KINGSLAND SCHOOL TEACHING & LEARNING POLICY



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1) KEY PRINCIPLES

HOW IS OUR CURRICULUM DESIGNED AND WHY?

Our curriculum offers a broad range of learning experiences and opportunities that allow every pupil to build the confidence, skills and qualities needed to be successful, resilient and life-long learners.
As a school, we aim to:

- provide a broad and balanced curriculum that meets the needs of our incredibly varied learners across the school.
- build up children's confidence and motivation to learn through the use of a range of learning and teaching styles.
- embed key skills in order to prepare children for real-life and everyday situations.
- provide opportunities to apply knowledge and learning in practical ways.
- provide a creative approach to planning and delivery that will incorporate and embed the most relevant aspects of the National Curriculum.
- provide enrichment opportunities where learning and teaching can take place in a variety of ways both within and beyond the classroom.
- develop social skills and encourage children to become more active citizens within the school community and beyond.

Our curriculum is underpinned by three main curriculum drivers. We aim for all of our pupils to leave Kingsland as:

- confident individuals
- responsible citizens
- successful learners

In order to provide a balanced curriculum and accommodate a creative approach to teaching and learning, five key strands underpin both of our curriculum pathways:-

Communication: to develop the process of the interchange of thoughts, opinions or information by speech, writing or signs.

Cognition: to acquire and process knowledge and understanding through: thought, experiences and the senses.

Community: to feel part of the school and local community in terms of where pupils go, what they do and who they see.

Life Skills: to develop the required knowledge, skills and attitude that enables pupils to deal effectively with the demands and challenges of everyday life.

Physical, Personal Health & Wellbeing: to establish a balance of physical, social, emotional, intellectual, spiritual, environmental and occupational well-being.

Curriculum coverage is outlined within our *Overview of Main Theme Planning* document; this details which topics are to be taught within both lower and upper school (across SLD, CLDD & SCERTS curriculum pathways only). The teaching of curriculum topics is supported through a range of enrichment opportunities such as specialist assemblies, cultural focus events/weeks, sports events, themed days, workshops and fundraising activities.

WHAT IS ASSESSMENT, RECORDING & REPORTING?

Assessment is an integral part of the school's curriculum plan and strategies for learning. It is a continuous process of recognising achievement and development. It provides guidance to the education needed and a base against which a pupil's progress can be measured; it is a manageable means of identifying the starting points for learning. It should be valid, reliable and manageable, with regular monitoring and evaluation of procedures and purposes.

Recording pupil progress and achievement recognises not only skills and knowledge in written form, but also practical skills, social attitudes and personal qualities which represent the wider aims of our school curriculum and of education as a whole. Records should be informative and purposeful while being as streamlined as possible, and should avoid duplication or overlap of information.

Reporting is a means of communicating assessment. Reporting, in any format, should be accurate and informative for a range of audiences. Reporting should have a positive effect on pupils' attitudes, motivation and self-esteem.

WHAT ARE OUR AIMS FOR ASSESSMENT, RECORDING AND REPORTING?

Our aims are to:-

- assess pupils regularly in order to monitor progress and inform future planning in a meaningful way, specific to the curriculum pathway a pupil is following.
- keep careful records of experiences and achievements.
- develop a system which is practical for teachers and can be understood by all.
- provide information for colleagues, parents, other professionals and external agencies.
- chart pupils' progress and achievement throughout the school.
- promote the greater involvement of pupils and parents in the learning process.
- ensure continuity and coherence throughout the school and to assist in the smooth transition to other schools.
- give the SMT and curriculum co-ordinators a general picture of development within the school.

HOW WILL OUR AIMS BE ACHIEVED?

We will:-

- ensure assessment is part of the day to day life of the school and is integral to each lesson, specific to the curriculum pathway a pupil is following.
- provide formative, diagnostic and summative assessments.
- meet statutory requirements.
- evaluate and monitor policy into practice.
- agree on guidelines and records required.
- use a variety of assessment tools to identify the learning and support needs of pupils.
- involve pupils in assessment and recording processes.

2) OUR CURRICULUM PATHWAYS

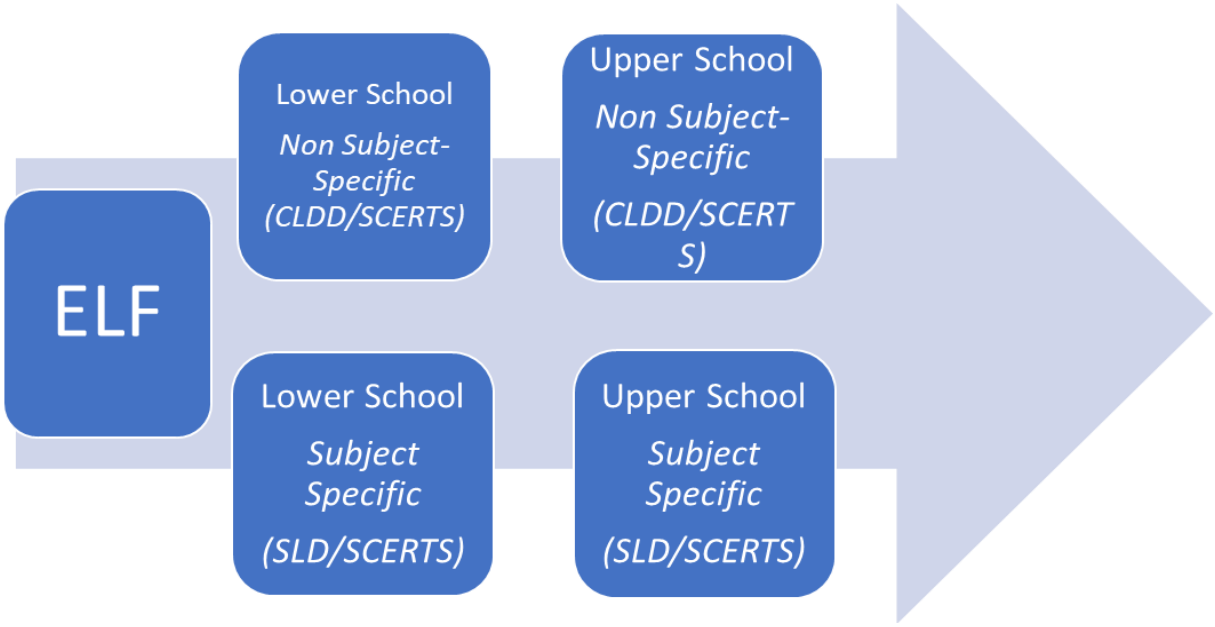
We have four curriculum models across school underpinning the various learning pathways a pupil may take during their time at Kingsland. These are as follows:-

- Early Learning Foundations (ELF) pathway
- SLD pathway
- CLDD pathway
- SCERTS pathway

The general principles underpinning our curriculum are outlined within our *Overview of Curriculum Pathways* booklet that is displayed on our school website. The specific provision on offer and the manner in which pupil progress is monitored within each of these curriculum pathways is outlined in detail in individual Curriculum Pathway booklets that are also displayed in individual curriculum pathway tabs on our school website.

The SCERTS curriculum pathway draws upon elements of both the SLD (subject-specific) and CLDD (non subject-specific) pathway, depending upon the overall needs of the SCERTS class. Pupils on our ELF curriculum pathway follow requirements outlined within the EYFS statutory framework (revised September 2021).

The manner in which a pupil may need to move through these learning pathways is flexible and bespoke to pupil need. A pupil may move between lower and upper school phases when ready (within a timeframe) and can change pathway at any time during their school career if needed. The curriculum that underpins each learning pathway is responsive in its efforts to embrace and meet learners' current and future needs:-



3) STATUTORY REQUIREMENTS

We are required to make provision for:-

- a daily act of collective worship.
- the teaching of religious education to pupils at every key stage.
- personal, social, health and economic education (PSHE), drawing on good practice.

We must also:-

- publish our school curriculum on our website and ensure this is up to date.
- publish information about phonics or reading schemes being used with Key Stage 1 (lower school) pupils.
- keep records on every pupil that are updated every year.
- provide written reports on an annual basis to parents on progress made in all subject areas studied as part of a pupil's curriculum pathway.
- report information about attendance.
- conduct Education, Health and Care Plan reviews.
- write and review IEPs/ILPs.

4) THE TYPES OF RECORDS WE NEED TO HAVE

PLANNING

All teachers are required to produce medium-term planning at the start of each new term (September, January & April). Previous planning can be accessed on Sharepoint so teachers are able to factor previous curriculum coverage into the future planning. Examples of good planning are also available for teachers to refer to on Sharepoint. All teachers follow the same, consistent format for medium-term planning. The planning requirements in terms of subjects/curriculum areas to be planned for vary depending upon a pupil's curriculum pathway (see Appendix 1 for this).

ASSESSMENT

The types of assessment records we need to keep are dependent upon the curriculum pathway a pupil is following and are outlined in detail within individual curriculum pathway booklets. There are other types of records that are kept across all curriculum pathways that form part of our whole-school basket of assessment.

FORMATIVE ASSESSMENT

Purpose:

- To provide information to be acted upon.
- To identify targets and learning opportunities.

Examples:
Planning
Pupil Workbooks or Work files
IEPs/ILPs
EHCP outcomes & targets, reports from other agencies
Annual report on progress and key achievements
Schemes of work—School's own, National Curriculum, commercial schemes
Wakefield's Agreed Syllabus for RE

DIAGNOSTIC ASSESSMENT

Purpose:

- To provide appropriate remedial help and guidance.
- To record work covered by an individual pupil.
- To aid assessment and identify areas in which further work is needed.

Examples:
Pupil Workbooks or Work files
IEPs/ILPs
My Learning Journey (ELF only) / My School Journey Files
Birth to Five Matters system (ELF pathway only)
Progression Maps (SLD pathway only)
SCERTS monitoring systems (SCERTS pathway only)
Quest for Learning (CLDD pathway only)
Music assessment framework
Project Based Learning recording sheets (SLD & SCERTS pathways only)
Enterprise Evaluation booklets
RE recording sheets
Outdoor Learning passport
Teachers' ongoing assessments
Response & recording sheets (specific to each curriculum pathway)
Checklists
Records of experiences
Reports from other agencies
Pupil self-assessments (including Enterprise Evaluation booklets for upper school classes across all curriculum pathways)

SUMMATIVE ASSESSMENT

Purpose:

- To record overall assessment of a pupil in a systematic way.
- To be shared with parents.
- To be passed on to the next teacher.
- To be passed on to another educational establishment.
- To eventually be kept by the pupil.
- To take a variety of forms according to age and/or ability including photos, pictorial representations, diary, pupil participation, formal sheets.

Examples:
Pupil Progress Files
Pupil Workbooks or Work files
My Learning Journey (ELF only) / My School Journey Files
Birth to Five Matters system (ELF pathway only)
Progression Maps (SLD pathway only)
SCERTS monitoring systems (SCERTS pathway only)
Quest for Learning (CLDD pathway only)
Music assessment framework
Project Based Learning recording sheets (SLD & SCERTS pathways only)
Enterprise Evaluation booklets
RE recording sheets
Outdoor Learning passport

5) HOW RECORDS ARE KEPT

Records are kept in three main ways across all curriculum pathways:-

- Pupil Progress Files.
- My Learning Journey Files (ELF only) / My School Journey Files.
- Mark Making books (ELF only) / Workbooks or Work files (rest of school).

Across the ELF, CLDD and SCERTS curriculum pathways in particular, daily pupil observations form a significant part of record keeping. The format used for this record keeping varies according to each pathway, but can largely be summarised as follows:-

- ELF: observation recording in Incidentals and IEP
- CLDD: ILP recording systems in Communication/Music, Cognition, PSED & Physical.
- SCERTS: observation forms and daily progress trackers.

PUPIL PROGRESS FILES

Pupil Progress Files include the following information:-

- pupil pen portrait

- annual assessment/progress information specific to each curriculum pathway
- EHCPs
- IEPs/ILPs
- SCERTS documents (SCERTS pathway only)
- annual reports
- reports from outside agencies and professionals
- records of pupil and parent voice
- annual certificates
- individual pupil interventions and records that show progress
- project based learning recording sheets (SLD & SCERTS pathways only)
- enterprise evaluation booklets (SLD, SCERTS & CLDD pathways only)

MY LEARNING JOURNEY / MY SCHOOL JOURNEY FILES

My Learning Journey (ELF only) / My School Journey Files include a range of information.

My Learning Journey files are split into three sections. The sections are called ‘prime areas’, ‘specific areas’ and ‘experiences and achievements’. Evidence in these three areas includes:-

- prime areas: an overview sheet of staged progress and attainment; a one-page report per prime area (3 pages).
- specific areas: an overview sheet of staged progress and attainment; Evidence for Learning recording in a journey format.
- experiences and achievements: evidence of experiences such as forest schools, hydrotherapy, enrichment opportunities etc; individual achievements; certificates such as ‘star of the week’ and end of year achievement certificates.

My School Journey files are split into two sections. The sections are called ‘Enrichment Activities’ and ‘Special Achievements’. Enrichment activities includes photos of off-site experiences, cross-curricular activities etc. Special achievements are very specific to the pupil and may include examples such as:-

- pupil ‘firsts’ e.g. first steps, first words, sitting at the table, pressing a switch.
- specific achievements in lessons and across broader school life (to include links to our five curriculum strands of communication, cognition, community, life skills and physical, personal health & wellbeing).
- special efforts.
- swimming achievements.
- Star of the Week awards (special examples only).

WORKBOOKS / WORK FILES

Pupil workbooks are kept in the following areas for pupils on our SLD & SCERTS pathways:-

- SLD - English (green), Maths (blue), Natural Sciences (yellow), Project Based Learning (pink). Any child accessing reading should also have a reading record
- SCERTS - Literacy & Communication (yellow), Cognition & Learning (blue), PSED (green) and Physical (purple).

Pupil work files are kept in the following areas for pupils on our CLDD pathway:-

- Communication (green), Cognition (blue), PSED (yellow) and Physical (Purple)

STORING AND DESTROYING RECORDS RESPONSIBLY

Guidance about storing and destroying pupil information related to teaching and learning has been taken from the DfE document 'Data Protection: A Toolkit for Schools' (published August 2018).

This document advises that individual schools make "necessary and proportionate" (DfE, p.30) decisions about which information to keep and for how long, whilst a sector-wide data retention policy is finalised.

Each pupil has a new set of workbooks for each school year. For pupils on our CLDD pathway, workfiles are added to over the entire key stage. Kingsland School keep pupil workbooks/workfiles and other types for formative assessment for one year after a teacher has finished using them. When a pupil leaves the school, these books/files are usually sent home to parents. Other types of formative assessment such as Pupil Progress files and school Journey files travel with a pupil through school. When a pupil leaves the school, these files are either sent on to the next school (in the case of Pupil Progress files) or sent home (in the case of workbooks/workfiles and school Journey files). As a school, we feel this is in line with guidance outlined in the above document, where it states that keeping pupil information relating to attainment for one year after a pupil has left the school "feels proportionate" (DfE, p.70).

In terms of summative assessment information (this largely relating to our Pupil Progress Matrix – see Section 6 below), guidance in the above document states that it may be important for schools to keep this information for "trend analysis [over] 3 to 5 years" (DfE, p.70) but suggests that some personal details (e.g. pupil names) could be removed from the data to reduce sensitivity. Kingsland School keeps summative assessment information like this for up to 5 years if deemed necessary.

6) PUPIL PROGRESS INFORMATION

At Kingsland School, the progress our pupils make is monitored in many different ways to ensure judgements made are accurate and measured in response to individual pupil needs and circumstance.

THE PUPIL PROGRESS MATRIX

We use our own tool - known as the Pupil Progress Matrix - to collate, monitor and act upon information relating to pupil progress. We use a combination of the following sources to gather our information (dependent upon curriculum pathway of pupil):-

- Progress information for ELF, SLD and some SCERTS pupils (updated on a termly basis)
- EHCP documents (updated as and when a pupil's EHCP is updated – pupil specific timescales)
- IEP/ILP documents (updated as and when a pupil's IEP/ILP is updated – pupil specific timescales)
- Communication Journey documents (updated on a termly basis)
- Progress towards PECS objectives (updated in September, December & March each year)
- Progress towards SCERTS and Attention Autism objectives (updated on a termly basis)
- Progress towards Positive Looking objectives (updated on a termly basis)
- Progress made within music therapy sessions (updated on a termly basis)
- Evidence of significant achievements (as and when relevant)
- Progress made within Outdoor Learning sessions (updated on a termly basis)
- Progress made within Project Based Learning sessions (updated on a termly basis)
- Progress towards curriculum music objectives (updated December and May each year)
- Progress made within swimming sessions (as and when relevant)

Members of the SMT input information onto the matrix with reference to the above sources. They make either a score-based or impact-based judgement, depending on what source of evidence they are referring to.

The Headteacher inputs information related to pupil progress for pupils on the SLD curriculum pathway. This is done using the SLD progression maps in relevant subject areas, with judgments being made according to the school's own progress measures and systems.

The Headteacher then makes an overall judgement of progress at the end of each term for all pupils, using all of the information available on the matrix (see Appendix 2 for information about how these judgments are made).

We have designed this bespoke system with our wide range of learners in mind. It is holistic in nature, meaning that progress is observed, recorded and celebrated in the broadest and most qualitative of ways. It is therefore suitable for every one of our pupils and provides the SMT and Governing Body with a streamlined system of summative assessment across all curriculum pathways.

THE ROLE OF GOVERNORS IN MONITORING THE CURRICULUM & PUPIL PROGRESS

The school's Governors play a key role in monitoring the curriculum and pupil progress. They do this in the following ways:-

- Receiving written reports from the Headteacher for Governing Body meetings. These cover Curriculum Developments, Pupil Progress Information, Pupil Activities, Extended School Activities and Pupil Premium/Sports Premium.
- Receiving updates from the Deputy Headteacher when needed on the school's curriculum and any changes to this.
- Conducting Governor visits to school, throughout the school year, relating to curriculum development and SDP areas.
- Certain Governors meeting as a Pupil Progress Committee, usually twice per school year, in order to discuss the school's assessment systems and the efficacy of these in providing school leaders with meaningful information about pupil progress.
- Monitoring Pupil Premium and Sports Premium expenditure using reports from the Headteacher.
- By conducting a scrutiny of pupils' work. This generally takes place towards the end of each school year and provides an opportunity for the Governors to look at pupil records, files and samples of pupil work.

7) REVIEWING AND RESPONDING TO PUPIL PROGRESS INFORMATION

Information gathered using the Pupil Progress matrix will be discussed in pupil progress meetings throughout the school year. There are six meetings in total per year, two per term.

The first meeting in the school year acts as a training session for teachers and any teaching assistants who wish to attend. The session consists of a discussion regarding the pupil progress matrix and a reminder of the many ways in which we gather information on pupil progress in the school. A further discussion is had about where and how we record different types of pupil work, dependent upon the curriculum pathway a pupil is following. Staff are reminded about the consistent approach the school adopts with regards to recording and storing pupil work, and why this is approach is key to maintaining the high standards we uphold. This meeting also acts as an opportunity to share good practice, particularly for any staff new to the school.

HOW ARE PUPILS SELECTED FOR DISCUSSION IN OTHER PUPIL PROGRESS MEETINGS?

Autumn term meeting 2:
Pupils are selected randomly by the Headteacher. These pupils will usually have been in the same class for at least one school year (except for ELF pupils).

A member of the SMT reviews evidence submitted by each teacher, for specifically identified pupils. Teachers are asked to provide all forms of pupil progress for this pupil including:-

- Pupil Progress file
- My Learning Journey (ELF only) / My School Journey File
- Workbooks or other records of pupils work
- Any other forms of evidence they feel may be helpful e.g. multi-media evidence on an IPAD, reading records etc.

Spring & Summer term meeting 1:
Pupils are selected by the Headteacher based on progress they have made according to the pupil progress matrix since the beginning of the school year. Pupils who are currently making 'below expected' progress according to the pupil progress matrix are likely to be selected, so that SMT can consider other ways in which this pupil may have made progress & any form of intervention offered if needed.

A member of the SMT reviews evidence submitted by each teacher, for specifically identified pupils. Teachers are asked to provide all forms of pupil progress for this pupil including:-

- Pupil Progress file
- My Learning Journey (ELF only) / My School Journey File
- Workbooks or other records of pupils work
- Any other forms of evidence they feel may be helpful e.g. multi-media evidence on an IPAD, reading records etc.

Spring term meetings 2:
Curriculum leaders have the opportunity to scrutinise pupil progress in particular subject areas. Teachers are paired with a colleague to complete peer to peer review of pupil progress.

Summer term meeting 2:
Curriculum leaders have the opportunity to scrutinise pupil progress in particular subject areas. Teachers are paired with a colleague to complete peer to peer review of pupil progress.

HOW ARE THE OUTCOMES OF A PUPIL PROGRESS MEETING FED BACK TO TEACHING TEAMS AND ACTED UPON?

The member of the SMT who has reviewed evidence of pupil progress using the system outlined above will complete a pupil progress monitoring sheet for each pupil.

This will ask the member of the SMT to consider:-

- areas in which pupil progress is below expected (ELF Prime Areas, SLD progression maps, progress made towards EHCP outcomes, progress made towards IEP/ILP targets)
- any obvious reasons for this (such as poor attendance, medical complications including absence, home circumstances, changes in behaviour etc.)
- the pupil's areas of need and barriers to learning, and how these may have impacted upon progress

- whether progress recorded within recent IEPs suggest that the pupil is making expected progress towards their EHCP outcomes
- any other notable examples of progress, in order to mitigate against the initial evidence that progress is below expected and identity areas of strength for this pupil

The member of the SMT will consider whether, in light of the various forms of evidence submitted for review and the potential areas of pupil progress these demonstrate, each individual pupil could now be seen as making 'expected progress' (excluding the Autumn term 2 meeting in which pupils are selected randomly and not because they are making 'below expected' progress according to the pupil progress matrix).

This sheet will also ask the member of the SMT to note whether there are any issues with the standard of evidence submitted that need monitoring by a teacher's performance reviewer. If so, this information will be passed to the teacher's performance reviewer, who will meet with the teacher individually to discuss these issues.

The SMT will give general feedback to all teachers during a teacher briefing or teacher meeting as soon as possible after the pupil progress meeting.

8) MONITORING & MAINTAINING HIGH STANDARDS OF TEACHING & THE EFFICACY OF THE CURRICULUM

WHAT ARE THE PURPOSES OF MONITORING & EVALUATING THE CURRICULUM?

This acts as a means of:-

- supporting staff in curriculum delivery
- ensuring that pupils receive a broad, balanced, relevant and differentiated curriculum
- ensuring that each subject/curriculum area supports pupils to build knowledge and skills over time within a planned sequence of learning suited to their curriculum pathway
- asking questions on curriculum coverage, pupil achievements and quality of teaching and providing opportunities for the non-specialist teacher to gain confidence and develop skills which will enable them to teach subjects more effectively
- providing indicators for the co-ordinator of areas which require further development or adjustments to resourcing
- fully involving staff with the co-ordinators in making decisions about the adjustment to teaching or ways in which the curriculum may move forward
- providing a key element of curriculum leadership
- providing a central function of management
- promoting a shared understanding of what the school's curriculum is and what it aims to achieve
- providing links to the overall school aims and mission statement
- providing links to the School Development Plan

Effective monitoring and evaluation should result in a growing awareness by all members of the school community of:-

- areas of strength
- areas of weakness
- priorities for improvement

This awareness should then be turned into action to raise standards and enhance the quality of education in the subject areas taught.

WHAT IS TO BE MONITORED AND EVALUATED?

- Subject policy and schemes of work within different school curriculum pathways

- Resources – quantity, quality, accessibility, use

- Teacher termly planning

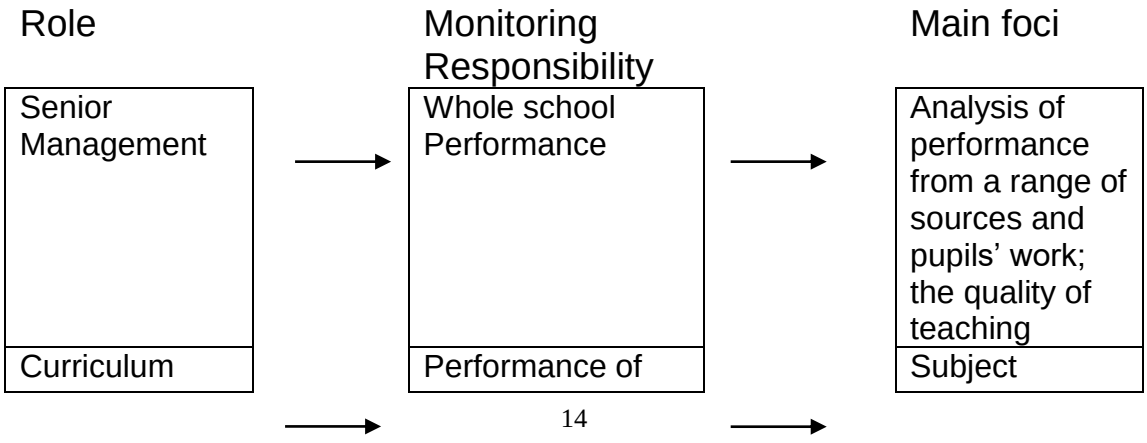
- Staff expertise:
  - technical
  - curricular
  - pedagogical

- Assessment quality, procedures and use across different school curriculum pathways

- Quality of pupils' work, including attainment and progress, through:
  - systematic sampling of records of work
  - displays
  - portfolios
  - moderation meetings (where needed)
  - informal discussion

- Classroom practice including:
  - attainment and progress
  - pupil response and attitude
  - teaching quality

RESPONSIBILITIES FOR MONITORING



Leaders	specific subjects	performance using relevant sources, analysis of pupils' work and the effectiveness of the curriculum; the quality of teaching
Classroom teachers →	Performance of own class →	Analysis of standards attained, effectiveness of the curriculum to support all subjects.

The table above illustrates the importance of identifying specific areas of focus within the management structure of the school and also on the specific aspects being monitored. All members of staff will need to have a view of overall standards.

At times, the senior management team will want to focus attention on specific aspects of the curriculum and this will inform monitoring throughout the school. At other times, the monitoring information will need to be carefully filtered through to the senior management team so that school development planning is based upon a broad-based knowledge about the curriculum and its effects on standards.

CURRICULUM DEEP DIVES & PROGRESSION MAPS

In line with recent Ofsted requirements (Inspecting the curriculum, May 2019) curriculum leaders will work with senior leaders, Governors and others (e.g. the SIP) to conduct curriculum deep dives periodically. The purpose of a deep dive is to gather evidence on the curriculum intent, implementation and impact over a sample of subjects, topics or aspects of the curriculum. The intent of the deep dive is to seek to interrogate and establish an evidence base on the quality of education.

In terms of primary schools, Ofsted states that:

> *"inspectors will always carry out a deep dive in reading and deep dives in one or more foundation subjects, always including a foundation subject that is being taught in the school during the time that inspectors are on-site. In addition, inspectors will often carry out a deep dive in mathematics. The total number of deep dives will vary depending on the size (tariff) of the inspection"* (Inspecting the curriculum, May 2019, p.6).

The focus of Deep Dives, as outlined by Oftsed (p.7), will be based on:-

- The evaluation of **senior leaders'** intent for the curriculum in this subject or area, and their understanding of its implementation and impact
- The evaluation of **curriculum leaders'** long- and medium-term thinking and planning, including the rationale for content choices and curriculum sequencing
- visits to a deliberately and explicitly connected **sample of lessons**
- **work scrutiny** of books or other kinds of work produced by pupils who are part of classes that have also been (or will also be) observed by inspectors
- discussion with **teachers** to understand how the curriculum informs their choices about content and sequencing to support effective learning
- discussions with a group of **pupils** from the lessons observed (where applicable).

Kingsland School has written its own progression maps for each of its curriculum pathways (except ELF, which is developing a progression map for complex MSI learners who will progress onto the CLDD curriculum pathway). These are all available on the school's website, within each of the curriculum pathway tabs. The CLDD curriculum pathway makes use of the Quest for Learning[1] framework as a progression map within the areas of communication and cognition.

These maps will be a key part of a Deep Dive of either an entire curriculum pathway or a subject area within a curriculum pathway. The maps detail areas of skill and knowledge we expect learners to achieve within developmental categories identified as 'experience & explore', 'embed & recall', 'awareness & application' across all subject areas, based on pupil starting points. The key purpose of these maps is to ensure that we, as a school, have a shared understanding of the principles behind each aspect/area of our curriculum and how we expect pupils to make progress within this. Within the SLD curriculum pathway specifically, they also allow class teachers, curriculum leaders and senior leaders to monitor where pupils are at and where they should be going next.

THE ROLE OF THE CURRICULUM LEADER

LEADERSHIP:

- Policy and schemes of work
- Consistent approaches to teaching and learning
- Encouraging collaboration
- Assessment, recording and reporting

[1] The school acknowledges their full use of the Quest for Learning framework, in its original form, for this purpose.

RESOURCES:	• Range, storage, accessibility • Health and safety • Budget and financial management
STAFF DEVELOPMENT:	• Advice and support, disseminating information • Working with colleagues • Involving everyone, using their expertise
EXTERNAL LIAISON:	• With other schools • With the LA • With other agencies
MONITORING AND EVALUATION:	Of all the above but particularly:- • Standards in attainment and progress • Pupil response and attitude • Quality of teaching

THE ROLE OF THE GOVERNING BODY

The curriculum is the responsibility of the Governing Body in partnership with the Headteacher. The Governing Body must ensure that the curriculum is broad and balanced, with the most relevant aspects of the National Curriculum and statutory subject areas such as religious education being taught, and that the school is meeting all national assessment and reporting requirements.

The Curriculum Committee provide a link between the school and the Governing Body.

The committee:-

- meets with the Subject Leaders to monitor developments within the subject and become informed about current policies, practices and plans for development
- in accordance with the Governor School Visits Policy uses visits to view lessons and any other relevant activities in the subject/curriculum and reports back according to the policy procedure. No assessment of teaching standards are made
- monitors the use of resources allocated to the curriculum areas and their impact on opportunities for pupils

- ensures that the Governing Body are knowledgeable about the whole school curriculum and timetable and that the school meets statutory requirements
- obtains information on planning, assessment and recording procedures
- ensures that the Governing Body are knowledgeable about children's progress and standards of achievement
- attends appropriate Governor training

STRATEGIES FOR MONITORING THE CURRICULUM: CLASSROOM OBSERVATION

There are a variety of strategies that can be used to monitor the effectiveness of the curriculum on the standards that pupils attain, the most crucial one being classroom observation. It is, after all, in lessons taught day by day and session by session that the curriculum is put into action and delivered to the pupils.

As a tool for monitoring the curriculum, classroom observation will be most effective when:

- It is part of a planned monitoring process
- Clear foci are agreed and shared
- Supportive feedback is provided to individual teachers
- It results in a summative report on teaching and its relationship to the curriculum in the school as a whole, by subject or key stage.

The following guidelines are to be used when observing the quality of teaching and learning at the school.

The role of the subject leader in evaluating the quality of teaching and learning:
During lesson observations, a subject leader may look at the teaching of a specific subject or of a subject area in order to:-

- help raise standards.
- give ideas for the development of classroom practice.
- provide support to colleagues in improving the delivery of a subject area.
- evaluate pupil learning and response to provision.
- evaluate the appropriateness of resources, assessment systems and other means of delivery and learning within a subject area.

Some points to note:

- It is not the intention for subject leaders to carry out a series of OFSTED type inspections or to grade lessons
- A corporate, open approach is needed
- The purpose of evaluating the quality of teaching and learning is to improve it in a 'safe', supportive way
- An agreed specific focus for any observation and evaluation is needed

- Those carrying out the monitoring should act as 'critical friends' to their colleagues and, having given feedback from their observations, work with the teacher to draw up a set of realistic, achievable targets for improvement in the delivery of a specialist teaching programme or subject area
- The process is not to be confused with Performance Management or with other observations conducted by the SMT as part of their responsibilities in monitoring the quality of teaching and learning.

Before the commencement of a lesson observation, both the observer and the teacher should be clear as to whether the whole or part of the lesson is to be observed and precisely what is to be the focus of the lesson - this could take any focus which the subject leader has prioritised as an area for development.

It is important that prompt questions are used and notes taken in order to facilitate detailed feedback to the teacher.

When observing lessons it is important to focus not only on the teacher but also on the response of pupils to ensure that the objectives of the lesson are being met.

Practical details such as an agreed starting time for the observation and an agreed place for the observer to sit also need to be negotiated. Careful thought needs to be given to the placing of the observer as it is essential that he/she has a clear view of resources being used and is also in a position to be able to assess pupil responses.

A time to give and receive feedback needs to be agreed in advance between teachers and curriculum leaders. A basic code of conduct for all monitoring should be agreed between all parties to ensure that there is professional discussion and shared understanding, for example, that the person monitoring will not intervene during the introduction or the plenary but will circulate during the independent activities in order to examine pupils' work.

CRITERIA TO BE USED AS GUIDELINES WHEN OBSERVING ASPECTS OF TEACHING AND LEARNING

TEACHING

How good is teachers' command of areas of learning and subjects?
Planning provides an indication of teachers' knowledge of their pupils and how, taking into account their needs, they learn effectively. It also indicates their understanding and command of the areas of learning and subjects and courses across the whole curriculum. This is shown by how well staff manage simultaneously the difficult process of addressing individual pupils' needs and ensuring their entitlement to a broad, relevant curriculum within each of the school's curriculum pathways. Effective plans reflect a clear understanding of what needs to be learned and how pupils will be taught. Teachers' knowledge is also reflected on how well they:

- Explain new ideas or introduce now experiences clearly and logically that make sense to pupils and answer their questions accurately;

- Extend pupils' learning especially their key skills of communication, mathematics and PSED, by providing relevant first-hand experiences, drawing on different contexts, a wider body of knowledge or making links with other subjects or areas;
- Cater for the full range of attainment and for those who have specific and/or more complex barriers to learning;
- Select and use the most appropriate resources that interest and challenge pupils.

Do teachers plan effectively, with clear learning objectives and suitable teaching strategies?

- Planning includes how a range of staff and other professionals may be involved (e.g. therapists or medical support);
- Planning should ensure that provision as outlined within IEPs/ILPs, individual behavioural plans and emotional regulation plans, and specific sensory programmes such as SCERTS/ASPIRES objectives and Positive Looking plans, are addressed within a particular lesson;
- Staff should have the scope to be flexible, within a well-planned and structured lesson;
- Learning objectives are clear, build well on what has gone before, pupils understand them, there is flexibility and a range of approaches to achieve them, they take account of pupils differing needs;
- Thought has been given to how skills and understanding are to be built up or maintained over time – e.g. one-one interaction, use of specific aids or technology, arrangements for feedback, how staff record responses, where pupils sit, how they are supported and long the activity lasts;
- How well are the learning objectives met, whether they are realistic and relevant and what steps staff take to assess the learning when planning future work.

How well do teachers interest, encourage and engage pupils?

The success teachers and support staff have in capturing pupils' interest and in encouraging and engaging them as seen in their concentration and response to what is provided.

How well do teachers challenge pupils, expecting the most of them?

- A positive atmosphere generated by staff who are optimistic about improving attainment and personal skills such as making choices; respect and trust are intrinsic;
- Individual targets are clear, limited in number, achievable but challenging, related to other work and capable of being assessed regularly;
- Challenging activities or to work where staff, as a team, work with individuals or small groups;
- Consistent approaches by staff in their communication with pupils, so that challenges are maintained throughout the school day;
- Varied questioning used to assess understanding and to extend learning;
- Staff co-operation, providing good models which have an effect on pupils' learning and behaviour.

To what extent do teachers use methods and resources that enable pupils to learn effectively?

An effective range of methods and resources are used including:

- Ways of teaching and use of resources that excite, inspire or motivate pupils to pay attention and concentrate, participate actively and develop their skills, understanding and knowledge;
- Teaching strategies reflecting different learning styles;
- Techniques that are adjusted to achieving the learning objectives and to the specific needs of pupils such as well-informed exposition and explanation or questioning that probes pupils' understanding;
- Practical work, investigations and problem-solving exercises that develop pupils' skills, creativity and understanding;
- Judicious grouping of pupils that enables the teacher and other staff to work with them effectively and enables pupils to work at a level suited to them;
- Good-quality materials that pupils are comfortable using, that help them to learn and are attuned to their needs;
- Opportunities for pupils to apply skills learnt in key subject areas such as communication skills
- Considered use of ICT and e-learning to promote effective learning.

Do teachers make effective use of time and insist on high standards of behaviour?

- Teachers establish a productive climate for learning in which pupils feel secure. This is likely when there is a focus on learning and the management of behaviour is interwoven through the lesson rather than dominant.
- Pupils' contributions are valued and a strong spirit of mutual respect and trust is shown.
- There is plenty of evidence of concern for pupils' welfare and dignity and entitlement to fair treatment, even when behaviour is unacceptable or potentially harmful to others.
- Staff should demonstrate their understanding of pupils' emotional needs, e.g. a reluctance to communicate or a need to express anger.

Features that reduce the incidents of inappropriate behaviour and lead to improvement include:

- Clear and efficient organisation of activities in groups with sessions which are well timed and well-spaced;
- Consistent implementation of the behaviour management policy and individual targets by all staff;
- Mutual respect and well-established work habits through effective teamwork and clear routines;
- Timely intervention by staff to prevent escalating poor or challenging behaviour and to manage behaviours that challenge within the context of individual pupil needs;
- Where necessary, constant monitoring of pupils' welfare, comfort and positioning to maximise involvement and reduce disruption;
- Regular feedback to individual pupils about their learning and behaviour to maintain concentration and keep them on track;
- Self-discipline and self-awareness leading to greater maturity and more independence because good behaviour is stressed;

- Well-judged interventions when behaviour is unacceptable.

Do teachers make effective use of teaching assistants and other support?

- Support staff contribute to the team approaches used, carrying out assigned support duties, enabling teachers to manage and supervise the learning for all pupils effectively and efficiently;
- The skills and expertise of assistants and other support staff are sufficient, known by the teacher and used well;
- Assistants are well briefed or have been involved in planning so they are fully aware of the learning objectives and how they can be met with the class groups or individual pupils;
- They have access to professional development.

Where appropriate, do teachers use homework effectively to reinforce and extend what is learned in school?

- How well does work done at home complement that done in class and extend learning?
- Do teachers follow up and make use of homework?

How well do teachers promote equality of opportunity?

- All pupils are treated with respect and their contributions valued and encouraged;
- All pupils have equal access to what the school provides by ensuring access to the curriculum or removing other barriers to their entitlement such as access to facilities in the building;
- Teaching methods and resources are without bias, free from stereotyping and are properly matched to meeting the needs of all pupils;
- Sensitivity is shown to pupils' individual circumstances, beliefs and cultures in the way questions are asked or ideas promoted;
- The school takes into account the SEN Code of Practice and follows the Code of Practice in relation to race equality.

LEARNING

To what extent do pupils acquire new knowledge or skills in their work, develop ideas and increase their understanding?

Whether pupils:

- Show increased awareness of their surroundings by, for example, more focused gazing or eye contact;
- Show increased attention in new surroundings;
- Demonstrate likes or dislikes or show better understanding of verbal, visual or auditory signals;
- Can explain or communicate confidently and clearly in other ways what they have learned;
- Are creative and show initiative when asked to apply what they have learned to new situations;
- Understand how current learning relates to previous work and what comes next;
- Ask questions that show a desire to learn.

To what extent do pupils show engagement, application, concentration and work productively?
Pupils are likely to show interest and understanding when visual or auditory stimuli or explanations, activities and challenges are lively and interesting. Effective teaching relates new to old, enables pupils to practise learned skills in new contexts, encourages pupils to make links between areas of learning or subjects and to think imaginatively.

Whether pupils:

- Work intently and are well focused when completing activities, or are easily distracted;
- Consistently produce work of a good quality or try their best, or are satisfied with that which is of a low quality, untidy and incomplete.

To what extent do pupils develop the capacity to work independently and collaboratively?
How well:

- Those who find it difficult to settle to work are helped to become more self-reliant;
- They use their time and make the most of the choices they are allowed to exercise;
- They co-operate in groups and share responsibility for completing tasks;
- They know how to access clearly labelled resources or specialist spaces around school, and select and use sensibly the best tools and equipment for their work.

ASSESSMENT

To what extent do teachers assess pupils' work thoroughly and constructively?

How well do teachers use assessment to inform their planning and target setting to meet the needs of individual pupils and groups?

Assessment should inform planning and teaching through:

- Analysing pupils' non-verbal, oral and written responses so as to adjust the pace, content or teaching methods;
- Regular reviews of work covered in order to modify plans and further objectives;
- Review of pupils' progress, including whether short-term targets have been met at the end of a unit of work, to inform teaching and target setting for the whole class, groups or individuals;
- Using evidence of pupils' progress to modify longer term planning.

Do pupils understand how well they are doing and how they can improve?
As part of best practice, pupils:

- Know that making mistakes is inevitable and that they can learn from sorting them out;

- Understand how well they are doing and what they are supposed to learn to help them improve;
- If necessary, are supported by adults to discuss and articulate their needs and wishes and to understand the progress that has been made.

Strategies for monitoring the curriculum: subject leaders' audits & action plans:
Leaders will be given half a day non-contact time to produce audits on their subjects prior to the whole school review and evaluation Inset Day that will be held in May each year.

Audits are produced yearly and should be based on the evidence gathered from the monitoring activities, which have taken place throughout the year.

In order to aid co-ordinators in producing audits, guidelines and a standard format have been developed. These guidelines are available in Appendix 3.

As a result of areas identified in their audits, co-ordinators produce subject action plans in order to identify and address any areas for development in their subjects.

The planning process is as follows:

1. gathering together evidence from the subject audit as detailed above
2. deciding on manageable priorities for subject development
3. turning priorities into targets using target setting processes
4. compiling a plan for the achievement of targeted improvements
5. reviewing the progress of the plan.

Leaders will be given release time in order to produce their plans.

The action planning format in the School Development Plan is used in order to establish a whole school approach and uniformity of action planning. In order to aid co-ordinators in producing action plans, guidelines and a standard format have been developed. These guidelines are available in Appendix 4.

Other strategies for monitoring & evaluating the curriculum:
The SMT and subject leaders use the following systems to further monitor and evaluate how effective the school's curriculum is at meeting the needs of all learners:-

Analysis of teachers' plans to monitor various aspects
- Areas of overlap or omission in coverage of PoS
- Relevance of teacher's planned work to the subject syllabus or scheme of work
- Breadth in coverage of the curriculum
- Level of pitch of activities and their appropriateness for the range of ability
- Potential cross-curricular links or emphasis upon cross-curricular issues

Review pupils' work

- Pupils' books, files, portfolios, work on display
- Can be approached in various ways – whole staff, group of staff, individually – samples of work in each class
- When reviewed collaboratively staff can share considerations of progression, standards against specific criteria, approaches to presentation, marking
- Review pupils' work useful for – making judgements about standards, attainment, marking, presentation, breadth of work done, matching against PoS, monitoring differentiation across ability groups, comparing work done to the pace set by subject scheme of work

Analysing record keeping and assessment procedures

Is there evidence of:-

- recording of pupil achievements and experiences?
- assessments at the end of each module/term of work?
- the consistent use of assessment and recording systems?
- requirements for reporting the subject (either school-based requirements or statutory requirements) being met?

Structured staff discussion/interviews

- Can help "get a fix" on the curriculum
- Good chance to offer support and ideas
- Sound out any difficulties with resourcing
- Celebrate good practice
- Identify training needs

Discussions/interviews with pupils

- Discuss what they've done
- Likes/dislikes – how they can improve
- Self-assessment systems
- Small group work, alongside the teacher

Techniques we could use

- Audits
- Action plans
- Structured staff discussion
- Staff interviews
- Staff questionnaires
- Work shadowing
- Paired observation
- Learning Walks
- Learning Drop-In Days
- Small group work with pupils
- Collecting evidence
- Diaries

9) DEVLEOPING CONSISTENCY

In order to ensure quality in our assessments we need to work towards:

- Validity (are our systems providing us with the right kind of information upon which to make judgements about pupil progress?)
- Reliability (are our methods for making judgements about pupil progress consistent across all curriculum pathways?)
- Standardisation (are we using standards which are comparable with those of other teachers or similar schools?)

We continue to ensure that assessment systems are consistent across the school by the following methods:

- implementing and monitoring use of the School's Workbook/Work file Policy and marking code across all areas of school;
- engaging in moderation within school and agreeing to trial new approaches to assessment over a reasonable trial frame, to ensure they are fit for purpose
- liaising with other special schools regionally and/or further afield in order to engage in constructive professional dialogue about strengths and areas of development in relation to assessment systems and the curriculum in general
- discussing and agreeing upon common formats for assessment, recording and reporting.

KINGSLAND SCHOOL MARKING POLICY

The principles of marking:
We aim to ensure that pupils get the maximum benefit from their education and are entitled to regular feedback from staff to enable them to evaluate their progress.

The methods used for marking work need to be applied consistently throughout the school and are linked to the policy on assessment, recording and reporting.

The purposes of marking:
- To further the teacher's awareness of the current stage of development and identify future needs.
- To promote positive self-image within the pupils, in accordance with the school aims and thus encourage them to value and take pride in their work.
- To clarify and standardise symbols and procedures in marking used on a reward basis throughout the school.
- To enable reflective assessment.
- To allow pupils to be involved in self-assessment by helping them to recognise their mistakes and difficulties and celebrate their achievements.
- All marking should have a clear purpose for the teacher and the pupil.
- Marking should be selective, depending on the focus of work.
- Marking should be appropriate to the age and ability of the pupil.
- Marking should be consistent across the school.
- Marking should be positive, helpful and developmental.
- Marking should encompass pupils' attitudes to learning and behaviour.

- Marking should reflect pupils' choices, e.g. a pupil 'can do' but may 'refuse to do'.

Summative Assessment - Using An Agreed System:
Each curriculum pathway has specific summative assessment systems (see Curriculum Pathway booklets for more detailed information).

Within the ELF pathway, teachers complete their summative assessments using the Birth to Five Matters system.

For pupils accessing the SLD pathway, teachers regularly update individual pupil progression maps for the fundamental subject areas of English, Maths, Natural Sciences, PSED, Computing and PE. They then send these to the Headteacher each term, so that pupil progress can be monitored by senior leaders and any interventions that are needed can be quickly put into place. Teachers use specifically designed recording sheets/assessment grids to complete summative assessment of other fundamental subject areas including Outdoor Learning and Music. Again, they use specifically designed recording sheets/systems to complete summative assessment of Project Based Learning, RE and Enterprise.

For pupils accessing the SCERTS and CLDD pathways, teachers complete assessments that are specific to each pathway and pupil progress is therefore monitored in bespoke ways (see individual Curriculum Pathway booklets on the school's website).

Day-to-day recording in order to inform summative assessments:
Teachers have their own systems of day to day recording that are specific to each curriculum pathway. Common elements should incorporate ways of recording progress against IEP/ILP targets and EHCP outcomes.

Examples from each curriculum pathways are as follows:

- Early Years— individualised recording/observation sheets to record comments on progress for each half termly unit, pupil mark making books
- CLDD – individualised recording sheets to inform progress towards ILP targets and general engagement in areas of learning
- SLD - Pupils' individual workbooks with samples of marked and annotated work, completed reading records for pupils
- SCERTS – observation forms and daily progress trackers

Whichever method is used it is important to remember:
- all samples of work must be dated and annotated, including any photographs that are used as records
- the agreed marking codes should be followed and an explanation of why a code has been given using detailed, high quality annotation

Rewards for effort and good work:
These should be consistent with those advocated in the school's behaviour and discipline policy. They are as follows:

- Sharing positive behaviour with the group

- Thumbs up
- Displaying good work
- Publicising good behaviour to others—parents, teachers, peers, etc.
- Records of achievement
- Stickers/star charts/smileys (as age appropriate)
- Certificates
- Award ceremony at the end of the school year
- Free choice of activity reward
- Prizes linked to reward systems
- Positive reinforcement
- A “well done”
- Praise
- Giving responsibility
- Acknowledgement of progress
- Star of the class/day

The Involvement Of Others In The Marking Process:

Teaching Assistants

The involvement of Teaching Assistants in marking is vital to our work on assessment. Teachers use a variety of methods across the school to involve TAs in recording progress and marking work.

Examples are as follows:

- Use of a ‘key person’ in Early Years, assigned to individual pupils. Comments are made in a diary for each pupil of significant achievements and lunchtime supervisors are encouraged to record progress in feeding and toileting skills. The class teacher uses these comments to record achievements at the end of the week.
- Across the school use is made of discussions with staff and therapists and important information is recorded.
- TAs record progress towards IEPs/ILPs, in workbooks, in reading records, and note down assistance given, enjoyment or otherwise of activities provided.
- Comment sheets, activity response sheets and other types of recording specific to each curriculum pathway are used to enable TAs to record any significant achievements, make key notes and suggest ideas for the next steps.
- For teachers who are not class based, TAs are able to provide information about a pupil through observation in order to pass on information to the class teacher. They are able to make a judgement on whether a pupil has generalised their skills or has made progress.

Pupils

For very young pupils, for those on our CLDD curriculum pathway and for some pupils on our SCERTS curriculum pathway, the following systems of self-assessment are advocated:

- Observation of pupils’ responses to a task, for example body language, expression. Do they like or dislike an activity? Are they engaged in the task?
- Photographs and videos taken of pupils’ responses.

- Use of the plenary to share work that has been done.
- Stickers or smiley faces to celebrate achievements and good work.

For older pupils, those on our SLD curriculum pathway and for other pupils on our SCERTS curriculum pathway, the following systems of self-assessment are advocated:

- Involvement of pupils in the plenary sessions, for example by asking them to show their work to others and explain what they have done.
- Marking and assessing each other's work—do they deserve stars, stickers, other rewards?
- Pupils going to the front of the class to show others their good work.
- Use of happy and sad faces to record whether they have done well or not so well.
- Pupils giving themselves a score during the plenary.

For all pupils, the 'Star of the Week' assembly is used for them to celebrate their good work with the whole school.

Parents/Carers

- Home-school books are used extensively across the school to celebrate achievements, make comments on progress and attitudes towards activities.
- Parents contribute to baseline assessments and to IEPs.
- Parents record progress on medical sheets, diet sheets etc.
- Homework is sent out via learning journals and parents contribute with comments in relation to activities completed with the family.
- Parents reinforce praise and achievements.
- Parents are invited to contribute to the development of signs and symbols for use in communication at home.
- The parental contribution form for EHCP review meetings and parents' comments during the meetings help with the assessment process.

Visiting Professionals

Therapists and support teachers for the visual and hearing impaired complete assessments for individuals and provide teachers with a baseline and suggestions for future activities. Records of this intervention are stored in Pupil Progress Files.

Review and Evaluation of the policy:

The marking policy will be reviewed, assessed and refined on a regular basis by all staff to ensure that it is effective and workable.

MODERATION

We have identified the need to moderate judgements made about progress towards IEP/ILP targets and EHCP outcomes that are inputted onto the school's Pupil Progress matrix.

Within these moderation meetings, the SMT meet together to review recent judgements they have made. Written records are kept to evidence the moderation of judgements and how judgements may been amended accordingly in light of these meetings.

These meetings also serve as a means of ensuring the approach to writing and reviewing IEPs/ILPs is consistent across school. This can include creating/updating guidance documents and crib sheets for teachers, in order to maintain high standards of IEP/ILP writing. Leaders ask questions such as:-

- Are the targets sufficiently challenging but equally realistic for this pupil?
- Are the targets matched to his/her needs, ability and learning style?
- Has the teacher identified delivery and action points that are meaningful and helpful in terms of supporting this pupil to meet their targets within the expected timescale?
- What kind of language has the teacher used to evaluate this pupil's targets? Does the evaluation clearly indicate whether this pupil has securely met their targets with some examples? Is the tone of writing appropriate for all possible audiences of this pupil's IEP/ILP?

COMMON FORMATS FOR ASSESSMENT, RECORDING AND REPORTING

Good reports provide parents with a clear picture of their child's achievements and progress. They should be manageable for teachers to produce and not all that is recorded is reported, to avoid a confusing amount of detail.

Reports should have a positive effect on pupils' attitudes, motivation and self-esteem. They should set targets for the future and help to develop the relationship between school and parents, by encouraging parental involvement and support.

The following methods of reporting to parents are currently being used at the school:

Education, Health & Care Plan reviews:
These report the successes the pupil has achieved in meeting IEP/ILP targets and the outcomes set out in the previous EHCP. They report new outcomes that the pupil and all adults supporting the pupil will work towards for the next 12 months.

Annual reports on progress & achievement:
These are produced at the end of each academic year and provide a positive picture of each pupil's achievements in all the subject areas/areas of learning, of the specific curriculum pathway a pupil is on. There are also sections for comments on general behaviour, attitude to work and school (for pupils accessing a subject-specific curriculum) and engagement (for pupils accessing a non-subject specific curriculum), progress on individual targets, special achievements and attendance. For pupils accessing the SCERTS curriculum pathway there is a section for teachers to comment on progress specifically towards SCERTS and ASPIRES programmes. The special achievements listed in these reports are used for the yearly certificates of

achievement that are awarded at the end of the academic year, during the award ceremony.

In order to support teachers in writing annual reports, guidelines and a standard format (specific to each curriculum pathway) have been developed. These guidelines are available in Appendix 5.

Other reports to parents:
Examples are as follows:

- Information relating to general classroom tasks and forms of teacher assessment.
- Informal reporting, including the home-school books and phone calls.
- Annual parents evening when parents are also consulted on their child's IEP.
- Coffee mornings.
- Visits to school, for example to help in the class or pre-arranged meetings.

Reports to outside agencies:
These are written as and when requested and may include reports for social workers, medical professionals, case review reports etc.

10) ROLES AND RESPONSIBILITIES IN RELATION TO ASSESSMENT

All members of the school community have a role to play in assessment across the school.

ALL STAFF

- To implement the agreed policy and statutory requirements.
- To keep all assessments, records and reports up to date.
- To report to others as required.
- To have regard to the School Development Plan in relation to assessment issues.

CLASS TEACHERS

- To make sure records are up to date when pupils move on to another teacher.
- To ensure all reports are written within the agreed timescale.
- To respond to requests for reports from outside agencies.

SUBJECT CO-ORDINATORS

- To ensure their subject records remain relevant and up to date.
- To collect and monitor planning, which includes assessment.
- To monitor assessment systems being used for their subjects.
- To keep assessment in mind during school self-review and evaluation processes.

SENIOR MANAGEMENT TEAM

- To provide structures to promote assessment policy into practice—targeting assessment on the School Development Plan; providing

resources to help teachers; providing guidelines on responsibilities; developing standardisation; recognising and disseminating good practice
- To monitor policy into practice—regular review of assessment and planning; school self-review and evaluation processes.
- To consider Inset needs and staff development.
- To ensure all statutory requirements for assessment are being met.

GOVERNORS

- To ensure that the school's assessment procedures are carried out.
- To ensure that all statutory assessments are conducted and results are forwarded to parents.
- To ensure that each year a report on each pupil's educational achievements is forwarded to their parents.

PUPILS

- To contribute to assessment by using self-assessment systems.
- To take advantage of opportunities to make choices and participate in self-assessment activities through the use of symbols, pictures, objects, signing, technological aids etc.
- To be enabled to reflect upon their learning targets and what they have achieved.

11) LINKS TO OTHER POLICIES & DOCUMENTS

Each subject policy should document the means of assessing pupils in that subject.

This Teaching and Learning policy should be read with reference to the following policies/documents:

- The *Overview of Curriculum Pathways* booklet - available on the school's website.
- Individual Curriculum Pathway booklets (ELF, SLD, SCERTS & CLDD) – available on the school's website.
- Curriculum progression maps for specific curriculum pathways - available on the school's website
- Subject policies e.g. Kingsland School PSED & Citizenship policy.
- Kingsland School Behaviour and Discipline policy.
- Kingsland School Homework policy.

12) MONITORING, REVIEWING AND EVALUATING KINGSLAND'S TEACHING & LEARNING POLICY

The policy will be monitored through the following means:

- Via the School Development Plan.
- Headteacher's report to Governors.
- Monitoring pupil files and planning.
- Planned discussions with staff.

- Marking and moderation procedures.
- Lesson observations.

The policy will be reviewed and evaluated on an annual basis as part of review and evaluation of the School Development Plan by all the teaching staff. It will be also be reviewed and evaluated at the end of each academic year, in response to the whole school self-review and evaluation process held each May.

It will be judged successful if school staff have a shared understanding of:

- the school's curriculum, including its intent, implementation and impact across curriculum pathways
- the purposes and methods of assessment, these being consistently used and applied.

13) KEY DOCUMENTS RELATED TO ASSESSMENT & APPENDICES

The following assessment sheets have been produced in consultation with teaching staff. Teachers have chosen those they have found most useful in their practice and the sheets have been adapted for whole school use. Teachers are also encouraged to find/design sheets and systems that they find particularly helpful for their specific class.

Teachers should choose those sheets they find most useful to their needs at any particular time and there is no expectation that all sheets should be completed. The aim is for standardisation and consistency, not duplication.

1) Reading schemes (commercial and PRS)
2) Colourful semantics
3) Phonics skills
4) Letters and Sounds checklists for letter recognition (names and sounds)
5) Reading record sheets
6) From switch to mouse and beyond (computing)

Appendix 1

Planning requirements across all Curriculum Pathways

ELF Curriculum Pathway

Communication and Language Development
Personal Social and Emotional Development
Physical Development
Literacy
Maths
Understanding the World
Expressive Arts & Design

With reference to both Early Learning Foundations 'Ages and Stages' statements as opposed to EYFS 2012 Bsquared learning statements.
NB. With regards to planning for N1 and/or N2 pupils (N1 pupils aged 2-3 yrs N2 aged 3-4 yrs part time) and pupils who will definitely follow the CLDD pathway, this will be based on the 3 **Prime Areas** and a 'Project Based Learning' section would incorporate any relevant aspects of the Specific areas for that age of learner.

SLD Curriculum Pathway (lower & upper)

English
Maths
Natural Sciences
PSED (to include Play/Life Skills for lower school & Safety/Life Skills for upper school)
PE
RE
Computing
Music
Project Based Learning

NB upper school only - *include your class specific coverage within whichever medium term plan is most relevant, e.g. if your class specific lesson was going to be a focus on road safety then include it in your PSED medium term plan*

CLDD Curriculum Pathway

Communication – to include:

- Reading & Writing (sensory stories)
- Music (creativity to include music/art/drama)

Cognition - to include:

- Maths
- Natural Sciences

Communication & Cognition – to include:

- Sensory Environments (to include computing links)
- Project based learning (to include RE)

Physical

PSED (to include Play/Life Skills for lower school & Safety/Life Skills for upper school)

NB lower & upper school - *include your class specific coverage within whichever medium-term plan is most relevant, e.g. if your class specific lesson was going to be a focus on independent living skills then include it in your PSED medium term plan*

SCERTS Subject-Specific Curriculum Pathway

English
Maths
Natural Sciences
PSED (to include Play/Life Skills for lower school & Safety/Life Skills for upper school)
PE
RE
Computing
Music
Project Based Learning
SCERTS Daily Planning Grids

NB upper school only - *include your class specific coverage within whichever medium-term plan is most relevant, e.g. if your class specific lesson was going to be a focus on road safety then include it in your PSED medium term plan*

SCERTS Non-Subject Specific Curriculum Pathway

Literacy and Communication (including Creative Arts)
Cognition and Learning (including Outdoor Learning)
PSED (including Life Skills, Play & Special Interest)
Physical
SCERTS Daily Planning Grids

Appendix 2

Pupil Progress Matrix: Overall Judgement of Progress

Rationale

Pupils at Kingsland Primary School follow different curriculum pathways based on their age, developmental needs and learning style. Within each of these curriculum pathways, different tools are used to assess and monitor pupil progress (see Curriculum Pathway booklets for detailed information about this).

As a school, we feel that the emphasis and weight assigned to these different assessment tools needs to be considered in the specific context of each curriculum pathway and the learners who follow each pathway. We agree that progress towards a pupil's Education, Health and Care Plan (EHCP) outcomes and associated IEP/ILP targets needs to be at the heart of progress judgements across all curriculum pathways, as these documents underpin day to day teaching for all of our pupils. Other assessment tools are identified as either 'primary' or 'secondary' within each curriculum pathway area, based on how fundamental they are to the pupils' development needs and therefore their day to day teaching. We consider 'primary' assessment tools as holding more weight within each curriculum pathway. This decision is based on our extensive knowledge of our pupils, their barriers to learning and their priorities for learning. Each curriculum pathway can have different numbers of 'primary' assessment tools, although this doesn't benefit one pathway over another, as scores assigned to all 'primary' assessment tools are averaged out (see 'how judgements are made' section below for further details).

Our approach to making progress judgements is reviewed on an annual basis and in light of our current population of pupils. Our assessment systems are responsive to pupil need in order to ensure that the tools teachers are using are meaningful and supportive in informing them of what their pupils need.

Curriculum Pathways: primary & secondary assessment tools

ELF Pathway

Primary tools informing baseline judgement	Data * EHCP IEP Communication Journey PECS Positive Looking
Secondary tools considered	Music Swimming Outdoor Learning Significant Achievements

**data can be used as a primary tool or considered N/A for ELF pupils. Our ELF pupils join us at a very young age and/or from other settings. It is difficult to be sure how relevant data is in our overall judgement of an ELF pupil's progress. Our decision of whether to use data as a primary tool will be very much dependent on how the pupil presents at school and how our understanding of their needs develop as they spend more time with us.*

CLDD Pathway

Primary tools informing baseline judgement	EHCP ILP Communication Journey Positive Looking
Secondary tools considered	Music Therapy Music Swimming Outdoor Learning PBL Significant Achievements

SCERTS Pathway

Primary tools informing baseline judgement	EHCP IEP

	SCERTS tracker documents Communication Journey PECS Attention Autism
Secondary tools considered	Music Swimming Outdoor Learning PBL Significant Achievements

SLD Pathway

Primary tools informing baseline judgement	Progression Map information EHCP IEP
Secondary tools considered	Communication Journey PECS Positive Looking Music Swimming Outdoor Learning PBL Significant Achievements

How judgements are made

At the beginning of each new term and once all information has been inputted onto the Pupil Progress matrix at the end of the previous term by members of the SMT, the Headteacher makes an overall judgement of progress for each pupil.

This judgement is made by combining information from both the primary and secondary assessment tools identified above. Firstly, scores assigned to the primary assessment tools are averaged out. The average score falls within one of these ranges:-

1 – 1.5 BELOW EXPECTED PROGRESS
1.6 – 2.5 EXPECTED PROGRESS
2.6 – 3 ABOVE EXPECTED PROGRESS

This average score is then considered in light of information from the secondary assessment tools, before a final progress judgement is made. Information from secondary assessment tools could theoretically override the average score generated from the primary assessment tools, within the specific context of each pupil. For example, a pupil with very complex needs may score as 'expected progress' but be assessed as having made above expected progress due to a significant achievement e.g. having learnt to swim independently or made a communication breakthrough. Similarly, an SLD Pathway pupil may become independent in the outdoor environment.

Appendix 3

GUIDELINES FOR WRITING A SUBJECT AUDIT

In terms of **curriculum intent and implementation**, evidence of the following factors needs to be considered:-

- The curriculum intent is embedded securely and consistently across the school.
- Subject leaders and teachers have a firm and common understanding of the curriculum intent and what it means for their practice across all parts of the school and across all curriculum pathways.
- Series of lessons contribute well to delivering curriculum intent.
- Work given to pupils, over time and across school matches the aims of the curriculum, is coherently planned and sequenced to enable cumulatively sufficient knowledge and skills for future learning.
- The curriculum is ambitious and designed to give all pupils the knowledge and cultural capital to succeed in life
- The curriculum is designed to develop pupils' knowledge, skills and abilities; to apply what they know and can do with increasing fluency and independence
- The subject area policy and schemes of work/PoS within whole school curriculum
- Breadth and balance within the subject area
- Cross-curricular provision
- Personalisation and enrichment

In terms of **implementation of the curriculum, including teaching,** evidence of the following factors needs to be considered:-

- curriculum implementation is embedded securely and consistently across the school and across all curriculum pathways
- Pupil's work across all curriculum pathways is consistently of high quality
- Teacher Subject knowledge is secure
- subject matter is presented clearly, with dynamic assessment in order to adapt teaching and check understanding
- teaching is designed to enable pupils to make progress over time and retain/generalise skills and knowledge
- teaching enables pupils to develop skills in reading, writing, communication and mathematics
- Work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge
- Adult use of speaking, listening, writing and reading supports pupils in developing their language and vocab
- Planning for different needs based on accurate assessment
- Methods/resources – range of teaching strategies to maintain concentration and engage all pupils in their learning
- Pace/time
- Use of TAs, other support
- Management of pupils

In terms of **implementation of the curriculum, including the use of the environment and resources,** evidence of the following factors needs to be considered:-

- the extent to which the teachers create an environment that focuses on pupils
- teaching materials selected reflect the school's ambitious intentions for the course of study and support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning

In terms of the **impact of the curriculum**, evidence of the following factors needs to be considered:-

- pupils consistently achieve highly, particularly the most disadvantaged
- pupils develop detailed knowledge and skills and, as a result, achieve well
- work is consistently of good quality

In terms of **assessment**, evidence of the following factors needs to be considered:-

- assessment is used well to help pupils embed and use knowledge fluently, and to check understanding and inform teaching
- assessment does not create unnecessary burdens on staff and pupils
- policies and procedures are implemented consistently across all curriculum pathways

In terms of **implementation of leadership and management,** evidence of the following factors needs to be considered:-

- standard of co-ordinator skills and knowledge
- monitoring and evaluating procedures
- effective support is provided to those teaching outside of their main subject expertise, such as to develop teachers' subject, pedagogical and pedagogical content knowledge in order to enhance teaching and the use of assessment

Appendix 4

GUIDELINES FOR WRITING A SUBJECT ACTION PLAN

The following should be included under each column heading:

AREAS FOR DEVELOPMENT: (KEY ISSUES, PRIORITIES, OBJECTIVES)

- identify manageable priorities for the development of a subject area using the areas from the school audit form
- try to make objectives clear so that it will be obvious when they have been achieved and you can see exactly what you have done to bring them about

HOW IT WILL BE DONE: (TASKS, TARGETS)

- identify activities needed to achieve the objectives above
- breakdown of the objectives into specific tasks showing how the objectives will be reached

PERSON RESPONSIBLE

- clarify who will be involved and how
- clarify who is responsible for getting each task done and who else can help with the task
- include people from within and outside the school, where relevant

OUTCOMES

- consider what will be achieved as a result of the objective and the task and work that is to be done
- long term outcomes or goals can be included as identified on the school self-review and subsequent SDP

TIMESCALE AND DEADLINES

- start and finish time of the objective
- plan of progression on the tasks set – milestones

RESOURCE IMPLICATIONS

- physical resources – subject resources, accommodation
- finances – include cost and source if known, estimated expenditure and source of funding (e.g. school budget, standards funds, school funds, fundraising, etc.). If unsure of amounts state source
- people – supply cover, co-ordinator release, INSET/CPD costs, use of staff and others in projects identified
- demands – of time in particular
- INSET/CPD needs – staff development implications
- other resource implications, if relevant

MONITORING OF PROGRESS

- checking that actions are being taken
- acts as a means of the systematic gathering of evidence (subject leader's responsibility mainly). Consider systems of monitoring, other means of gathering evidence and how this can be developed,

use of monitoring diary to record evidence – add where relevant to each task and objective
- monitors the effectiveness of the plans
- liaise with people responsible for the actions, who would not normally be responsible for particular areas of responsibility, e.g. department leaders, performance management team leaders, staff development co-ordinator, other relevant people in relation to the objective
- identify people to report to – SMT, governors, parents, other staff
- consider how the progress of each objective will be checked at regular intervals throughout the year

EVALUATING OUTCOMES

- evaluation is about making judgements about what you have discovered, whether actions are having an impact and whether they were worthwhile
- consider who will evaluate whether actions are successful, including how and when this will be done, and who they will report to
- include leader's audit activities, termly self-review and evaluation of SDP, yearly school self- review and evaluation, evaluation of any staff development activities, where relevant, and staff meetings (see table below)

EXAMPLES OF LEADERS ACTIVITIES TO TAKE PLACE DURING EACH TERM THAT MAY HELP WITH ACTION PLANNING

AUTUMN TERM	SPRING TERM	SUMMER TERM
• Report to curriculum committee of governors about situation re: subject and work to be done. • Analysis of subject progress information, assessments in subject across school. • Monitoring work – planning, action plans, assessment, other development activities. • Any work in relation to targets set in Performance Management, if relevant to work of the subject leader.	• Classroom observations, other monitoring activities. • Any other activities identified in action plans. • Analysis of monitoring activities and evidence. • Formulation of audits in readiness for school self-review and evaluation in May. • Any work in relation to targets set in Performance Management, if relevant to work of the subject leader.	• Report on evidence gathered and progress in action plans at self-review and evaluation Inset Day in May. • Action planning as a result of information from audits. • Schemes of work/outlines for the following year. • Further development activities as identified in current action plans. • Any work in relation to targets set in Performance Management, if relevant to work of the subject leader.

Appendix 5

GUIDELINES FOR WRITING ANNUAL REPORTS

General:
The aim is to give a positive picture on what the pupil knows, understands and can do. Teachers are asked to keep sections brief and to the point, and remember that parents are the intended audience—try to avoid jargon, complex terms and too much description.

General behaviour, attitude to work and school life (subject-specific learners only):
This section should provide an overall picture of the pupil, e.g. behaviour over the year; contribution to lessons and to the school as a whole, including any responsibilities if relevant; development of social skills.

Engagement (non subject-specific learners only):
Teachers identify how established, overall, the pupil is against each of the 5 areas of engagement (as stated on p.25 of Engagement Model guidance):-

- Exploration
- Realisation
- Anticipation
- Persistence
- Initiation

Teachers are asked to use examples of **skills & concepts** from the sub-areas of: effective use of senses (including sensory integration where applicable), application of physical/motor skills, emotional wellbeing and communication/language skills (as stated on p.23 of Engagement Model guidance) to report on the above 5 areas.

When talking about specific skills & concepts, teachers are asked to think about (as stated on p.25 of Engagement Model guidance):-

- How independent the pupil is in the skill and how much prompting and support they require
- How accurate, confident & consistent the pupil is in the skill
- Whether the pupil is able to apply the skill in different contexts, e.g. at different times of day, in different environments, with different adults & amongst peers

Subject/subject area sections:
Teachers begin with a brief explanation of what has been studied over the year in this subject/subject area. They then write about achievement and progress in these areas. They sometimes might include next steps at the end of each section.

Special achievements:
Teachers list any achievements / milestones for each pupil. These achievements will be transferred on to the special achievement certificates that are awarded at the end of the academic year.

Attendance:
Figures are calculated by the admin staff and included on the report.
Once reports are completed, they will be checked by SMT and then signed by the class teacher and Headteacher.