narrative observations or 'pupil pursuits' may be undertaken. Please see appendix 7 on Annotation.

For the majority of our pupils, feedback needs to be immediate and related to the learning objective. Where learners benefit from a more practical or sensory approach, formal written feedback may not be appropriate. It is important for all pupils, regardless of age, to have verbal feedback from a member of the teaching team during or immediately after a task. See appendix 3 on curricula modes for more information.

We recognise that feedback may be about any aspect of a pupil's time at school, including work, play and social interactions. Additionally, in the Early Years Foundation Stage, practitioners need to be mindful of the Characteristics of Effective Learning.

Achievement and effort should be rewarded by means which are motivating to the learner, including, but not limited to, smiles, verbal praise, positive body language and stickers.

Feedback may be summative (focusing on the end product) or formative (focusing on the process). In both cases, feedback should always relate to the learning objectives. Not all pieces of work can be quality marked. Teachers need to decide whether work will simply

be acknowledged or given detailed attention. Please see appendix 6 on learning objectives and outcomes.

Remote Learning

There may be occasions where national or local restrictions require individual pupils or entire cohorts to remain at home.

The 'remote curriculum' refers to what is taught to pupils who are at home. In the event of schools closure, teachers have prepared two-week blocks of learning activities that are specifically linked to the half term's topic. These items will be 'posted' on the class's Team. Where school is aware that the family does not have access to TEAMS, a hard copy of this material will be sent home.

A pupil's first days of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

We recognise that due to our pupils' Special Education Needs and Disabilities (SEND), they may frequently be unable to access remote education without adult support. Therefore, we do not expect pupils working remotely to adhere to the same timetable that would be offered in class, but to follow a schedule that is realistic in the home context.

The work set will be meaningful and across several different subjects, and include either recorded or live direct teaching.

For pupils with SEND, their teachers are best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school. Decisions should be considered on a case-by-case basis, avoiding a one size fits all approach.

In line with governmental guidance, these expectations are qualified in relation to the pupils' age, stage of development or special educational needs. All our pupils have learning difficulties and EHC Plans which means they are working at a developmental level significantly below their chronological age.

Please see appendix 9 for our expectations on the number of hours pupils should spend on remote education daily, and appendices 10 and 11 on resources and glossary.

Annual Reports to Parents

Our reports to parents include subject-based Learning Journeys, with key information and performance data for each pupil. We also offer regular opportunities for parents to meet with staff, including formal reviews and termly parent meetings.

Evaluation of Teaching and Learning

Teaching and Learning is monitored and evaluated systematically by the Trustees, Senior Management Team, subject leaders and class teachers to ensure that the principles and aims of this policy are being realized in practice across the school, and that assessment data is used formatively in teaching.

To plan for good learning teachers need to be aware of existing knowledge, understanding and areas of weakness. Pupils new to school will be baselined by teachers. This will be mainly through teacher assessment, but other tools are available, including, but not limited to, the Salford Sentence Reading Test and New Group Reading Test. Pupil targets are set

at the beginning of the academic year by the class teacher, and reviewed across the year through pupil progress meetings and data analysis.

Curriculum portfolios, including examples of work scrutiny, moderation and learning walks, are curated to ensure that standards are maintained in accordance with school expectations. An external view of standards is maintained through regular moderation with colleagues from other settings.

The process of SMART (specific, measurable, achievable, realistic, time-specific) target setting in relation to EHC Plan outcomes supports the evaluation of individual pupil progress and therefore embedded in both teaching and learning.

Additionally, pupils are supported to engage in meaningful peer and self-assessment of their learning.

The AAG regularly monitors pupil progress and regularly reviews the whole school curriculum, to ensure that areas for development in curriculum performance are addressed.

Our school engages an experienced school improvement partner to act as a critical friend and regularly review key areas of Teaching and learning from a knowledgeable external perspective.

Appendix 1 – Curriculum Organisation

Organization of the National Curriculum at Early Years Foundation Stage

Discrete Subject Delivery	Cross-Curricular reference	Key Skills
All subjects are integrated into the overall curriculum offered.	Myself & Others Changes Toys Vehicles & Transport Living Things Water Health & Growth Light Sound & Colour Homes & Buildings Food Materials Local Environment	Personal, Social & Emotional development Communication, Language & Literacy Problem Solving, Reasoning & Numeracy Knowledge & Understanding of the World Physical Development Creative Development

Organisation of the National Curriculum at Key Stage 1

Discrete Subject Delivery	Cross-Curricular reference	Key Skill
Literacy Numeracy Physical Education Music Art Science	History/Geography/R.E. Design Technology PSHE	Communication & Interaction Literacy Thinking Skills Numeracy Mobility Computing Personal safety

Organization of the National Curriculum for pre and semi formal learners

Our Pre-formal and Semi formal curriculum recognises that people with PMLD and SLD have unique aptitudes and means of experiencing the world around them therefore National Curriculum approaches are not always appropriate. However, we accept and embrace the necessity of ensuring a broad, balanced, engaging curriculum which has the individual needs of the learner at the centre to ensure meaningful progression. With this in mind our thematic curriculum delivery groups key aspects of the national curriculum into learning areas which ensure a balance of appropriate areas of skills and knowledge across the pupil's whole school journey.

Key stage	Learning area (Pre and Semi formal Link to National Curriculum subjects)	Hour per wk
KS2	**My Communication** (Literacy- Reading, Writing & Language development)	**5**
	My Reasoning (Numeracy- Number, Geometry & Measurement)	**5**
	Our World (Science, Humanities, Computing, RE, Citizenship)	**5**
	Myself (Personal development, Health & Wellbeing, RSE, Personal safety, PFA, WRL)	**2**
	My Movement (Physical development & Sensory Interaction)	**2**
	My Creativity (Art, Music & Drama)	**1**
KS3	**My Communication** (Literacy-Reading, Writing & Language development)	**4**
	My Reasoning (Numeracy- Number, Geometry & Measurement)	**4**
	Our World (Science, Humanities, Computing, RE & Citizenship)	**6**
	Myself (Personal development, Health & Wellbeing, RSE, Personal safety, PFA, WRL&CEIAG)	**2**
	My Movement (Physical development & Sensory Interaction)	**2**
	My Creativity (Art, Music & Drama)	**2**
KS4	**My Communication** (Literacy-Reading, Writing & Language development	**3**
	My Reasoning (Numeracy- Number, Geometry & Measurement)	**3**
	Our World (Science, Humanities, Computing, RE & Citizenship)	**5**
	Myself (Persnl dev, Health & Wellbeing, RSE, Persnl safety, PFA, WRL&CEIAG *& Enterprise*)	**4**
	My Movement (Physical development & Sensory Interaction)	**3**
	My Creativity (Art, Music & Drama)	**2**
KS5	**My Communication** (Literacy-Reading, Writing & Language development	**3**
	My Reasoning (Numeracy- Number, Geometry & Measurement)	**3**
	Our World (Science, Humanities, Computing, RE & Citizenship)	**5**
	Myself (Health & Wellbeing, RSE, Persnl safety, PFA, WRL&CEIAG *(College visits, Travel Training World of work)*)	**5**
	My Movement (Physical development & Sensory Interaction)	**2**
	My Creativity (Art, Music & Drama)	**2**

Organisation of the National Curriculum for Formal learners at Key Stage 2

Discrete Subject Delivery	**Cross-Curricular reference**	**Key Skill**
Literacy Numeracy Physical Education Music Art Science	History/Geography/R.E. Design Technology French (Class 6, Summer term only) PSHE	Communication & Interaction Literacy Thinking Skills Numeracy Mobility Personal safety

Organisation of the National Curriculum for formal learners at Key Stage 3

Discrete Subject Delivery	**Cross-Curricular reference**	**Key Skill**
English Mathematics Computing French Physical Education Music Art PSHE Science	History/Geography/R.E. Design Technology	Communication & Literacy Thinking Skills Numeracy Mobility Computing Personal safety

Organisation of the National Curriculum and Work Related Learning for formal learners at Key Stage 4

Discrete Subject Delivery	**Cross-Curricular reference**	**Key Skill**

English Mathematics Computing Physical Education Art PSHE / Citizenship Science Enterprise / WRL	R.E. Design Technology Sport & Leisure Independent Travel	Communication & Literacy Thinking Skills Numeracy Mobility I.C.T. Health and Safety

Organization of Post 16 and preparing for adulthood

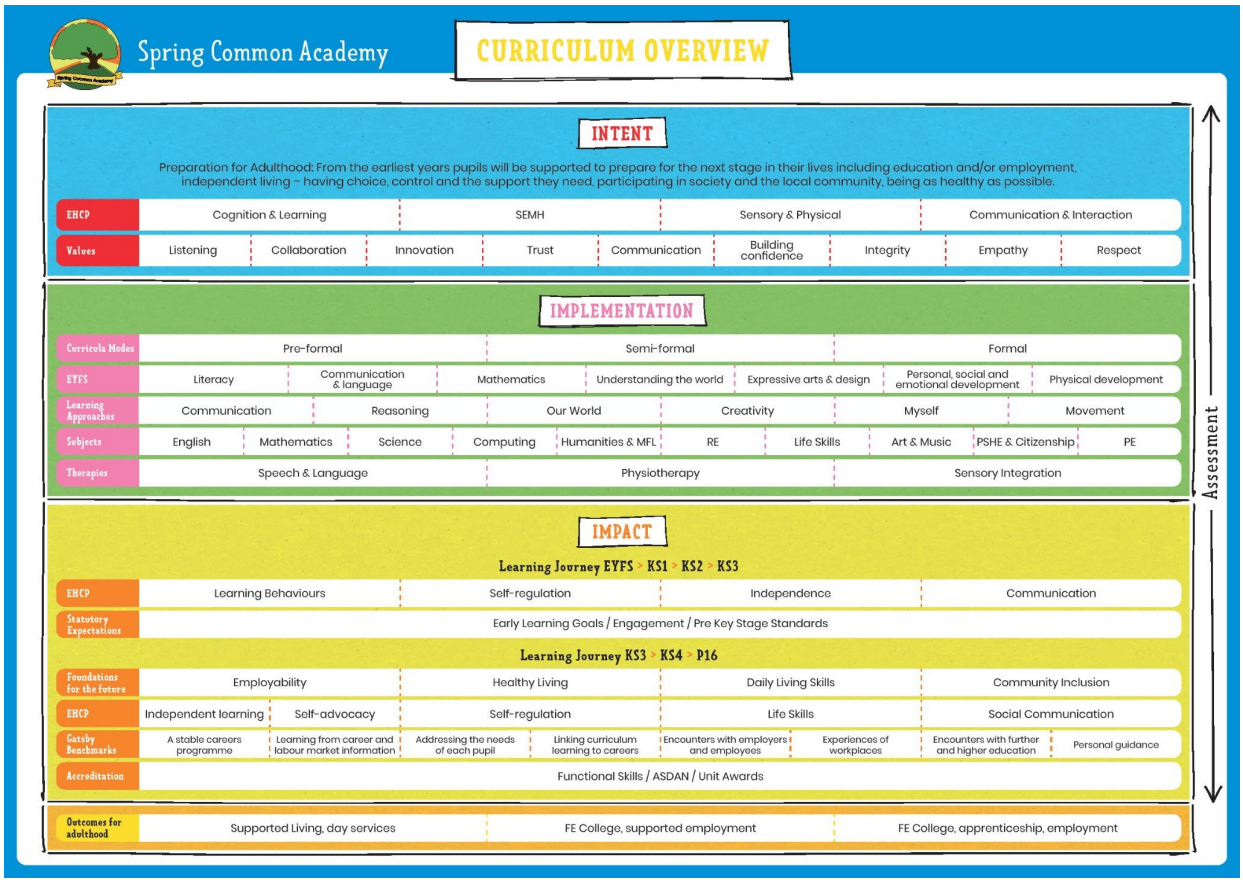
Discrete Subject Delivery	Cross-Curricular reference	Key Skill
Literacy Numeracy Physical Education Religious Education	Personal, Social & Health Education/Citizenship Careers Education & Guidance FE College Bridging & Link Courses Work experience	Communication & Literacy Thinking Skills Numeracy Mobility ICT Health and safety

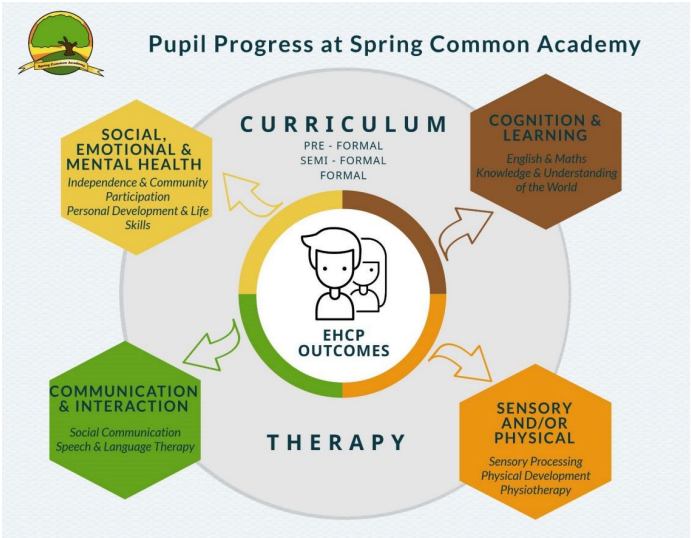
Additional Areas for Pre-formal Learners

Area	Key Elements	Reference to National Curriculum
Early Thinking Skills	Sensory and Perceptual Development Cognitive Development	Mathematics, Science

Early Communication Skills	Intensive Interaction Objects of Reference Picture Exchange Communication System Makaton	English

Appendix 2a – Curriculum Pathways

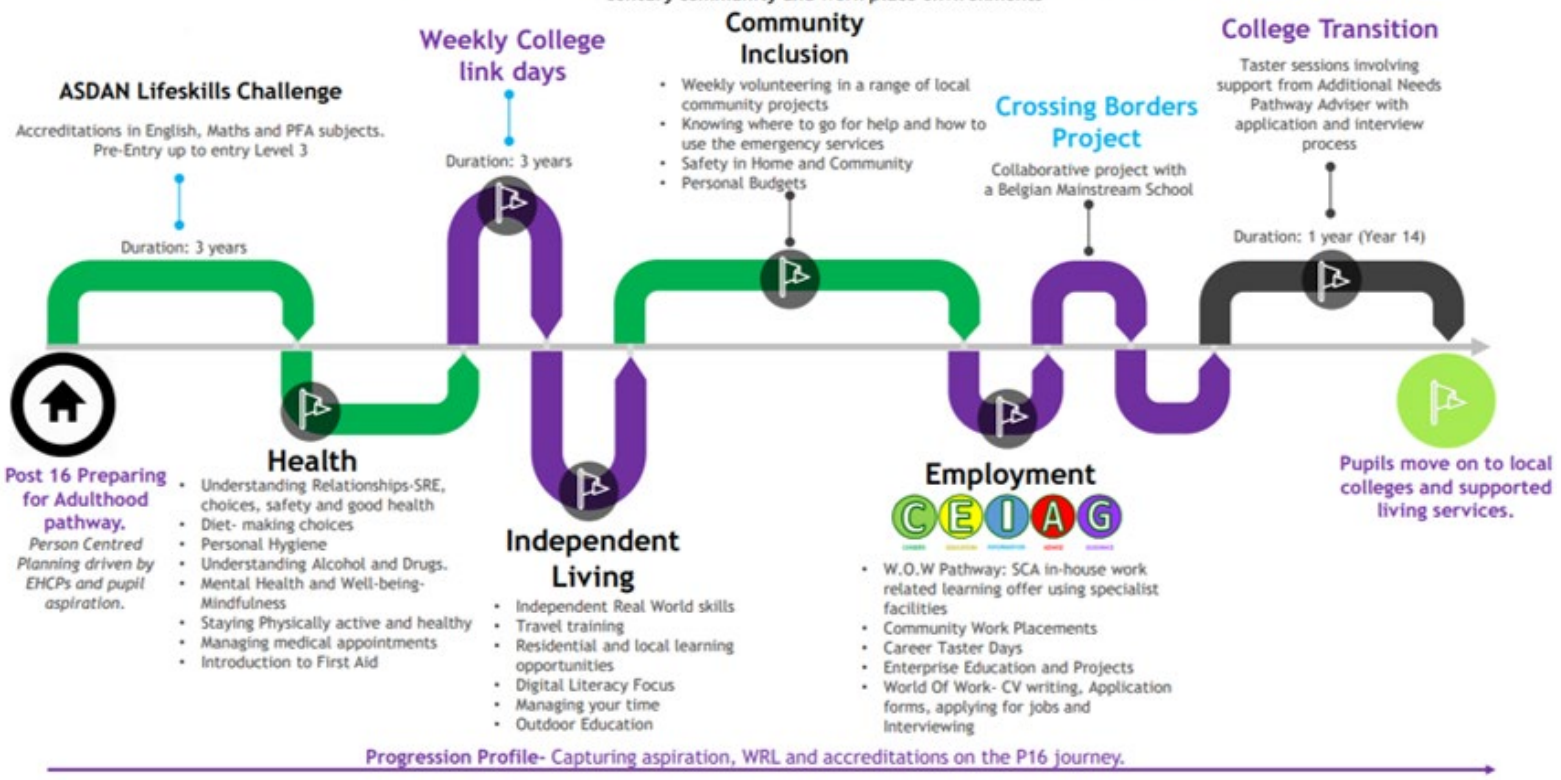




Appendix 2b – Post 16 Pathways

Post 16 Preparing for Adulthood Pathway

Our Vision: *To enable our students to develop independence, resilience and self-worth to flourish in the 21st century community and work place environments*



Appendix 3 – Definitions of Curricula Modes

PRE-FORMAL CURRICULUM

Our Pre-formal curriculum recognises that people with PMLD and complex SLD have unique aptitudes and means of experiencing the world around them therefore National Curriculum approaches are not appropriate. However, we accept and embrace the necessity of ensuring a broad, balanced, engaging curriculum which has the individual needs of the learner at the centre to ensure meaningful progression.

The pre-formal curriculum does not teach; it promotes learning through explorative play and curiosity. The focus in the pre-formal curriculum is on the basics of cognition, communication, and emotional and social development. Every moment and situation is seen as an opportunity to interact and communicate.

The pre-formal curriculum is an integrated curriculum accessed through personalised support. Learners interact with the world around them through observing and exploring that world. Thematic play provides opportunities for pre-formal learners to encounter the world and to develop their curiosity. Within their play, learners may reach, hold, explore and encounter sensory items and stimuli, experience cause and effect, light and dark and sounds of different frequencies. In the earliest stages of play, (sensorimotor) exploration of the world is spontaneous through touch, smell, taste as well as being aware how things look and sound – these are naturalistic experiences. Themes are planned across their school journey to add breath of experience and link to Learning areas.

It is important that pre-formal learners are able to explore the physical world as independently as possible as this enables opportunities for communication and cognitive development, therefore we encourage and support mobility to allow exploration. By exploring, learners begin to discover more on their own, and begin to learn to think for themselves.

For our pre-formal learners, feedback helps them to identify the learning outcome and celebrate success. Where appropriate, the next step may be identified.

A holistic approach should be taken to learning rather than teaching to specific targets. The young person determines the pace and direction of teaching and where the learning will go. Individual progression and assessment is often best recognised retrospectively at the end of each session, week or term and supported by the Engagement model and Routes for Learning assessment outcomes. Key methodology and interventions include

Self Help and Independence/Social, Emotional and Mental Health: Feeding plans, Personal and Intimate Care Plans, Characteristics of Effective Learning, story massage, intensive interaction, positive touch

Sensory/Physical: Hydrotherapy, postural care plans, physiotherapy, messy play, Resonance board, sensory experiences and environments, science, music and art interaction, Body awareness

Communication and Interaction: Engagement for Learning, Makaton, Symbols, PECS, Intensive Interaction, On Body Signing, Objects of Reference, Songs of Reference, AAC, Eye Gaze, Positive Touch, Story Massage

Cognition and Learning: Letters and Sounds, Early Writing and Reasoning sequence documents, TAC PAC, Sensory Stories, Switch Progression Pathway, Environment Control and Immersive Days

Our pre-formal Curriculum has been designed to ensure that our learners are enabled through rigorous, immersive, appealing experiences while valuing and accepting each individual for exactly who they are.

SEMI-FORMAL CURRICULUM

The semi-formal curriculum does not focus on the didactic teaching of content, instead it promotes learning through encouraging inquiry and developing attitudes such as curiosity the desire to experiment and challenge, and the sharing of ideas.

It is developmentally appropriate and seeks to teach relevant and meaningful skills to improve the life opportunities of the learners accessing it. The curriculum is driven through personalised targets from individual Education, Health and Care plans and is delivered through a full and creative approach to learning, where pupils are motivated and enthusiastic to learn at their own pace. Pupils are encouraged to follow their own interests and the Characteristics of Effective Learning (CoEL) provide a scaffold to support pupils to take risks, have their own ideas and to enjoy the learning opportunities provided

The semi-formal curriculum focuses on the development and exploration of thinking skills for learners with severe and complex learning difficulties.

Learning, rather than the memorising of facts, becomes a way of thinking, of trying to understand the world, and of determining one's identity within that world.
Thinking skills, including the making of more abstract connections, are developed through themed approaches with focused learning opportunities that introduce content appropriate to the individual's cognitive processing capabilities.

Semi-formal learners are encouraged to engage with the wider environment. By providing opportunities to explore, we are providing learners with opportunities to construct their own knowledge. These experiences can be naturalistic, informal or structured.

- ***Naturalistic or spontaneous experiences*** are where the learner controls choice and action;
- ***Informal experiences*** are where the learner chooses the activity and action, but adults intervene at some point;
- ***Structured experiences*** are where the adult chooses the experience for the learner and gives some direction to the learner's action**.**

Formal content can be introduced at appropriate stages matched to the learner's cognitive processing in some or all areas. However the majority of our learners are working below the formal stage across all subjects/skills. Therefore most teaching and learning experiences are delivered through carefully planned and balanced themes and topics relating to a broad range of subjects

My Communication (Reading, Writing, Language development)
My Reasoning (Number, Geometry & Measurement)
Our World (Citizenship, RE, Humanities, Science, Computing)

My Creativity (Art, Music, Drama)
Myself (Personal Developmnt, Health &Wellbeing, RSE, Personal Safety, PFA, WRL&CEIAG)
My Movement (Sensory Interaction, Physical Education/Development)

Our sequential learning documents for the key learning areas above set out our approaches and steps towards building skills and knowledge at the learner's own pace. They are used by our specialist staff to plan at point of delivery for individual learners.

Opportunities for informal experiences may be provided through play sessions. Enquiry through problem-solving does not require learners to discover everything for themselves, but they are supported to relate new knowledge and content to previously learned knowledge and to experiential learning. Adults facilitate this process through asking relevant questions.

Semi-formal learners gain experience through structured problem-solving activities that build on previous informal experiences, where the driving force is curiosity—an interest in finding out.

Research shows that structured problem-solving and reflective play are important factors in the development of thinking and learning skills.

For our semiformal learners, feedback needs to be related to the learning outcome, and focus on both their achievements and their next steps.

Pupils may receive bespoke interventions to help remove barriers to learning such as sensory experiences, regular movement breaks, AAC, phonic and non-phonic reading approaches and the use of Attention Autism. Learning will be broken down into component skills and opportunities to revisit and consolidate learning are prioritised alongside being aspirational about what pupils can achieve.

This approach embeds understanding and allows skills to be generalised both in real life learning situations in school to real world learning opportunities out in the local community. The semi-formal curriculum ultimately works to enable pupils to be well prepared for their future as valued members of their communities.

FORMAL CURRICULUM (SCA COHORT ONLY)

The formal curriculum builds upon and extends the knowledge, skills and understanding introduced through the semiformal curriculum, and adheres to the requirements of the National Curriculum where appropriate to the individual's learning needs and EHCP outcomes. Formal learners have opportunities to access both academic and vocational accreditations- it is worth noting that our school does not offer accreditations/qualifications above the national level 1 qualifications due to the specialist demands of delivering such courses.

The formal curriculum develops ability through providing meaningful, engaging contexts for learning and providing appropriate accreditation. Life skills, independence and social communication skills form a crucial part of the curriculum. Enabling our learners to develop healthy attitudes and lifestyles in preparation for adulthood is our priority. All skills and knowledge need to be transferrable and relevant; the classroom is only the starting point. The curriculum uses real world opportunities both in the classroom and community environments, driven by targets from individual Education, Health and Care plans to ensure that learning is personalised and builds intentionally towards individual outcomes in order to improve the life chances and opportunities of every young person.

Learners may have a range of issues and combination of layered needs including physical, medical, sensory, communication, mental health, social or behavioural.
Learner's may present an uneven profile and where gaps in understanding are found, content from the Semi-formal curriculum may be accessed to ensure solid foundations are built. New concepts are first introduced using physical, sensory and concrete materials before learners go on to develop, consolidate and generalise their learning. Our aims are to build resilience and for individuals to become active learners, to take ownership of their learning, to play and explore and begin to develop higher order thinking skills required to be critical thinkers and active participators in their world.

To remove barriers to learning pupils may require sensory input, use augmented and alternative communication including technologies or signs and symbols, they may need adaptations to support physical needs, they may need learning to be broken down into smaller chunks or revisited several times and regularly in order for it to be retained.

Our formal pathway is aspirational and encourages learners to develop their interests in order to succeed. For our formal learners, feedback is given to the pupil in relation to learning outcomes and next steps; where appropriate this should also be recorded.

Appendix 4 – Short Term Plan (STP)/ Point of delivery Adaptation Planning Templates (Foundation stage, Pre Formal & Semi Formal)

Foundation Stage

Point of Delivery Planning

Comments in blue are advisory/support for completing the planning document. An exemplar plan is also attached.

Sessions are repeated every week for a half term in line with the following sequence...

Week 1: Introduce the concept
Week 2: Model the skills,
Week 3: Share in the learning,
Week 4: Enable independent exploration of the skill,
Week 5: Embed the skills,
Week 6: Review the learning

The above are the foci for each session but are not prescriptive, teachers and support staff should use professional judgement and formative assessment to move learning on as appropriate.

Objective Plan (Plan of objectives each learner is working towards that day)			
Half Term + Theme: Half term title and the current theme + context eg. Autumn 1 – Out of this world - Aliens		**Day:** The day of the week these objectives and activities apply to.	
Name	**Objectives**	**Name**	**Objectives**
Student names	Objectives lifted from or informed by SCALES/EHCPs/Sequencing docs		
Personal Care Objectives	Generalised objectives for the whole group during these periods, to demonstrate that all learning opportunities are considered and utilised.		
Snack/Lunch Objectives			
Playtime Objectives			

Day Plan (Plan of timings and activities throughout the day)		
Time	**Area of Learning**	**Activities**
9.00		
9.15	Areas of Learning that apply, as informed by EYFS Framework	The activities taking place at this time, with a little detail to enable replication by others where necessary.
9.25		
10.00		
10.30		
10.45		
11.00		
11.30		
12.30		
13.00		
13.15		
13.50		
14.05		
14.35		
15.00		

Continuous Provision (Plan of continuous provision activities available in the room using thematic webs)		
Location	**Activity**	**Resources**
Learning Space eg. Reading area	Activity title with brief explanation	Any resources required

Semi-Formal Module Point of Delivery Planning

Adhere to the key stage long term plan, topic web for this term and Key stage skills and knowledge sequencing documents to ensure balance, breadth and progression

Key Stage Group:	**Term:**	**No. of Weeks:**
Theme:	**Key Texts:**	
Cues (e.g. start, finish):		

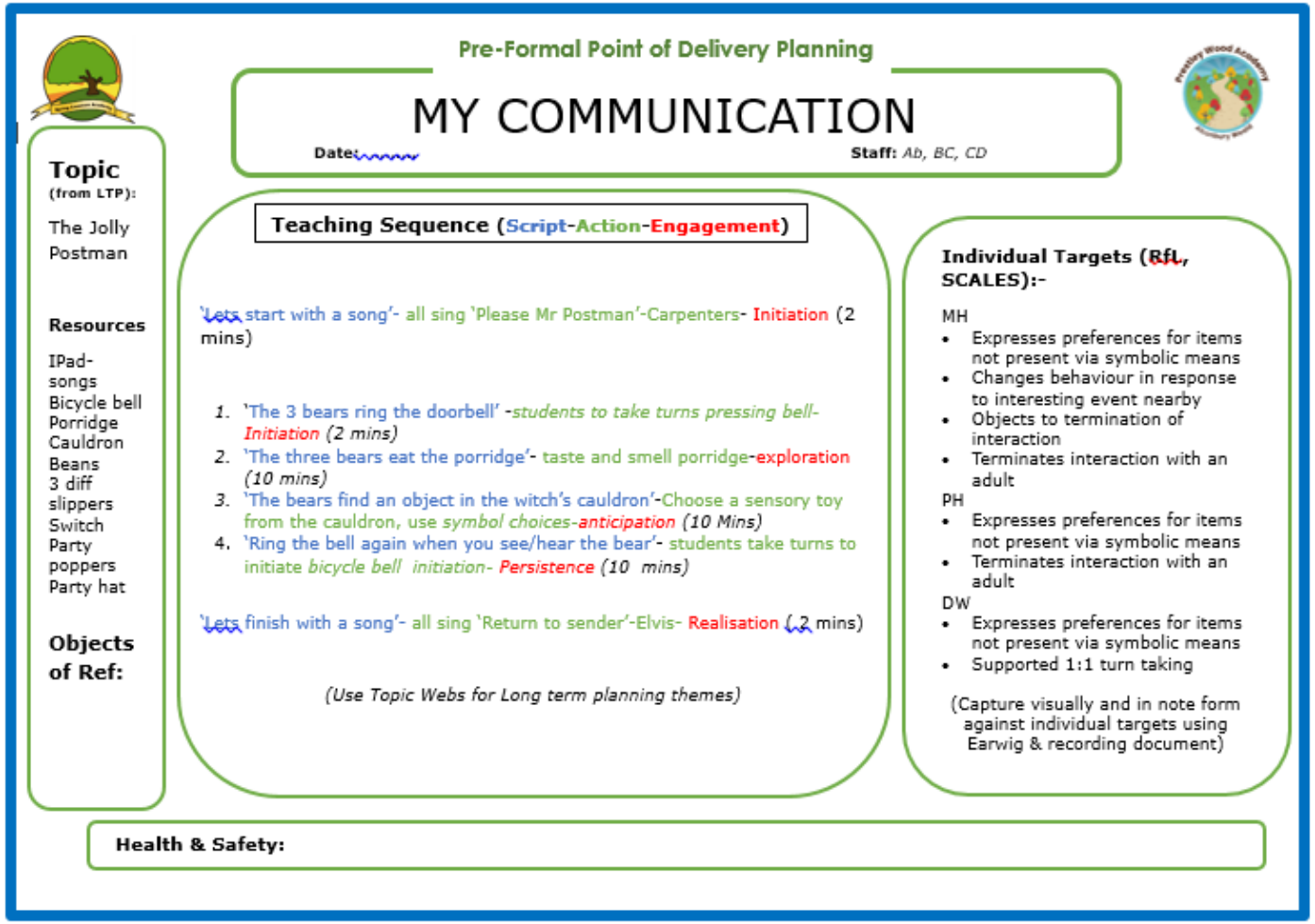
Lesson/Focus	**Learning Targets (Pupils/Sequencing/SCALES)**	**Activities**	**Resources**	**PMLD adaptation**
Literacy (My Communication)				
Numeracy (My Reasoning)				
The Arts (My Creativity)				
Science & Humanities (Our World)				
PSHE (Myself)				
PE & Physio (My Movement)				

Annotated notes / Evaluation

A – achieved consistently/ independently **a** – achieved but improvement needed

G – gaining skills & understanding **U** – unsuccessful

IEP – SMSC – Learning Journeys – Out of Class



Pre-Formal Point of Delivery Planning

MY COMMUNICATION

Date: Staff: *Ab, BC, CD*

Topic (from LTP):

The Jolly Postman

Resources

IPad- songs
Bicycle bell
Porridge
Cauldron
Beans
3 diff slippers
Switch
Party poppers
Party hat

Objects of Ref:

Teaching Sequence (Script-Action-Engagement)

'Lets start with a song'- all sing 'Please Mr Postman'-Carpenters- Initiation (2 mins)

1. 'The 3 bears ring the doorbell' -*students to take turns pressing bell- Initiation (2 mins)*
2. 'The three bears eat the porridge'- taste and smell porridge-exploration *(10 mins)*
3. 'The bears find an object in the witch's cauldron'-Choose a sensory toy from the cauldron, use *symbol choices-anticipation (10 Mins)*
4. 'Ring the bell again when you see/hear the bear'- students take turns to initiate *bicycle bell initiation- Persistence (10 mins)*

'Lets finish with a song'- all sing 'Return to sender'-Elvis- Realisation (2 mins)

(Use Topic Webs for Long term planning themes)

Individual Targets (RfL, SCALES):-

MH
- Expresses preferences for items not present via symbolic means
- Changes behaviour in response to interesting event nearby
- Objects to termination of interaction
- Terminates interaction with an adult

PH
- Expresses preferences for items not present via symbolic means
- Terminates interaction with an adult

DW
- Expresses preferences for items not present via symbolic means
- Supported 1:1 turn taking

(Capture visually and in note form against individual targets using Earwig & recording document)

Health & Safety:

Appendix 5 – Gatsby Benchmarks

1) A stable careers programme
The school has an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.

2) Learning from career and labour market information Every pupil, and their parents, has access to good quality information about future study options and labour market opportunities.

3) Addressing the needs of each pupil
Pupils have different career guidance needs at different stages. Opportunities for advice and support need are tailored to the needs of each pupil. The school's careers programme embeds equality and diversity considerations throughout.

4) Linking curriculum learning to careers Curriculum learning is linked with careers.

5) Encounters with employers and employees
Every pupil should has opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

6) Experiences of workplaces
Every pupil should has first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities.

7) Encounters with further and higher education
Pupils should understand the range of learning opportunities available to them, including academic and vocational routes and learning in schools, colleges and in the workplace.

8) Personal guidance
Every pupil has opportunities for guidance interviews with an internal career adviser, timed to meet their individual needs.

Appendix 6 – Learning Outcomes & Objectives

☐ **Learning Objectives** – we should not expect pupils to second guess the purpose of a lesson. Learning Objectives are what the pupils will learn. A learning objective describes

the learning and not the task, and should generally be made explicit at the start of a session.

Effective learning objectives:

- focus on learning;
- focus on one key aspect from knowledge, understanding or skill;
- use simple child-friendly language.

☐ **Learning Outcomes** – are used to check that progress has been made during, and at the end of, a session. They detail how pupils will demonstrate their learning, summarise the key steps (method) needed in order to fulfil the learning outcome.

Outcomes should avoid repeating the objective e.g. – objective: to write instructions to make a Roman shield; outcome: steps written in the correct (chronological) order.

Effective learning outcomes:

- are specific to the activity for achieving learning objective;
- detail information about teacher expectations;
- are precise and measurable with the lesson;
- use simple child-friendly language;
- are referred to explicitly in during the lesson.

Appendix 7 – Annotation

All pupil work should be dated, with an indication of the learning objective.

Written feedback needs to be clear, concise and provide context. Work or evidence require a date and learning objective.

The level of support required by the pupil should be indicated:

- Fully independent – I
- Some support required – V (verbal) P (physical or gestural) prompts
- 1-1 support

The learning objective should be annotated to indicate if the pupil has met the required outcomes:

- Achieved consistently & independently – A
- Achieved, but improvement needed – a
- Gaining skills/understanding – g
- Work unfinished/not attempted – u

Where appropriate, brief details of how the pupil met the objective, and the next steps in learning, should be noted.

It is important that marking codes are applied consistently and systematically.

Where additional marking criteria exist, a copy of these should be placed in the cover of pupil's workbooks.

APPENDIX 8 - Peer & Self-Assessment

We have very high expectations of our learners and believe that they are capable of taking control of their own learning.

Self and peer assessment are important aspects of AfL practice. Research (such as Falchikov, N. (2005) *Improving Assessment Through Student Involvement*: Routledge, London) shows that learners who are assessing their own work or that of others can develop their understanding and make more progress through active engagement, due to a better understanding of what is considered good work and why.

Self-assessment is the involvement of learners in identifying standards and/ or criteria to apply to their work, and making judgments about the extent to which they have met these criteria and standards and it involves them in the process of determining what is 'good work'.

As pupils become more confident, they should be supported to discuss their own work, evaluate it and provide suggestions for improvement. This can include verbal discussion between pupil and staff, or by pupil placing a tick, smiley face or written comment next to the learning objective.

Peer Assessment is where learners use criteria and apply standards to the work of their peers in order to evaluate that work and provide suggestions for improvement. This can include pupils swapping work and being guided by staff to search for positive attributes in the work of a peer. Pupils should show recognition of such attributes through verbal feedback to a group or the class.

Pupils who are capable of doing so could write a positive comment on a peer's work or place a tick or smiley face next to the learning objective followed by their own initials or name. Both self and peer assessment are formative processes, which encourage the development of reflective skills allowing learners to consider their own performance and to identify their strengths, weaknesses, and areas that require improvement.

Appendix 9 – Remote Learning Expectations

The government's key expectations:	**Our response:**
1) Schools teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum;	• Teachers are planning in two week blocks, linked to the class's topic web for that period. These are available through the class Teams channel.
2) Select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use;	• All staff and pupils can log into Teams. Work and resources are saved in the class channel. Videos can be saved to Teams; video calls can be made via Teams.
3) Provide printed resources to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work;	• Linked to (1) above – resource packs are prepared for each two-week block and can be delivered or posted home. Uptake of physical resources monitored through weekly safe & well calls.
4) Have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern;	• Weekly safe & well calls to parents. Daily opportunities for individual, group or hybrid video calls via Teams.
5) Identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education;	• Leigh Aitken has named responsibly for remote learning, supported by Sam Buck.

6) Publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021.	• This document will be shared via the school website.

We broadly expect that remote education (including remote teaching and independent work) will take pupils the following number of hours each day:

- Key Stage 1 - up to 3 hours per day, including a reading activity, a literacy activity, a maths activity and another curriculum activity (for example understanding our world, PE, creativity).
- Key Stage 2 - up to 4 hours per day, including a reading activity, a literacy activity, a maths activity and another curriculum activity (for example science, PE, humanities). o Key Stages 3 & 4 - up to 5 hours per day, including a reading activity, a literacy activity, a maths activity and another curriculum activity (for example work related learning, PE, creativity).

On 11 January 2021, the Ofsted published 'What's working well in remote education'. Here are three points which are key for our approach:

- *"Remote education is a means, not an end. The aim of education is to deliver a high-quality curriculum needs to be aligned to the classroom curriculum as much as possible. And, just like the classroom curriculum, it needs to be carefully sequenced and ensure that pupils obtain the building blocks they need to move on to the next step."*
- *"It's harder to engage and motivate pupils remotely than when they are in the classroom. There are more distractions, and as a teacher you're not physically present to manage the situation. Communicating and working with parents, without putting an unreasonable burden on them, can help support home learning."*
- *"Peer interactions can provide motivation and improve learning outcomes. It's therefore worth considering enabling these through, for example, chat groups or video-linking functions. They will also help pupils maintain their social skills. It is important for teachers to stay in regular contact with pupils."*

https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remoteeducation?utm_source=12%20January%202020%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19

Appendix 10 – Remote Learning Resources

We use a combination of the following approaches to teach pupils remotely:

Microsoft TEAMS. An e-mail and password are provided for each pupil. They will be able to login and see their 'Team.' Teachers will regularly upload materials to support remote learning. This will be found in the 'file' and 'class notebook' areas.

Students will be supported by hard copies of work being sent home on request, as we appreciate that Teams is not suitable for all learners. Resources will be sent home fortnightly as part of a planned two-week cycle of work.

Through regular safe & well calls, teachers will check that families have access to laptops or tablets and devices that enable an internet connection (for example, routers or dongles), and make arrangements to support.

Intent	When teaching remotely, schools are expected to set meaningful and ambitious work each day in several different subjects, including either recorded or live direct teaching, of equivalent length to the core teaching pupils would receive in school, and including time for pupils to complete tasks and assignments independently.
Implementation	
- ***Planning***	➢ Two-week blocks of planning, linked to the class curriculum topic. ➢ Saved on class Team. ➢ Hard copies provided to families on request.
- ***Resources***	➢ Linked to planning & saved on class Team. ➢ Hard copies provided to families on request – either delivered by staff or posted. ➢ Additional or pupil specific material available on request.
- ***Video***	*i) Live calls through Teams, either one-toone, small group or with peers in school ("hybrid"); ii) Pre-recorded video saved via Teams; iii) Materials from the Oak National Academy: https://teachers.thenational.academy/specialist; iv) Other screened material e.g. YouTube content.*
Impact	➢ Weekly safe & well calls to parents. ➢ Daily opportunities for individual, group or hybrid video calls via Teams.

- ***Engagement***	As part of the safe & well call, teachers need to gauge and keep a record of whether: - set work has been engaged with; - set work is suitable; - if other relevant learning is taking place e.g. real-life/functional skills.

Appendix 11 - Remote Learning Glossary

- **Remote education**: a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.
- **Digital remote education**, or online learning: this is remote learning delivered through digital technologies.
- **Blended learning**: a mix of face-to-face and remote methods. Examples include pupils who attend face-to-face part of the time and learn remotely at other times, or a 'flipped classroom', where main input happens remotely, while tutoring happens in class.
- **Hybrid learning:** where some students attend class inperson, while others join the class virtually from home.
- **Synchronous education**: this is live teaching.
- **Asynchronous education:** when the material is prepared by the teacher and accessed by the pupil at a later date.

Appendix 12 – Defining Our Values

- Listening
  - *to take notice of and act upon what another says.*
- Moral Purpose
  - *to achieve a positive outcome in the lives of others, by means which are just and fair.*
- Trust and Respect
  - *trust is to place complete confidence in another; respect is to value the opinions of another.*
- Supporting Innovation
  - *to look at new and better ways of doing, thinking or organising.*
- Integrity
  - *to be honest, truthful and consistent in one's actions.*

- Communication
  - *to engage in a clear, mutual exchange of information.*
- Building Confidence
  - *to develop trust and resilience in one's self.*
- Empathy
  - *to understand and share the feelings of another.*
- Collaboration
  - *to work with another to produce something.*