



Federation of Westminster Special Schools

Training & Outreach

This policy outlines the fundamental aims, principles and strategies for teaching, learning and assessment across the Federation of Westminster Special Schools. It lays the foundations for the whole curriculum and is a reference point for a number of key school policies (including the School Improvement Plan, Staff Development, Performance Management, and School Pay Policies).

We aim to ensure that the children at our schools are provided with high quality learning experiences, tailored to meet the needs of individuals to ensure that there is consistently high levels of pupil achievement as well as a clear focus on outcomes.

Our policy encompasses all aspects of our work with our pupils, what teachers do, how time is managed, the organisation of the classroom and what the Federation does as an organisation to create excellent and creative opportunities for learning within a learning environment that supports individuals to flourish.

Adopted by S&A Committee:.....

Next Review: May 2018



College Park

Teaching and Learning Policy: A Baseline for Outstanding Practice

This policy has been written with consideration to The Unicef UK Rights Respecting School Award (RRSA). Teaching and Learning at College Park School is based on principles of equality, dignity, respect, non-discrimination and participation. College Park School is a community where young person's rights are learned, taught, practised, respected, protected and promoted. The pupils and the entire College Park community learn about young person's rights by putting them into practice every day.

Key Principles

Teaching & Learning at College Park provides an ethos and culture designed to improve well-being and develop every young person's talents and abilities to their full potential.

We believe pupils learn best when:

- Learning activities are well planned ensuring progress towards outcomes in the short, medium and long term i.e. post school life chances.
- Teaching and learning activities engage, enthuse and motivate pupils to learn and foster their curiosity and a thirst for learning.
- Teaching activities develop pupil's confidence and capacity to learn and work independently and collaboratively.
- Teaching strategies address the different learning styles.
- Assessment informs teaching so that there is provision for support, repetition and extension of learning as needed.
- The learning environment is ordered, the atmosphere is purposeful and pupils feel safe
- There are strong links between home and school and the importance of parental involvement is recognised, valued and encouraged.

Aims and Purpose

- To provide consistency of teaching and learning across the school

- To enable teachers to teach as effectively as possible
- To enable pupils to learn as efficiently as possible
- To give pupils the skills they require to become effective learners
- To provide an inclusive education for all pupils
- For teachers to learn from each other through the adoption of a collaborative enquiry based approach to teaching and learning where good and outstanding practice is shared

Teaching at College Park

College Park has an inclusive approach to pedagogy that is informed by a number of factors. These factors are:

- Developmental needs
- Engagement
- EYFS/National Curriculum; this informs and guides planning
- Functional skills
- EHC plans
- Therapeutic / multidisciplinary input
- SMSC and British Values and Assemblies
- Wellbeing
- Chronological age (where appropriate)
- Broad and balanced

Developmental needs

We teach each pupil as an individual; we plan and anticipate their needs through planning and adapt the teaching to meet the needs of the pupil, we understand that learning is multifaceted and complex.

Engagement

Engagement is a central tenant of inclusion and as such we understand that learning is at its most potent when young people access a motivating and exciting curriculum.

EYFS and Primary

On arrival at College park a lot of our learners are at a precursor learning stage and have a range of barriers to learning such as communication needs and may have significant delay or impairment. At this stage we support learners via the EYFS framework, this places the pupil centrally and promotes learning via discovery and chimes with the notion of pupil centred pedagogy. We also acknowledge and value the importance of play as a means of learning but also acknowledge that some of our learners need support in developing play skills.

We also offer structured teaching through symbol support and activities that are informed by TEACCH (Treatment and Education of Autistic and related Communication handicapped Children. During the primary phase planning is also informed by the national curriculum. (See also EYFS policy)

Functional skills

Throughout the young person's time at College Park their learning is reviewed and an appropriate curriculum is developed. Some pupils will access a functional curriculum that supports independence and allows the young person the opportunity to gain the skills needed to lead as an independent life as possible and to be included in the local community in an appropriate and meaningful way.

EHC plans

These generate outcomes within key stages that also inform the young person's education

Therapeutic / multidisciplinary input

We work alongside a number of professionals that support the young person in maximising their potential these range from speech and language therapists, occupational therapists and physiotherapists. We also have input from CAMHS (children and adolescents mental health service) and other professionals.

SMSC and British Values

Social, moral, spiritual and cultural opportunities are identified in planning and sign posted to maximise impact. The school promotes the British values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith again these opportunities are articulated through planning and are sign posted to maximise their potential.

Assemblies

Assemblies are also firmly located within our school culture and are valued as vehicles to promote SMSC and British Values.

Wellbeing

We acknowledge that meaningful learning can only take place if a young person's wellbeing is being met. We understand that wellbeing is multidimensional and that our impact is part of a wider context but we work with a number of professionals such as Respond and the Wellbeing team to support the young people in developing resilience so that they we can facilitate meaningful education.

Chronological age

As the young people move through the school we are informed by the different national curriculum programmes of study and we endeavour to deliver age appropriate curriculum but we also acknowledge that the young person is central in their learning and with developmental delays this can impact on their interests and motivations and may not correspond with their chronological age.

Broad and balanced

We understand that learning is rich and rewarding when supported through a number of different opportunities within school and within the community, such as galleries, music venues, sporting facilities and our local community of shops and so on. We offer a curriculum that supports access to these opportunities to enhance our pupils' engagement and understanding of the world around them.

Learning at College Park

At College Park we recognise and celebrate that everyone learns in many various ways and we understand the need to develop approaches that allow all young people to learn in ways that best suit them. As a school we believe that effective learning takes place when every young person feels valued as individuals and are actively involved in the learning process. We foster the development of the young person's personality, talents and mental and physical abilities to their fullest potential. In our school we create a learning environment which is safe yet exciting, positive and encouraging, respectful and understanding, inclusive and aspirational while also building relationships that are built on mutual tolerance and respect.

Within our school pupils are encouraged by all adults in the classroom and are given opportunities to enjoy a genuine sense of achievement. This is promoted through an understanding of different learning styles; linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical interpersonal/group working, and intrapersonal/reflective, all of which are taken into account to help develop and create lessons.

At College Park we offer opportunities for young people to learn in different ways. These include: investigation and problem solving; learning through play, 1:1, small group and whole class work; questioning; role plays and school assemblies; use of ICT and computing skills; designing and making things; visits to places of educational interest; participation in physical activity; creative activities; reflection; focus on social, emotional and mental health.

We encourage our pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn, what helps them learn and what makes it difficult for them to learn. As a school we have a very person centred approach. We create individualised learning journals so that all pupils can review and appreciate their own development and success. Self-review and peer review strategies are used, as well as planned plenary at the end of lessons to review the key learning objectives and to assess the level of understanding.

Communication and Social Development at College Park

Being able to communicate is one of the most important skills we need in life. Almost everything we do involves communication; everyday tasks such as learning at school, asking for food and drink, sorting out problems, making friends and having fun. These all rely on our ability to communicate with each other. Most pupils in College Park School have difficulty communicating and interacting with others. Thus teaching pupils to communication underpins all teaching and learning in College Park School.

There is a range of communication methods used in College Park School to support teaching and learning. These include:

- ***Intensive Interaction***- Intensive interaction is an approach to teaching the pre-speech fundamentals of communication to pupils who have complex learning difficulties and/or autism and who are still at an early stage of communication development.
- ***The Picture Exchange Communication System (PECS)*** allows pupils who have little or no communication abilities, a means of communicating non-verbally. Pupils using PECS are taught to approach another person and give them a picture of a desired item in exchange for that item. By doing so, the pupil is able to initiate communication. The young person with autism and/or other communication difficulties can use PECS to communicate a request, a thought, or anything that can reasonably be displayed or symbolized on a picture card.
- ***MAKATON***- MAKATON uses signs, symbols and speech to help pupils communicate. Signs are used, with speech, in spoken word order. This helps provide extra clues about what someone is saying. Using signs can help pupils who have no speech or whose speech is unclear.
- ***Augmentative and Alternative Communication (AAC)*** is the term used to describe various methods of communication that can 'add-on' to speech and are used to get around problems with ordinary speech. AAC includes simple systems such as pictures, chat boards, gestures and pointing, as well as more complex techniques involving computer technology.

Communication methods mentioned above are used as an integral part of teaching and learning that focuses on the social development of our pupils. Social development is fostered and supported in all lessons through teaching and learning of conversational skills; play skills; dealing with conflict; understanding emotions and friendship skills.

Planning

At College Park School we recognise the vital nature of effective team working in ensuring progress, and to this end all staff meets regularly with a wide range of professionals and families, to plan effectively for each young person in their class. College Park has a three year rolling programme of themes/topics which guide the delivery of the curriculum each term. Every teacher has a professional responsibility to plan effectively, and is responsible for planning the content and delivery of the terms work for their own class producing a medium term plan outlining the key aspects to be taught using and referencing the national curriculum programmes of study. Medium term plans are developed to evidence the cross curricular nature of the delivery.

Regardless the developmental level, or abilities of our pupils, the staff at College Park believe that progress and achievement can be best achieved through a true knowledge and understanding of each pupil as an individual, enabling staff to develop relevant and meaningful personal targets to maximise each pupils progress.

Assessment

Annual assessment cycle

The school has an annual Assessment schedule which maps out clearly when elements of the assessment procedure are to be completed or updated. All data and assessment material are kept electronically in individual pupil folders.

Annual Assessment Cycle		
Autumn Term (December)	Spring Term (March)	Summer Term (June/July)
<ul style="list-style-type: none"> • Foundation Stage Profile 	<ul style="list-style-type: none"> • Foundation Stage Profile 	<ul style="list-style-type: none"> • Finalise Foundation Stage Profile
<ul style="list-style-type: none"> • B Squared - all subjects 	<ul style="list-style-type: none"> • B Squared – English, maths, science, PSHE 	<ul style="list-style-type: none"> • B Squared - all subjects

<ul style="list-style-type: none"> • Annotated work – expression, number 	<ul style="list-style-type: none"> • B Squared moderation 	<ul style="list-style-type: none"> • Annotated work – expression, number
<ul style="list-style-type: none"> • CASPA 	<ul style="list-style-type: none"> • CASPA 	<ul style="list-style-type: none"> • CASPA
<ul style="list-style-type: none"> • Pupil Progress & Achievement Meetings 	<ul style="list-style-type: none"> • Pupil Progress & Achievement Meetings 	<ul style="list-style-type: none"> • Pupil Progress & Achievement Meetings
<ul style="list-style-type: none"> • Teacher Assessments (IEP) for Academic targets, Comm & Social skills; Health & Well Being; Indep living skills/ Reducing Dependence. 	<ul style="list-style-type: none"> • Teacher Assessments (IEP) for Academic targets, Comm & Social skills; Health & Well Being; Indep living skills/ Reducing Dependence. 	<ul style="list-style-type: none"> • Teacher Assessments (IEP) for Academic targets, Comm & Social skills; Health & Well Being; Indep living skills/ Reducing Dependence
<ul style="list-style-type: none"> • On-going Afl 	<ul style="list-style-type: none"> • On-going Afl 	<ul style="list-style-type: none"> • On-going Afl
<ul style="list-style-type: none"> • Therapists' Assessments 	<ul style="list-style-type: none"> • Therapists' Assessments 	<ul style="list-style-type: none"> • Therapists' Assessments
<ul style="list-style-type: none"> • Case studies 	<ul style="list-style-type: none"> • Case studies 	<ul style="list-style-type: none"> • Case studies
		<ul style="list-style-type: none"> • Submit FSP, KS1 & KS2 data to LA
		<ul style="list-style-type: none"> • ASDAN
		<ul style="list-style-type: none"> • Reading Ages

On Entry

All pupils are assessed during their first term of entry to the school to determine their current levels of attainment. This forms the basis for all future planning related to their teaching and learning. It also sets the benchmark against which future progress is measured. Where available, information from pupils' previous schools is used to inform assessment on admission to school. The B-Squared system is used to support initial assessment.

Key Stage 1

All pupils in Key Stage 1 are assessed at least half termly using B Squared.

All pupils in their final year of Key Stage 1 must be assessed.

Teacher assessments are administered to all Year 2 pupils in the core subjects. Statutory tasks and /or tests in English and Mathematics are administered if pupils are working at appropriate *level*. Assessment and reporting arrangements are published annually as required by DFE. Information obtained from these tasks/tests are reported to parents/carers. Data on pupil achievement is submitted to the local authority annually; this is then submitted to the DFE.

Year 1 Phonic Screening Check – all Year 1pupils who are operating at an appropriate level, take the phonics screening check.

Key Stage 2

All pupils in Key Stage 2 are assessed at least half termly using B Squared.

All pupils in their final year of Key Stage 2 must be assessed. Teacher Assessments are given to all Year 6 pupils in the core subjects. Statutory tests and/or tasks are then administered. Pupils at College Park School are generally unable to access the Key Stage 2 tests (they function below the average level for their age), they may if deemed appropriate, be given the opportunity to undertake the Key Stage 1 tasks/tests. These are not reported. No applications are made by College Park School for pupils to be dis-applied. Assessment and reporting arrangements are published annually as required by DFE. Information obtained is reported to parents/carers. Data on pupil achievement is submitted to the local authority annually; this is then submitted to the DFE.

Key Stage 3

All pupils in Key Stage 3 are assessed at least half termly using B Squared.

Data on pupil achievement is submitted to the local authority annually; this is then submitted to the DFE.

Key Stages 4 & 5

All pupils in Key Stage 4 and Key Stage 5 are assessed at least half termly using B Squared. They are also assessed via ASDAN to obtain awards and qualifications and Edexcel Functional Skills where appropriate

Monitoring and Evaluation

Monitoring and Evaluation at College Park is part of a planned process and involves a range of different people over the course of the school year; it is about

development and recognising achievement. It involves discussion with staff, pupils and parents; lesson observations, work scrutiny, learning walks, progress data etc.

Through regular monitoring and evaluation of this policy, we ensure the delivery of a rich and relevant curriculum that has a positive impact, moving all pupils on in their learning.

Queen Elizabeth II Jubilee School Teaching, Learning and Assessment Policy: A Baseline for Outstanding Practice

Key Principles

Teaching & Learning at QEII School promotes an ethos and culture designed to improve well-being and to develop every young person's talents and abilities to their full potential.

We believe pupils learn best when

Learning activities are well planned ensuring progress towards outcomes in the short, medium and long term i.e. / including post school life chances.

Teaching and learning activities engage, enthuse and motivate pupils to learn, foster their curiosity and a thirst for learning.

Teaching activities develop pupil's confidence and capacity to learn as well as work independently and collaboratively.

Teaching strategies address the different needs and learning styles.

Assessment informs teaching so there is provision for support, repetition and extension of learning as needed.

The learning environment is ordered, the atmosphere is purposeful and pupils feel safe.

There are strong links between home and school, the importance of parental involvement is recognised, valued and encouraged.

Aims and Purpose

To provide consistency of teaching and learning across the school.

To enable teachers to teach effectively and consistently.

To enable pupils to learn as efficiently and consistently as possible.

To give pupils the skills they require to become effective learners.

To provide an inclusive education for all pupils.

For teachers to learn from each other through the adoption of a collaborative enquiry based approach to teaching and learning where good and outstanding practice is promoted and shared.

To enable teaching assistants to understand the ethos and approach to learning in QE2 School

Teaching at QEII School

QEII School has an inclusive approach to pedagogy that is informed by a number of factors. These factors are:

- Developmental and medical needs
- A child's ability to engage
- EYFS/National Curriculum; this informs and guides planning
- Functional skills

- EHC plans
- Therapeutic / multidisciplinary and medical input
- SMSC and British Values and Assemblies
- Wellbeing
- Chronological age (where appropriate)
- Broad and balanced curriculum

Developmental needs

Each pupil is an individual; we anticipate their needs through planning and adapt the teaching and approaches to meet their needs.

Engagement and Personalised approaches

Engagement is a central tenant of inclusion and as such we understand that learning is at its most potent when young people access a motivating and exciting curriculum. Where possible we personalise the curriculum to increase engagement and develop personalisation. Every pupil at QEII School has a Person Centred Plan which gives a truly inclusive reflection of the whole person not just their education experience.

EYFS and Lower School

On arrival at QEII School the majority of our learners are at a precursor learning stage and have a range of barriers to learning such as communication, physical and medical needs. At this stage we support learners via the EYFS framework, this places the pupil centrally and promotes learning via discovery and chimes with the notion of pupil centred pedagogy. We also acknowledge and value the importance of play as a means of learning but also acknowledge that some of our learners need support in developing play skills.

In addition to this we offer structured teaching through symbol support and activities that are informed by TEACCH (Treatment and Education of Autistic and related Communication handicapped Children. During the primary phase planning is also informed by the national curriculum. (See also EYFS policy)

Functional skills

Throughout the young person's time at QEII School their learning is reviewed and an appropriate curriculum is developed. Some pupils will access a functional curriculum that supports independence allowing the young person the opportunity to gain the skills needed to lead as fully an independent life as individually possible and to be a valued member of the local community in an appropriate and meaningful way.

EHC plans

These generate outcomes within key stages that also inform the young person's education.

Therapeutic / multidisciplinary input

At QE II School we work hard to ensure that we have integrated goals, we do this by working alongside a number of professionals that support the young person in maximising their potential, these range from speech and language therapists, occupational therapists to physiotherapists and community nursing.

SMSC and British Values

Social, moral, spiritual and cultural opportunities are identified in planning and sign posted to maximise impact. The school promotes the British values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith again these opportunities are articulated through planning and are sign posted to maximise their potential.

Assemblies

Assemblies are firmly embedded within our school culture and are valued as vehicles to promote SMSC and British Values.

Wellbeing

We acknowledge that meaningful learning can only take place if a young person's wellbeing is being met. Our SEAL and PSHCE curriculum supports individual pupil's development. A focus on British Values and SMSC is incorporated into all our lessons. We understand that wellbeing is multidimensional and that our impact is part of a wider context so we work with a number of professionals to support the young people in developing resilience, ensuring that we can facilitate meaningful education.

Chronological age

As the young people move through the school we are informed by the different national curriculum programmes of study and we endeavour to deliver an age appropriate curriculum. We also acknowledge that the young person is central in their learning and with developmental delays this can impact on their interests and motivations and may not correspond with their chronological age.

Broad and balanced

At QEII School we have a modified and adapted approach to the National Curriculum. There is a whole school approach to a topic approach to teaching. We understand that learning is rich and rewarding when supported through a number of different opportunities within both school and the community. Visits to galleries, music venues, sporting facilities and our local community of shops and so on are actively encouraged. We offer a curriculum that supports access to these opportunities to enhance our pupils' engagement and understanding of the world around them.

Learning at QEII School

At QEII School we recognise and celebrate that everyone learns in various ways, we understand the need to develop approaches that allow all young people to learn in ways that best suit them. As a school we believe that effective learning takes place when every young person feels valued as an individual and are actively involved in the learning process. We foster the development of the young person's personality, talents and mental and physical abilities to their fullest potential. In our school we create a learning environment that is safe yet exciting, positive and encouraging, respectful and understanding, inclusive and aspirational, whilst also building relationships that are based on mutual tolerance and respect.

Within our school pupils are encouraged by all adults in the classroom, they are given opportunities to enjoy a genuine sense of achievement. This is promoted

through an understanding of different learning styles; linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective, all of which are taken into account to help develop and create lessons.

At QEII School we offer opportunities for young people to learn in an extensive range of ways. These include: a multi-sensory approach which uses a wide range of strategies and resources, investigation and problem solving; learning through play, 1:1, small group and whole class work; and school assemblies; use of ICT and augmentative communication; pupil led experiential learning; visits to places of educational interest; participation in physical activity; creative activities; reflection; focus on social, emotional and mental health.

We encourage our pupils to be involved, as far as possible in reviewing the way they learn and to reflect on how they learn, what helps them learn and what makes it difficult for them to learn. As a school we have a very person centred approach, pupils are supported to achieve their personalised targets with support from the staff and where possible the parents. Staff constantly assess pupil responses, achievements then feedback to pupils in a positive and appropriate manner, reflecting the level of the pupils understanding.

THE IMPORTANCE OF PEDAGOGY

At QEII School the diversity of pupil need sets a particular challenge for teachers in developing and delivering inclusive lessons effectively through attention to pedagogy.

At QEII School teachers employ a wide variety of methods and approaches in different contexts, at different times and with different groups of learners.

FOCUS ON SLD

Learners with severe learning difficulties (SLD) require many of the same teaching principles and strategies relevant to all learners although more intensive, specific teaching methods may be required by pupils with different patterns and degrees of difficulty in learning. Careful consideration and expansion of a range of teaching adaptations will be implemented, including:

- more experience in transferring knowledge learnt in one context to other contexts
- more examples to learn concepts
- more explicit teaching of learning strategies & reinforcement of them
- more frequent and more specific assessment of learning
- more time to solve problems
- more careful checking for preparedness for the next stage of learning
- more practice to achieve mastery

FOCUS ON PMLD

Learners with profound and multiple learning difficulties (PMLD) have complex learning and medical needs. In addition to very severe learning difficulties, they may have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. These learners require a high level of adult support for their learning needs and a pedagogy that:

- Takes account of preferred sensory and learning channels and ways of processing information.

- Focuses on those early communications, cognitive and sensory skills that are the foundation to all future learning and crucial to an improved quality of life.
- Supports emotional well-being sustained by interactive approaches where learning is contingent on good personal relationships, repetition, familiarity, predictability and sensitivity to feedback from the learner.

FOCUS ON ASD

Children with autism present with differences in learning style, impairments in communication and social skill development, and in addition, may present with challenging behaviours. There is considerable individual variability in how these characteristics are manifested but these features have had implications for establishing a teaching pedagogy that is effective for this group.. Effective programmes for individual children can be characterised by the following:

- Access to the academic curriculum in ways that do not depend on social or communicative skills, which take account of the particular difficulties children with ASD have in learning how to learn; these may emphasise structure, visual learning alongside modelling of activities and positive behaviours
- A programme to develop communication, regardless of the language ability of the child
- A programme to develop social interaction, play, leisure and life skills
- An approach to managing behaviour which involves assessing the function of a behaviour and teaching an acceptable alternative to achieve the same result

Total Communication and Social Development approaches at QEII School

Being able to communicate is one of the most important skills we need in life. At QEII School we follow a total communication approach. Almost everything we do involves communication; everyday tasks such as learning at school, asking for food and drink, sorting out problems, making friends and having fun. These all rely on our ability to communicate with each other. All pupils at QEII School have difficulty communicating and interacting with others. Thus teaching pupils to communicate underpins all teaching and learning in QE II School.

There is a range of communication methods used in QEII School to support teaching and learning. These include:

- ***Intensive Interaction-*** Intensive interaction is an approach to teaching the pre-speech fundamentals of communication to pupils who have complex learning difficulties and/or autism and who are still at an early stage of communication development.
- ***TaSSeLs: Tactile Signing for Sensory Learners*** is a system of touch-speech cues to promote effective communication with people with profound and complex learning disabilities, some of whom may have visual impairment.
- ***The Picture Exchange Communication System (PECS)*** allows pupils who have little or no communication abilities, a means of communicating non-verbally. Pupils using PECS are taught to approach another person and give them a picture of a desired item in exchange for that item. By doing so, the pupil is able to initiate communication. The young person with autism and/or other

communication difficulties can use PECS to communicate a request, a thought, or anything that can reasonably be displayed or symbolized on a picture card.

- **MAKATON-** MAKATON uses signs, symbols and speech to help pupils communicate. Signs are used, with speech, in spoken word order. This helps provide extra clues about what someone is saying. Using signs can help pupils who have no speech or whose speech is unclear.
- **Augmentative and Alternative Communication (AAC) Low tech** is the term used to describe various methods of communication that can 'add-on' to speech and are used to get around problems with ordinary speech. AAC includes simple systems such as pictures, chat boards, gestures and pointing.
- **Augmentative and Alternative Communication (AAC) High tech** is the term used to describe various methods of communications that allow pupils to communicate. AAC High tech is best described as using computer technology and voice out but devices that can be operated touching symbols on an Ipad or eye gaze technology.

The communication methods mentioned above are used as an integral part of teaching and learning that focuses on the social development of our pupils. Social development is fostered and supported in all lessons through teaching and learning of conversational skills; play skills; dealing with conflict; understanding emotions and friendship skills.

Planning

At QEII School we recognise the vital nature of effective team work in ensuring progress, and to this end all of the staff meet regularly with a wide range of professionals and families, to plan effectively for each young person in their class. QEII School has a rolling programme of topics which guide the delivery of the curriculum each term. Every teacher has a professional responsibility to plan effectively. They are responsible for planning the content and delivery of the terms work for their own class producing a medium term plan outlining the key aspects to be taught using and referencing the national curriculum programmes of study. Medium term plans are developed to evidence the cross curricular nature of the delivery.

Regardless of the developmental level, or abilities of our pupils, the staff at QEII School believe that progress and achievement can be best achieved through a true knowledge and understanding of each pupil as an individual, enabling staff to develop relevant and meaningful personal targets to maximise each pupils progress.

Assessment

Annual assessment cycle

The school has an annual assessment schedule which maps out clearly when elements of the assessment procedure are to be completed or updated.

Annual Assessment Cycle		
Autumn Term (December)	Spring Term (March)	Summer Term (June/July)
Foundation Stage Profile	Foundation Stage Profile	Finalise Foundation Stage Profile
Teacher Baseline	Interim assessments	Final assessments

September P levels		
PIVATS – English, Maths, PSHE	PIVATS – English, Maths, PSHE	PIVATS – English, Maths, PSHE,
Pupil Progress & Achievement Meetings	Pupil Progress & Achievement Meetings	Pupil Progress & Achievement Meetings
Teacher Assessments (IEP): <ul style="list-style-type: none"> • Academic targets • Communication & Social skills • Health & Well Being • Independent living skills/ Reducing Dependence 	Teacher Assessments (IEP): <ul style="list-style-type: none"> • Academic targets, • Communication & Social skills; • Health & Well Being; • Independent living skills/ Reducing Dependence. 	Teacher Assessments (IEP) for <ul style="list-style-type: none"> • Academic targets, • Communication & Social skills; • Health & Well Being; • Independent living skills/ Reducing Dependence
On-going Assessment for Learning	On-going Assessment for Learning	On-going Assessment for Learning
Therapists' Assessments	Therapists' Assessments	Therapists' Assessments
Generic assessment of Physical, Intellectual, Emotional Social (PIES)	Generic assessment of Physical, Intellectual, Emotional Social (PIES)	Generic assessment of Physical, Intellectual, Emotional Social (PIES)
		ASDAN
		Caspa

On Entry

All pupils are assessed during their first term of entry to the school to determine their current levels of attainment. This forms the basis for all future planning related to their teaching and learning. It also sets the benchmark against which future progress is measured. Where available, information from pupils' previous schools is used to inform assessment on admission to school. The PIVATS tracking system is used to support initial assessment of P levels.

Key Stage 1

All pupils in Key Stage 1 are assessed termly using PIVATS.

All pupils in their final year of Key Stage 1 must be assessed.

Assessment and reporting arrangements are published annually as required by DFE. Information obtained from these tasks/tests are reported to parents/carers. Data on pupil achievement is submitted to the local authority annually; this is then submitted to the DFE.

Key Stage 2

All pupils in Key Stage 2 are assessed termly using PIVATS. Pupils at QEII School are unable to access the Key Stage 2. Applications are made by QEII School for pupils to be dis-applied. Assessment and reporting arrangements are published annually as required by DFE. Information obtained is reported to parents/carers. Data on pupil achievement is submitted to the local authority annually; this is then submitted to the DFE.

Key Stage 3

All pupils in Key Stage 3 are assessed termly using PIVATS. Data on pupil achievement is submitted to the local authority annually; this is then submitted to the DFE.

Key Stages 4 & 5

All pupils in Key Stage 4 and Key Stage 5 are assessed termly using PIVATS. They are also assessed via ASDAN where appropriate.

Monitoring and Evaluation

Monitoring and Evaluation at QEII School is part of a planned process and involves a range of different people and professionals over the course of the school year. It involves discussions with staff, pupils and parents; lesson observations, work scrutiny, learning walks, and the analysis of pupil progress data.

Through regular monitoring and evaluation of this policy, we ensure the delivery of a rich and relevant curriculum that has a positive impact, moving all pupils on in their learning. Reference the Federation Monitoring and Evaluation Policy