TEACHING, LEARNING, ASSESSMENT AND MONITORING POLICY

Introduction:
This policy outlines the way in which teaching and learning supports the vision of The Westminster Federation of Schools, where we believe in lifelong learning for the whole school community. We believe that learning should be enjoyable, enabling learners to thrive and develop and to lead happy, rewarding and as far as possible, independent lives. This is our aim for all of our students regardless of ability, gender, ethnicity, religion or culture.

Everyone in our schools has the right to learn and work in a safe, calm, purposeful, stimulating and supportive learning environment. We aim to develop a challenging, creative and diverse learning ethos where all members of the community are encouraged and supported to achieve their best.

Aims and Objectives:
This policy is intended to promote consistency and high standards and the achievement of the Federation aims.
Across the Federation we aim to provide a caring, supportive and stimulating environment for pupils and staff. Through our drive for outstanding teaching and learning, we aim to foster
- enquiring minds
- effective communication and social skills
- confidence and high self esteem
- imagination and creative expression
- conscientious young people who play a part in society, tolerant and respectful of others
- lifelong learners
- pride in achievement and a desire to learn and succeed
- aspiration and high expectations on behalf of pupils and staff

Across the Federation we believe that effective teaching and learning requires:

Positive Learning Ethos
- High expectations clearly communicated to all young people
- A supportive and positive ethos that promotes and celebrates achievement
- The encouragement of active and cooperative learning
- The use of positive images that reinforce our equal opportunities policy and reflect the values of the whole school community
- The use of stimulating displays that celebrate achievement, value pupils' work and act as a resource for learning
- A commitment to enabling every pupil to achieve the very best they can
- High expectations for behaviour that supports learning

Pupil Involvement and Participation in the Learning Process, where possible
- Pupils are partners in their own learning; staff share learning intentions
- Pupils set personal learning challenges and are involved at a level appropriate to their needs in their assessment of progress towards their achievement
- Pupils are encouraged, at the appropriate level, to take increasing responsibility as independent learners
- The Student Council is a vehicle for student voice which influences decisions taken by staff, e.g. planning the playground or curriculum requests
- Student's individualised and adapted communication systems ensure they are able to express their views

The Use of a Variety of Learning Approaches and Strategies
- Teachers employ a range of strategies, approaches and activities to meet the needs of all of our learners. Professional development opportunities are used to give staff the skills to do so effectively
- Lessons are well paced and challenging with the understanding that this will look different depending on the needs of the students
- There are opportunities for individual, small group and whole class activities
- Learning extends beyond the classroom and school environment, with a range of high quality enrichment and extra-curricular provision
- Activities aim also to develop social and emotional development

Assessment:
- is part of the learning process and is ipsative
- promotes self-esteem and pupil motivation
- focuses on how pupils learn as individuals
- promotes commitment to learning intentions and assessment criteria
- recognises progress from a pupil's previous best and enables next steps to be planned
- is supported by a range of evidence to ensure next steps are carefully planned on sound foundations
- includes pupils in a way appropriate to their levels of understanding
- informs summative assessment

(Please refer also refer to our curriculum rationale, which demonstrates how assessment looks across the different phases and curriculum models within school – Appendix 1.)

Curriculum:
Please see Appendix 1 – Curriculum rationale to give context to our curriculum model
- The Federation curriculum model is comprised of three broad strands; formal, semi-formal and informal. Students will be identified as to which curriculum pathway is better suited to meet their needs, however students may access a 'fluid' curriculum which means that they may benefit from aspects of two from the three possible models, all based on individual need and which may vary over time.
- has a number of different curriculum models for different phases and cohorts of pupils. These aim to ensure broad and balanced provision which staff then modify to meet specific needs.
- We make reference to the National Curriculum within the formal curriculum and adapt as appropriate to meet the needs of some of our pupils. We pay heed to changes at a national level.
- Although we refer to the National Curriculum should it meet the needs of any of our students, we recognise that it is designed for neurologically typical children and has therefore limited relevance for the majority of our very un-neurologically typical learners.
- This policy provides the overarching guidance for all curriculum areas and as such, no other individual subject policies are required. Instead, we have curriculum statements and rationale for the curriculum and areas of learning.
- Curriculum development feeds into the SDP and as such middle leaders have curriculum areas which they plan, audit and monitor throughout the academic year

A Whole School Approach
- a shared approach to curriculum planning and delivery
- consistency in planning and assessment with a view to ongoing evaluation and development to ensure we continue to meet the needs of all learners
- all staff are regarded as partners in pupil learning

- a collaborative approach to whole school development strategies for teaching and learning
- CPD and Professional Development days are dedicated to upskilling, sharing and developing staff's understanding and giving a platform for innovative practise

Learning Resources
- all pupils have access to a range of appropriate and relevant learning resources which support learning
- ICT supports pupil learning across the curriculum through the use of the IWB, ACC devices
- other resources include the hydrotherapy pool at QE2, sensory room, physio and occupational therapy rooms, soft play, dance and drama sessions, Art room, Outdoor play areas and sensory library
- High priority is given to the learning environment to ensure that it reflects the needs of the pupils i.e. dedicated classrooms for pupils with complex needs and how these may look different to a classroom where subject specific lessons are taught;, senior and middle leaders and teaching staff are instrumental in developing these areas.
- The environmental checklist and regular audit focus the importance of maintaining the whole school resource of the learning environment

Implementation and Monitoring of the Teaching and Learning Policy
- This policy is shared with staff and is available in a shared area of the school system
- Observations of Learning, Pupil Progress meetings and learning walks by SLT ensure the requirements of this policy are met.
- SLT review planning, and with staff, alter and develop as necessary

Role of Teachers and Teaching Assistants.
To ensure consistency and high standards of teaching and learning, all staff are expected to:
- Provide opportunities for students to learn through practical, first-hand experience, modelling and scaffolding learning
- promote self-help and independence skills at all times
- challenge and enthuse students
- plan and organise lessons before the start of the day, ensuring resources are ready to use
- greet all pupils in a positive and welcoming manner
- ensure that classroom organisation and the whole school learning environment supports learning
- start and finish the lesson on time
- Teachers communicate lesson objectives and learning intentions to support staff, detailing how they will support learning
- ensure that classrooms are left tidy and organised in line with the environmental checklist
- display pupils' work in a way to promote, support and record learning
- Play a key role in the accurate assessment of students
- Teachers, using professional judgement, feedback as appropriate for their children or young people.

Role of School Leaders:
All school staff with leadership responsibilities monitor and evaluate the quality of teaching, learning and assessment in line with school development priorities. They
- Provide clarity in their expectations that all teachers will meet the Teacher's standards through implementation of all school policies

- Support teachers to improve practice through a structured system of monitoring and evaluation (see table below)
- Monitor the progress pupils make and provide support and challenge to staff
- Implement and review progress towards all elements of the school development plan
- Contribute to whole school self evaluation

Role of Governors:
Governors support, monitor and review this and other school policies. They
- support the use of appropriate teaching strategies by allocating resources effectively.
- They monitor the effectiveness of this by scrutinising pupil attainment data
- ensure that the school buildings and premises are effective in supporting successful teaching and learning
- ensure that staff appraisal procedures and CPD promote high quality teaching and learning
- monitor the effectiveness of the teaching and learning policy through the school Self-evaluation process, including the termly EHT and Headteacher reports

Monitoring Schedule

The EHT will discuss and agree with Headteachers and Head of BIS how and when they will monitor the aspects identified within the grid below

Aspect Monitored	Staff Involved	Frequency
School Self-Evaluation	SLT / FLT / Governors	Termly
Progress towards Federation development priorities	FLT / SLT / Governors	Termly
Progress towards school development priorities	SLT / FLT / all staff	Termly
Progress towards Training & Outreach development priorities	T&O Manager / EHT / FLT / Governors	Termly
Curriculum	FLT / SLT / Governors	Termly by SLT Annually by Governors
Progress and achievement data	AHT (Primary & Secondary) / Headteachers / EHT Governors as observers	Termly and annually
Accreditation	AHT (Secondary) / SLT	Annually
Quality of teaching, learning and assessment	AHT (Primary & Secondary) / Headteachers / EHT	Termly and annually
CPD priorities and implementation plan	AHT (Primary and Secondary) Headteachers / EHT / Governors	Termly Annually - Governors
Learning walks	SLT / all staff / Governors	Half termly – staff Termly - Governors
Monitoring of behaviour programmes	AHT (Pastoral) / SLT / FLT	Half termly
Attendance	AHT (Pastoral) / SLT / FLT	Monthly by SLT / FLT Termly by Governors
Behaviour	AHT (Pastoral) / SLT / FLT	Weekly by SLT Termly by Governors
Staff views	All staff / SLT / Governors	Bi-annually

Parents views	All parents / Family Liaison staff / SLT	Formal process annually Forum bi-annually
Pupil views	Pupils / staff / school council / SLT	Half termly/ annually by Governors
Health and Safety checks	Headteacher / SLT / FLT / Responsible Governor	Weekly in school Termly with Governor

Aspect Monitored and Evaluated	Full Governing Body and/or Committee responsible	Frequency
Autumn Term		
Pupil progress data including differences between groups	Standards & Achievement (S&A) committee Report to Full Governing Board (FGB)	Annually
Progress made in class group over past year	S&A committee	Termly
Provision of SMSC/Collective Worship/British values	S&A committee	At least annually
Attendance/exclusions	Pupil, Parents & Partnerships (PPP) committee / FGB	Annually
SEF	Leadership Group / FGB	Termly
Federation Development Plan (FDP) priorities	Leadership Group / FGB	Annually
School Development Plan (SDP) priorities	Leadership Group / FGB	Annually
Staff performance and pay awards	Pay committee	Annually
Staff CPD Plan and priorities	Leadership Group	Termly
Spring Term		
Pupil Voice	PPP Committee	Annually
Parents and Family engagement	PPP committee	Annually
Bi Borough Inclusion Service	PPP Committee	Termly
SEF	S&A committee / FGB	Termly
Progress towards FDP & SDP priorities	Leadership Group & FGB	Termly
Pupil progress data	S&A committee	Termly
Attendance/exclusions	PPP committee	Termly

Staff CPD Plan and priorities	S &A committee	Termly
Summer Term		
Behaviour management	S & A Committee	Termly
Staff well-being and School Council reports	PPP committee	Annually
SEF	S&A committee / FGB	Termly
Progress towards FDP and SDP targets	Leadership Group & FGB	Termly
Pupil progress data	S&A Committee	Termly
Health and Safety	Resources Committee	Termly
Staff CPD plan and priorities	S &A Committee	Termly

Role of Parents

We believe that parents have a fundamental role to play in the education of their children and we strive to work in partnership with families by:

- informing and supporting through partnership sessions such as curriculum based information workshops
- holding regular class group coffee mornings with teachers, speech and language therapy and parents focusing on communication strategies
- more formal annual reviews and parents' meetings
- the use of the home school diary
- sending home relevant information on timetables and events, themes and details of teaching and learning on a termly basis
- regular information and newsletters
- using the school website to give parents a window into what is happening in school – we need to have a look at what this looks like
- using the text message service to help keep parents abreast of important information
- sharing of a detailed termly newsletter
- sharing and agreeing any behaviour support or intervention strategies.
- Sharing their child's assessment information live via Evisense
- Parents are encouraged to contact staff if they have any concerns and staff will arrange meetings or discuss matters over the phone as appropriate.
- Staff recognise the importance of keeping parents informed of anything out of the ordinary and will contact them should the need arise.

Assessment

The Federation uses a variety of assessment tools to ensure that progress is evidenced in a way most appropriate to the individual student. The focus is on ipsative assessment which is an assessment based on a student's previous learning rather than based on performance against external criteria and standards. Learners work towards an individual personal best rather than always being compared against other students.

The following range of assessment tools currently form our "**Basket of Indicators"**

B Squared Engagement Steps at QE2
Engagement Profile
MAPP
B Squared Progression Steps at College Park
ASDAN
Case Studies
Entry Level Functional skills
Entry Level English, Maths and ICT
SCERTS
OCR Lifeskills
EHCP outcomes tracker

Evisense is used as a way to gather evidence to support the accurate assessment of what students have achieved, using photographs and film and linked closely to individual learning intentions.
Students are informally assessed throughout their teaching to ensure that they are making progress.
Teachers are reflective practitioners and assess how students are responding to their teaching and curriculum diet. Teachers formally assess the students termly using Engagement and Progression steps and other assessments in the school toolkit to ensure that progress can be seen and evidenced. Learning intentions are agreed upon, worked towards and achieved in varying degrees of success.

Pupil Progress meetings
Meetings between senior staff and individual teachers are held to review the progress of each child in the class.
Teachers present their analysis of the progress made by each pupil using a wide range of assessment tools and other indicators as described in the curriculum overview grid.
Senior staff ensure there is rigour and challenge in these meetings and also take into account a variety of other factors in relation to quality of teaching that will impact on pupil progress before agreeing a progress grade for each pupil.
Those that are not making progress are investigated to establish what the reason may be. It may be attendance issues, illness or that the learning intention is providing too much challenge for the child.
Equally so those children that are fulfilling learning intentions constantly may not be offered sufficient challenge and this will then be addressed to ensure that they are.
Any quality of teaching issues will be addressed through a program of support to develop the skills required to improve teaching.

Moderation
Moderation takes place internally within Department teams, in addition where possible with external fellow professionals using similar assessment tools.

Analysis of all assessment outcomes takes place termly in pupil progress meetings and discussion and consideration ensures that students are given challenging learning intentions and are given the opportunity to make progress.
Senior staff moderate judgements across the federation by co-chairing a sample of pupil progress meetings from each other's schools(Via Teams meetings)
Governors are also invited to observe a sample of pupil progress meetings, enabling them to be assured that robust systems for monitoring pupil progress are in place and ensuring the triangulation of progress data provided.

Appendix 1
Westminster Federation of schools curriculum rationale

The Federation's curriculum and assessment system is undergoing review and development. The reasoning behind this is in response to the Rochford Review and in consideration of the wealth of research underpinning effective pedagogy for pupils with SEND. As a Federation we have worked with Peter Imray to consider our curriculum intention and we summarise our approach and the rationale within this document.

There is an acknowledgement that if pupils start and finish their academic careers at levels below or [at best] very near to the beginning points of the National Curriculum then subject specific learning is not effective for pupils who are on the SLD spectrum {Ndaju and Tymms 2009; Imray 2013]

This has prompted us to consider three questions
1. Do we continue to pursue an academic [NC] model in the hope that some pupils might [some day] succeed?
2. Do we continue to pursue an academic [NC] model accepting any limited progress as 'success'?
3. Do we pursue a curriculum relevant to the individual learners' needs and at which he/she can succeed?

We have taken our stance from question 3 in that we believe we need to align our curriculum with a model that takes into account individual learners' needs and match these to exceptional learning.

At QE2 and College Park we feel our students are exceptional in their learning and are within the extremes of performance in term of academic progress. By definition our learners experience:
SLD learners experience:
- Difficulties with communication
- Difficulties with concentration and attention
- Difficulties with abstract concepts
- Difficulties with short and long term memory
- Difficulties with sequential memory
- Limited working memory
- Poor general knowledge
- Difficulties with problem solving
- Difficulties with generalising and understanding [Imray and Colley 2017]

PMLD learners experience:
Pupils with PMLD will experience all the difficulties with learning that affect pupils with SLD to a more significant degree. They will also experience some or all of the following:
- Significant mobility issues
- Difficulties with vision
- Difficulties with hearing

- A severe medical condition affecting every aspect of daily life and requiring support for all care needs
- A degenerative / life limiting medical condition

ASD learners experience:

- Difficulty in understanding the communication and language of others
- Difficulties communicating themselves,
- Difficulties understanding the social behaviour of others
- Can behave in socially inappropriate ways.
- Difficulty empathising with others, and as a result are unable to read social contexts.
- Find it hard to play and communicate with other children, because of their difficulties with empathy.
- Difficulty engaging in imaginative play, so they tend to spend more time in solitary play.
- Tend to have particular interests in specific topics or activities, which they may pursue obsessively
- Find change difficult to cope with, and have a preference for routine.
- Struggle to transfer skills to other activities.
- Difficulty with sensory processing being over or under sensitive to all senses
- Difficulties in managing and recognising their emotional responses leading to high levels of anxiety

Not only do we know from our experience of these pupils but also through increasing amounts of research in this field which makes it very clear that children and young people with severe and profound learning difficulties learn very differently from neuro-typical conventionally developing learners.
 If they learn differently we ought to be teaching them very differently and teaching them very different things – this is not differentiation – this is different! [Imray and Hinchcliffe, 2014]

'By definition, exceptional students require an extraordinary response from educators – something different from the ordinary, even if the ordinary is good…. Failure to create these explicit structures to accommodate students at the extremes of performance distribution inevitably results in their neglect. They don't just fail a little. They fail a lot, and their noses are rubbed in their failures' [Kauffmand, 2012 Pg 259]

We want to strive for high aspirations for our students, we need to be considering the needs of pupils on entry to school in relation to preparing them for adulthood and equipping them with the skills and attributes necessary for them to fulfil their potential.
This is the academic pedagogy on which we are transforming our curriculum and the Rochford Review has provided us with the exciting opportunity to undertake this transition.

'Schools already have the freedom to use any curriculum they feel is appropriate for the needs and requirements of these pupils [who are not engaged in subject specific learning]'. Rochford Review [p20].
As a result of our research we feel the need to challenge the idea that one curriculum will meet the needs of every child. As a school we are developing curriculum pathways to enable pupils to access the route which most fits their individual learning needs. There will be three curriculum pathways across the Federation:

Pre-formal (Informal and PMLD learners)
Semi-formal
Formal

The decision on the curriculum pathway taken by the individual child will be made based on knowledge of pupil's needs, and previous and current ipsative assessment material.
We retain the flexibility to move from one strand of the curriculum to another or in some occasions work within aspects of two

This model provides an overview of the three strand model of the curriculum

Pre-formal Curriculum Pathway (PMLD/ Informal learners)	Semi – formal Curriculum Pathway SLD, SLD/ASD	Formal Curriculum Pathway ASD/MLD
What will we use to inform our learning intentions?		
Northern Ireland Curriculum document Routes for Learning Physiotherapy assessments Speech and Language assessments B Squared Engagement Steps Assessment Tool, EHCP outcomes, sensory diet plans	Equals semi-formal curriculum document, Speech & Language assessments Physiotherapy assessments Occupational Therapy assessments Arts Award assessments EHCP Outcomes, SCERTS assessments Sensory diet, B-Squared Engagement Steps or Progression Steps Assessment Tool	National Curriculum, Entry Level schemes, Arts Award assessments Sensory diet plans EHCP Outcomes, B-Squared -Progression Steps Assessment Tool
How will this look in a teaching group?		
Person Centred Learning Individualised learning Programs Flexible provision, adjustments and personalisation Distinct group/ individual teaching with core group of staff Access to Physiotherapy, Occupational Therapy and Speech &	Person Centred Learning Individualised learning Programs Flexible provision, adjustments and personalisation Group / individual teaching with core group of staff for the majority of sessions Creative Arts specialist teaching	Person Centred Learning Individualised learning programs Flexible provision, adjustments and personalisation Distinct teaching group with individual and small groups teaching Subject specific teaching where appropriate

Language Therapy where appropriate Creative Arts specialist teaching Specialist provision for intensive sensory integration and sensory diet work Identified rooms/environments in school [sensory room, hydro etc] Low arousal approaches in learning environments Active Engagement Strategies Access to specialised sensory events mixed ability special events and celebrations Promoting Quality of Life	Access to Physiotherapy Occupational Therapy and Speech & Language Therapy where appropriate Active Engagement Strategies Low arousal approaches in learning environments	Creative Arts Specialist Teaching Subject specific area schemes eg. Entry level work in Maths, English, Science and ICT Access to Physiotherapy, Occupational Therapy and Speech & Language Therapy where appropriate Active Engagement Strategies
How will evidence of progress be gathered?		
Range of Evidence: Termly pupil progress meetings Engagement Profile Engagement steps data EHCP outcomes and tracker Evisense – evidence sharing platform	**Range of Evidence** Termly pupil Progress meetings Engagement steps data / Progression steps data EHCP outcomes and tracker SCERTS outcomes Evisense – evidence sharing platform Workbooks	**Range of evidence:** Termly pupil Progress meetings Progression steps data EHCP outcomes and tracker SCERTS outcomes Evisense – evidence sharing platform Workbooks

This model provides an overview of assessment systems and accreditation routes across the Federation

Pre-formal Curriculum Pathway (PMLD/ Informal learners)	**Semi – formal Curriculum Pathway SLD, SLD/ASD**	**Formal Curriculum Pathway ASD/MLD**
B squared Engagement steps and Progression steps assessment tool (The relevance of these as tools to assess progress against the new curriculum model with be reviewed over the course of 2020-21)		
EHCP Outcomes tracker		
Evisense – Evidence sharing platform		

Engagement Steps / Progression steps		
5 areas of engagement via Engagement Profile	SCERTS outcomes (CP) 5 areas of engagement via Engagement Profile	SCERTS outcomes (CP)
Routes for Learning		
Intensive Interaction		
MAPP		
Case Studies	Case Studies	Case Studies
Accreditation Arts Award	**Accreditation** Arts award D of E Bronze ASDAN OCR Lifeskills	**Accreditation** Arts Award Entry Level Functional skills Entry Level English, Maths, ICT ASDAN OCR Lifeskills