

*To provide all our pupils with the knowledge and skills they need
for life after Coppice.*



Curriculum & Assessment Policy



Coppice School

Coppice School

Updated March 2023

Our Vision

'No Limits' - An ambitious offer to all pupils which develops and nurtures...

Life-Long Learning & Knowledge
Interests & Opportunities
Mental health and positive wellbeing
Imaginative and Meaningful experiences
Togetherness & Inclusivity

Our Values

We are kind, We try our best, We prepare for the future

To provide all our pupils with the knowledge and skills they need for life after Coppice.

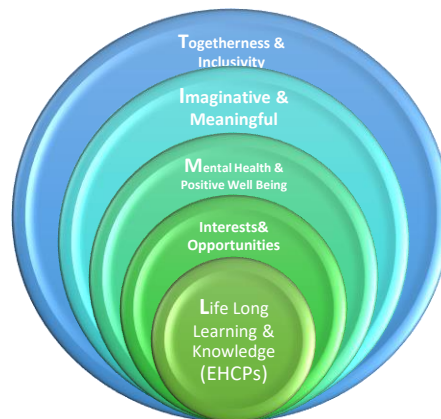


Curriculum Intent Headline

To provide all our pupils with the knowledge and skills they need for life after Coppice.

Curriculum Intent Statement

We believe in a broad and balanced **'No Limits'** curriculum that develops and nurtures **Life-long learning**, builds **Interests**, supports **Mental health & wellbeing**, is **Imaginative** and provides meaningful opportunities and promotes **Togetherness** in the school and wider community. It is **Happy Centred**, driven by **Confidence**, **Positive Relationships**, **Support**, **Coping Skills** and **Achievement and Success**.





Curriculum Aims

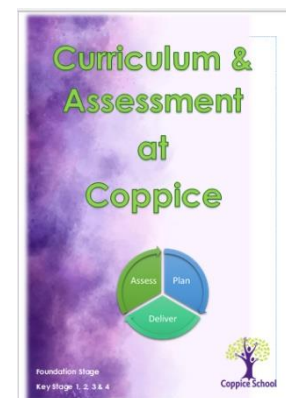
- To recognise that every child is an individual with individual needs and abilities.
- To ensure that every pupil has access to a curriculum that embraces the development of cognitive, social, moral, spiritual and cultural learning.
- To ensure that pedagogy and assessment enable and reflect the progress made by all individuals.
- To provide an enabling environment in which each individual can develop and make progress.
- To ensure the environment meets sensory and physical needs of the pupils.
- To provide a curriculum which meets the needs of all of our pupils through our No LIMITS ethos.
- To provide a knowledge rich curriculum, building on the development of knowledge and skills for life for all learners.
- To reflect the importance of all 4 areas of need in the SEND code of practice, through our EHCP's, which underpins our curriculum.
- Ensuring opportunities for progression run throughout the curriculum through the use of our bespoke progression maps.
- Develop pupils' independent learning skills and resilience in order to best equip them for their life after school.
- To ensure that each pupil is able to achieve their fullest potential through planning, recording, assessing and monitoring in a systematic way.

Legislation & Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academy Act 2010. It also reflects the recommendations for learners working below the standard of the national curriculum tests in the Rochford Review.

Our bespoke curriculum takes key and cross-linking knowledge and skills from the following documentation: National Curriculum Programs of Study, End of Key stage Expectations, Early Years Foundation Stage (EYFS) Statutory Framework 2021, AQA Unit Awards, Development Matter – Tapestry SEND 2012, P Levels.

This policy is also in a handbook guide to support staff to ensure all staff understand the expectations for planning and assessment.





Expectations

Teacher Standards 2. Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes.
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

Teacher Standards 3 Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Teacher Standards 4 Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and pupil's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Teacher Standard 6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.



1. Assessment

1.1 Assessment Baseline

Baseline assessments take place during transition meetings with the previous and new class teacher and team. During transition meetings previous class teachers and teams meet together with the new class teams to share information around each pupil in the class, key points for discussion should include;

- EHCP Targets , progress towards them and next steps.
- Communication style, PECS phase, Symbol stage and next steps.
- Provision band, Pathway and next steps.
- Level of independence and personal care requirements.
- Sensory and behavioural needs and strategies.
- Health needs.
- Likes & Dislikes

A regular cycle of Assess, Plan and Deliver should take place daily to ensure the best progress for the pupils at Coppice.

1.2 Daily Formative Assessments

Annotations—There is an expectation that class teams including the class lead will annotate planning and provide feedback for every session to the class teacher. This feedback should be specific and linked to the objective with information regarding next steps. These annotations can take place directly onto planning or on separate sheets, what these annotations look like will be dependent upon the pathway. Pre-formal/informal will be observational assessments looking at engagement in an activity, moving through to more specific assessments against the learning objective/lesson outcome.

Reading—1:1 reading should take place every day and staff should record this in reading records. Pupils accessing Phase 2-6 and beyond should have a phonics linked reading book, logged in and out of the library which is then held on the Library system.



Communication— Through daily use of PECS and staff being aware of the Phases within PECS pupils should be appropriately challenged multiple times on a daily basis, staff should know the next steps for the pupil in their class and discussed as a class team. Communicative levels are recorded on each pupils' universal passport and information passed on through transition meetings for the following year.

1.3 Weekly Formative Assessments (Assessment for Learning AfL)

SMART Rubric (Heat Map) – It is expected that staff contribute to the recording of the progress towards their EHCP medium Term targets. These medium-term targets are broken down into steps on Smart Rubrics and should be assessed weekly by clicking on the step within the target that the pupil is currently secure within.

To take part in adult directed activities Report ↗

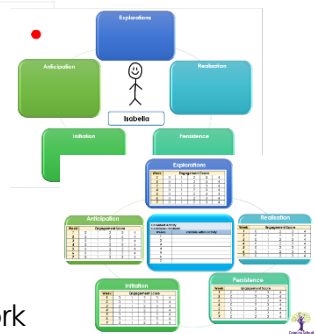
2/9/2023

1. Positive Relationships
Teddie can Watch an adult interact with the resources to understand what to do with them.

Teddie will allow familiar members of staff to go to him and stay in the area he is playing in and will occasionally sit with an adult after they have directed him to a work area.	...look at and interact with resources either at the work area or brought to him consistently.	Watch an adult interact with the resources to understand what to do with them.	...Copy the actions of an adult to complete a work activity.	...consistently copy and take part in adult directed tasks.
---	--	--	--	---

Comment:

Engagement Profiles – For all pupils who are working in the Pink and Red provision and for those in Yellow who it is relevant should have an Engagement Profile, used as a working document and planned for opportunities to support engagement on a weekly basis.



Evidence in Books – It is expected that class teams place work related evidence in work books, one piece for each book; English, Maths and Theme. This should have the objective clear at the top as per the marking policy linked to the provision band the pupil is working within.

1.4 Half Termly Summative Assessments

Phonics Assessments – For pupils who are being taught ELS adapted Phonics phases 2,3,4 and 5, phonics assessments should take place at the beginning of the 5th week of every half term. Gaps in knowledge are identified and the remainder of the week should be used to address the gaps in knowledge.

s	m	p
d	a	n
l	g	i
c	e	r
l	ck	o
h	f	ll
ff	u	b

To provide all our pupils with the knowledge and skills they need for life after Coppice.



English & Maths – Using the English and Maths (provision band linked) tracking sheets, stored in the red reading files, staff are expected to highlight the steps in development where a pupil is secure.

Class Team Reflection – Prior to the next term commencing, meet together as a team to discuss each pupil, their progress towards their EHCP Targets and where they currently are on the progression maps (what colour band) are they secure? Possible next steps. Plan for the next term, linking in;

1.5 Termly Summative Assessments

Update Subject Trackers – At the end of every term it is expected that the Excel Trackers for every pupil in the class is updated for English (all aspects), Maths (all aspects) and fill in for the subjects which have driven the curriculum theme for the term. Update these in front of the English and Maths books.

Pupil Progress – At the end of every half term each class teacher is to meet with a member of SLT to discuss and share class planning, book evidence, Smart Rubric (EHCP) data, pupil progress and assessment data. Staff should ensure that they have a good understanding of all the evidence and data which contributes to their class planning and be prepared prior to the meeting.

Nexus Pupil Progress Data Sheet - Fill in Nexus Data sheets to show level of expected progress towards EHCP targets, Maths, English, Well Being (Leuven).

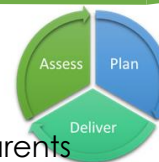
Class Team Reflection – In Preparation for the next term using the Theme Curriculum Document - Discuss and plan as a class team how that will be personalised to your class. -See *Planning*. Ensure Universal Passports and one-page profiles are up to date.

1.6 Yearly Summative Assessments

Annual Review and EHCP update – Annual Review documents and EHCP updated document should be fully completed 3 weeks prior to the Annual Review meeting with parents and other professionals. A phone call with parents or carers should take place as these documents are being prepared to ensure their views are heard.

- Annual Review reports progress against the Long Term & Medium-Term targets.
- EHCP document reflects up to date information regarding strengths and areas of support. New targets are also set for the coming year.

*To provide all our pupils with the knowledge and skills they need
for life after Coppice.*



- Ensure Parent/Carer views are incorporated—forms sent out to parents to complete (see policy)

Reports to Parents – Parents are entitled to an end of year report to share the progress and achievements their pupil has made during the year along with next steps which align to their EHCP Targets. This is followed by a discussion through a parents' meeting if required.

Transition Meetings - During transition meetings previous class teachers and teams meet together with the new class teams to share information around each pupil in the class, key points for discussion should include;

- EHCP Targets, progress towards them and next steps.
- Communication style, PECS phase, Symbol stage and next steps.
- Provision band, Pathway and next steps.
- Level of independence and personal care requirements.
- Sensory and behavioural needs and strategies.
- Health needs.
- Likes & Dislikes

Transition forms to be completed.

1.7 Assessment Refinements

Specific to single statements in the Provision Bands

In order to mark a pupil against a specific singular statement within a colour provision band, pupils can be; Emerging, Developing or Secure on one particular statement. In order to be consistent when we mark these as achieved we need to apply the following before the statement is highlighted/marked as achieved.

- **Emerging** – the knowledge/skill is new and has only been seen once or twice, it may have been fleeting, accidental or supported by an adult.
- **Developing** – The knowledge/skill is becoming embedded and the pupil is showing more often that they are able to do/apply/understand the skill, but it is not consistent and adult support may still be needed.
- **Secure** – Pupils are confident in the knowledge/skill and show they can do/know this consistently.

Broader refinements to the colour band as a whole.

In order for us to show smaller steps in progress within our provision bands we need to be making more specific judgements within each colour band. This helps once statements have been highlighted.

Again, we would look to say whether a pupil is Emerging, Developing or Secure within a colour provision band.

- **Emerging** – Pupils have some statements highlighted, less than 1/3 of the overall amount, they are not secure in the band.



- **Developing**- Pupils have around half to 2/3 of the statements highlighted and becoming more stable in the band.
- **Secure** – Pupils have the majority of statements highlighted in in a band and may have statements in the next band highlighted.

Spikey Profiles.

Pupils can be secure in one band and emerging in another, in choosing one or another, think about the child holistically, their developmental stage, consistency and transferability of skills.

Equally pupils may be in a higher provision band in one subject area and lower in another.

Remember there is overlapping between the bands, particularly Pink to Green, based on the development matters statements used to create the curriculum.



2.Assessment Systems

2.1 SMART Rubric

Smart Rubric GOALS is a bespoke tool made just for teachers of students with SEN to comprehensively track and celebrate pupil progress against both curriculum targets and completely personalised, individual goals.

Teachers input all pupils' medium EHCP targets on to **Smart Rubric GOALS**, they are then broken down into five smaller targets. Teachers assess each target at the end of each half term, identifying which step the pupils can consistently achieve. Teachers attach evidence such as photos or a piece of work to support the assessment.

2.2 Subject Trackers

The Excel subject trackers are completed at the end of every term and highlight the colour provision band that a pupil is working within for each subject that has been taught during the previous term, this then informs the planning and pitch of delivery for the following term, ensuring lessons are accurately matched to the pupils and they are appropriately challenged to meet their needs.

2.3 Pupil Progress Review Meetings

During every term staff gather information, assessments and data for all the pupils in their class in preparation for a pupil progress meeting with a member of SLT. During this meeting staff will share planning examples, Book work evidence and data to help to build a holistic view of the day to day running, management and workings of a class.



Prior to the meeting it is expected that class teachers triangulate their class data from SMART Rubric, class observational assessments and colour provision band information along with their own knowledge of any supporting information to explain the progress expectations of each pupil within their class (expected, above or below) and have begun to complete the pupil progress Discussion section on the pupil progress review forms.

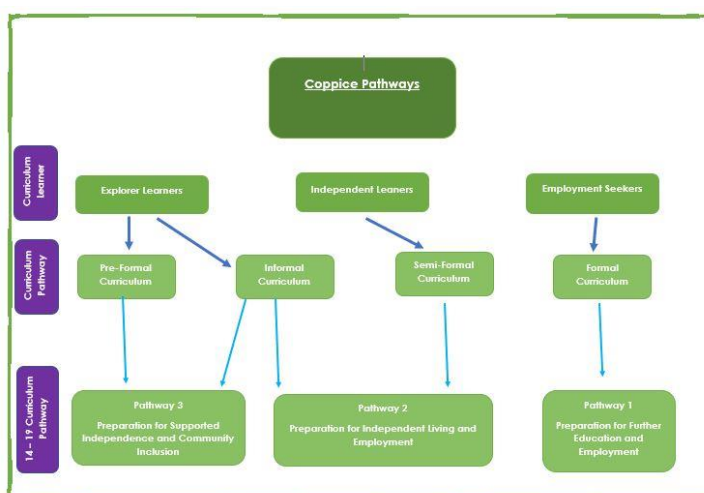
During the meeting class teachers will share, through professional discussions how they plan, assess and meet the needs of the pupils in their class. Staff are encouraged to share examples of good practise, achievements and areas they wish to receive further support with. SLT will offer professional challenge and support along three areas; Planning, Assessment & Evidence.

After the meeting a member of SLT will email the completed and agreed discussion form.

** Currently the Assessment & Curriculum Leads are researching a new assessment package – April 2023*

3. Curriculum Progression Maps & Colour Provision Bands

Coppice Curriculum Progression maps provide the knowledge and skills our pupils need across all subject areas in a developmental sequence. In order to accurately plan and pitch lessons staff need to be aware of the colour provision band each pupil is working within across all subject areas. These are also organised along specific pathways.



3.1 Pathways



Dependent upon the pathway and the colour provision band each pupil is working within planning, pedagogy and assessments will be reflective of their stage in development.

Curriculum Pathway	Learner Type	Curriculum Equivalence		
		EYFS Month / SEND Stage	P levels	Band Information Source
Pre – Formal Curriculum	Explorer	Stage 1 – 0-11 months	1-3	SEND Tapestry – Development matters P Level statements
		Stage 2 – 8-20 months	4-5	SEND Tapestry – Development matters P Level statements
Informal Curriculum	Explorer	Stage 3 – 16-26 months	5-6	SEND Tapestry – Development matters P Level statements
		Stage 4 – 22-36 months	6-8	SEND Tapestry – Development matters P Level statements
Semi-Formal Curriculum	Independent Learners	Stage 5 – 30-50 months	6-8	SEND Tapestry – Development matters P Level statements
Stage 6 – 40-60+ months		Pre-Entry Level AQA entry level specification.		
Formal Curriculum	Independent Learners	NC 1 – entry level 1		ELG End of KS1 national curriculum expectations Year 1 Entry Level 1 descriptors CCEA & AQA entry level specification Edexcel Functional Skills Entry 1
		NC 2 / Entry Level 2		End of KS1 national curriculum expectations Year 2 Entry 2 level descriptors - CCEA & AQA entry level specification Edexcel Functional Skills Entry 2
Formal Curriculum	Career Seekers	NC 3 / Entry Level 3		End of KS2 national curriculum expectations Year 3 / 4 Entry 3 level descriptors - CCEA & AQA entry level specification Edexcel Functional Skills Entry 3
		Beyond NC3 / Level 1 AQA		End of KS2 national curriculum expectations Year5/6 Level 1 AQA specification

These pathways support the knowledge and skills a pupil needs based on their own individual starting points for their further education beyond Coppice. The pathways are then broken down into more specific colour provision bands, which contain the developmental knowledge and skills within that band.

3.2 Pathway and Learner Type

- Explorer Learners (Pink, Red & Yellow Provision)**

Explorer Learners are working on a developmental stage of 0-11 months (taken from the SEND revised version of Development Matters 2012 from Tapestry), P levels 1-3. Pupils who are explorer learners will also have an Engagement Profile.

Pre-formal Curriculum Pathway

A Person Centred and Holistic curriculum is provided for our Explorer learners who are on the pre-formal pathway. Explorer learners on the pre-formal pathway are working consistently and over time within the early P levels and Development Matters Framework. EHCP targets are an integral part of the curriculum and Engagement scales will be utilised to support assessment.

The Pre-Formal team and curriculum lead are currently reviewing this pathway.

Informal Curriculum Pathway

A Person Centred and Holistic curriculum is provided for our Explorer learners who are on the Informal pathway. Explorer learners on the Informal pathway are working consistently and over time within the early reaches of the P levels and Development Matters from the Early Years Framework.



Curriculum teams and the curriculum lead are currently reviewing this pathway.

- **Independent Learners (Blue, Green & Orange Provision)**

Pupils who are on our Blue, Green and Orange provision band work at a developmental stage of 30-50 months/40-60+ months and the Early Learning Goals (ELGs) for our blue learners. Blue provision also correlates to P Levels 6-8 and the pre-entry Level specification for AQA unit awards.

While Green follows the developmental expectations for the End of Year 1 National Curriculum expectations and the AQA units for Entry Level 1 and Entry 1 Functional Skills requirements.

Orange provision follows the developmental expectations the end of Year 2 National Curriculum expectations and the AQA units for Entry Level 2 and Entry 2 Functional Skills requirements.

Semi-Formal Curriculum Pathway

Is a blended curriculum supporting pupils to transition from an Informal curriculum to a semi-formal Independent Learners are all working consistently and over time on the knowledge and skills to achieve the Early Learning Goals (ELG's)

Curriculum teams and the curriculum lead are currently reviewing this pathway.

- **Employment Seekers (Turquoise & Purple Provision)**

Pupils who are assessed at being our Employment seekers, on our Turquoise and Purple Provision colour bands are working at a developmental stage of the Key Stage 2 end of year expectations for National Curriculum.

Turquoise provision equates to the end of year expectations for Year 3 and 4 and the equivalent entry level 3 expectations for AQA unit awards and Functional Skills Entry Level 3.

Formal Curriculum Pathway

Employment seekers are working consistently and overtime within the National Curriculum.

3.3 Marking Policy in Practise

All work evidence placed in books should be marked for the pupil according to the learner pathway on which they are currently working. Based on the Marking policy the staff member completing the work with the pupil should indicate the type of support or prompting they have received.

Work should be marked against the objective or lesson outcome which should be evident on the page. The work may be photographic evidence of activities or written



work or observational information. Dependent on the pathway depends upon the type of feedback a pupil will receive and it may indicate next steps in learning.

Marking Policy in Practise.

Explorers	Independent Learners	Career Seekers
<p><i>Writing in red are the parts to be included in marking work.</i></p> <ul style="list-style-type: none"> Instant verbal or gestural praise e.g. thumbs up, good looking. Written... Progress towards the learning objective <p>LO: ★ Emerging or ★★ Developing or ★★★ Secure</p> <p>- Level of support given</p> <p>S: I Independent VP Verbal Prompts HUH Hand Under Hand M Modelled Example</p> <p>- Written verbal Feedback</p> <p>VF: e.g. 'Well done! Super looking!'</p>	<p><i>Writing in red are the parts to be included in marking work.</i></p> <ul style="list-style-type: none"> Instant verbal praise to pupils Written, 1 star and a wish against the learning objective. Add extra praise/marking personalised to the child e.g. sticker, smiley face. <p>★ praise/ positives towards the learning objective.</p> <p>Next steps towards the learning objective.</p> <p>- Level of support given</p> <p>S: I Independent VP Verbal Prompts HUH Hand Under Hand M Modelled Example</p>	<p><i>Writing in red are the parts to be included in marking work.</i></p> <ul style="list-style-type: none"> Two stars and a wish against the learning objective. Peer to peer marking if applicable. Peer marking in pink. Adult marking in green. <p>★ praise/ positives towards the learning objective.</p> <p>★ praise/ positives towards the learning objective.</p> <p>Next steps towards the learning objective.</p> <p>Post 16</p> <p>See individual external marking structures/policies for specific awarding bodies. E.g. AQA Princes' Trust.</p>

4. Progression Maps

Progression maps are our bespoke curriculum and have been created for all subject areas. They are based on developmental milestones, skills and knowledge which increase in complexity, moving from pink through to purple provision. The sources for the statements within each colour provision band have been taken from a variety of statutory sources such as Development Matters 2012 (SEND Tapestry adjustments) P levels, National Curriculum end of year expectations, AQA unit awards for Pre-entry, Entry 1, Entry 2, Entry 3 and Level 1 requirements. The Progression maps and provision bands ensure key skills are accounted for and built upon in the following bands.

Communication – Listening								
ADD PHONICS 1 con								
PINK and RED P level cross over								
WHY	Explorers: Experience and explore a wealth of different sounds, tuning in to the noises around them, realising and recognising that there are differences and remembering those of importance.		Independent Learners: Develop and distinguish between a wider range of sounds, phonemes and words. Building up their vocabulary and understanding. Recognising and remembering important information.		Career Seekers: Refine their listening skills so that they can actively take part in meaningful conversations with both peers and adults alike in a range of situations.			
PHONICS Linked phases								
Phase 1		Phase 2,3,4		Phase 4 & 5		Phase 5 & 6		
Aspects 1-6		Aspect 7		Phase 6		Phase 6		
I can...	Show a reflex response to a sudden sound.	Respond non-verbally in two way interaction.	Follow an instruction with 2 key words.	Follow an instruction with 3 key words.	Listen and begin to respond appropriately to adults and peers.	Use body language to show engagement.	Listen in a range of different contexts.	Listen carefully and make timely contributions.
	Listen to a familiar voice even if the speaker is out of sight.	Looks quickly towards the source of a familiar sound or voice.	Fill in the missing word in a rhyme.	Listen to and follow unfamiliar instructions.	Listen for information.	Recall some details from a story.	Usually respond appropriately to both adults and peers.	Ask questions that are responsive to other's ideas and views.
	Turn towards a familiar sound.	Actively listens to a sound when given a cue to listen e.g. 'Fire engine'	Attempt to copy new sounds or words.	Listen to and responds to more complex questions 'why are you going to the kitchen?'	Show awareness when the story telling changes or misses part of a familiar story.	Listen quietly to an unfamiliar story.	Follow complex directions / multi step instructions without the need for repetition.	Work on a collaborative project where listening to the ideas of others is crucial.
	Locate a range of sounds with accuracy.	Moves whole body to sounds they enjoy such as music, or a regular beat.	Listen to music and respond when it is turned off.	Listen to others in one to one or small groups.	Express preference in what music to listen to.	Pay attention to the speaker.		Adapt listening and responding to meet the needs of others in the group.
	Quieters or alerts to the sound of a familiar voice.	Understand and respond to a simple request with gesture.	Join in with a sound bingo / lotto game.	Know 10 simple songs or rhymes by heart.	Respond to others in role play / drama.	Respond with increasing appropriateness to what has been said.		Follow complex directions / multi step instructions without the need for repetition.



4.1 Progression Map quality Assurance

During the creation of the curriculum progression maps, staff had taken into account the current statutory curriculum documents (*P Levels, Development Matters 2021 – SEND Tapestry adaptations, National Curriculum end of year expectations KS1 & 2, Edexcel functional skills pre-entry, entry level and level 1 specification, AQA pre-entry, entry level and level 1 specification*). To ensure consistency in expectation across the progression maps an aligned grid of curriculum sources has been created to document where the statutory information has come from aligned to the colour progression maps.

The maps were quality assured against the original documentation and will continue to be adapted through an ongoing process to be checked against the latest statutory changes, government and research driven guidance.

4.2 Moderation

As a part of the schools' program of CPD, teaching staff take part in a regular cycle of moderation staff meetings. The intent of these meetings is to ensure consistency in understanding of the colour provision bands within the progression maps. Consistency in expectations of these bands helps to ensure pupils are assessed and planned for accurately and through transition meetings consistency between classes is maintained.

5. Class Groupings & Organisation

5.1 Class Groups

Pupils from September 2023 will be grouped according to their pathway. This is determined by the pupils' levels of attainment in English and Maths aligned to the provision bands.

5.2 Class Timetables

All class timetables include English (3 per week), Maths (3 per week) and Theme sessions, including weekly physical development sessions, life skills and therapy sessions. Each class throughout school has daily phonics sessions included and as pupils move through to upper school they also receive a more bespoke curriculum to work towards accreditation.

6. Pupil Documentation

* All pupil information can be found on the electronic 'Shared Area' under 'Pupil Information'.

6.1 Engagement Profiles (meeting with assessment group 9/5/23)



The engagement model is the assessment (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study. Teachers must use the engagement model to assess pupils working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 and key stage 2. – DfE 2022

The engagement model has 5 areas of engagement:

- exploration
- realisation
- anticipation
- persistence
- initiation

These areas allow teachers to assess pupils' engagement in developing new skills, knowledge and concepts in the school's curriculum by demonstrating how pupils are achieving specific outcomes. They represent what is necessary for pupils to fully engage in their learning and reach their full potential. – DfE 2022.

All pupils at Coppice who are working within the Pink and Emerging at Red provision bands have an Engagement Profile created by the staff within their class/es. The profiles will have information to explain how they currently engage with and interact with their current environment across the 5 headings mentioned above.

Staff should then arrange, on a weekly basis to use an activity the pupil is already comfortable with and choose to change one variable, support and observe and record through observational assessment their levels of engagement and interaction. The information gathered from these observations and interactions should then be used to inform planning to provide the pupil with broader learning experiences.

6.2 Universal Passports

All pupils have a Universal Passport which is updated termly. On the Universal Passport there is information about the pupil regarding the following information;

Likes/dislikes, Supporting strategies, Sensory and medical information, Communication needs and supporting strategies, PECS phase, Personal hygiene requirements, Dietary requirements and behavioural needs with supporting strategies and triggers.

Additionally, if a pupil has a specific medical need, regular medication or specific behaviours which require a support plan, these will be signposted in the passport as an additional document.



These Passports are expected to be on display discreetly in class for staff to read, new staff to look at in order to best support the pupils in class and are used to form discussion points for transition meetings.

6.3 One Page Profiles

A one-page profile is a simple summary of what is important to a pupil or young person and how they want to be supported. It can help them get more person-centred care and support to achieve their goals. A one-page profile captures all the important information about a person on a single sheet of paper.

One-page profiles are differentiated depending on the learner type (Explorer, Independent Learner & Employment Seekers). Pupils where able, have an in put into their one-page profile to capture their 'Voice', where a pupil needs more support to share their views, staff who know them best with the support of parents helped to contribute their pupil's views, wants and needs.

6.4 Education Health Care Plan (EHCP)

'An education, health and care (EHC) plan is for pupil and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.' - Special Educational needs and disabilities Code of Practise 0-25 Years.

An Education, Health and Care Plan (EHCP) is a legal document, which describes a pupil's / young person's needs. It sets out the education, health and care services needed to meet those needs and the type of educational place that would best suit the. Your pupil could have a plan from birth to 25 if he or she stays in education, and the plan will change and develop, as your pupil gets older. An EHCP focuses on identifying individual outcomes and puts pupil, young people and their families at the centre of the assessment, planning and review process.

EHCP Targets

Long Term Targets: targets that are set for a whole Key Stage this is between two and four years depending on which Key Stage the pupil is in.

Medium Term Targets: This is a one-year target linked to the long-term target.

Teachers are expected to set targets that are in line with the pupils' provision band level and are appropriate and meaningful for the pupil.

To provide all our pupils with the knowledge and skills they need for life after Coppice.



Key Stage 1, 2 and 3 targets are set using the following headings:

- **Area of focus 1** *Independence*
- **Area of focus 2** *Communication and Interaction*
- **Area of focus 3** *Cognition and Learning*
- **Area of focus 4** *Physical and Sensory*
- **Area of focus 5** *Social, Emotional and Mental Health*

Pupils may not necessarily have a target for each of the areas, they may have more than one target in a particular area, all targets should be set on a **need** basis, which will ultimately provide or build upon skills towards life after Coppice.

At Coppice we recommend that all pupils have at least one target under the 'Communication and Interaction'

Key Stage 4 and 5 targets are set using the following headings:

- **Area of focus 1** *Good Health and Wellbeing*
- **Area of focus 2** *Employability*
- **Area of focus 3** *Friends, Relationships and Community*
- **Area of focus 4** *Independent Living*

6.5 Parental contributions and Views

Prior to an annual review meeting, parents are sent forms to ascertain their views and wishes regarding their pupil and their targets for the coming year. The class teacher will also speak to parents prior to the meetings to discuss their thoughts on targets and agree upon the ones both parties feel are important for the pupil and their development throughout the next year for medium term targets and beyond for long term targets.

6.6 Additional documentation

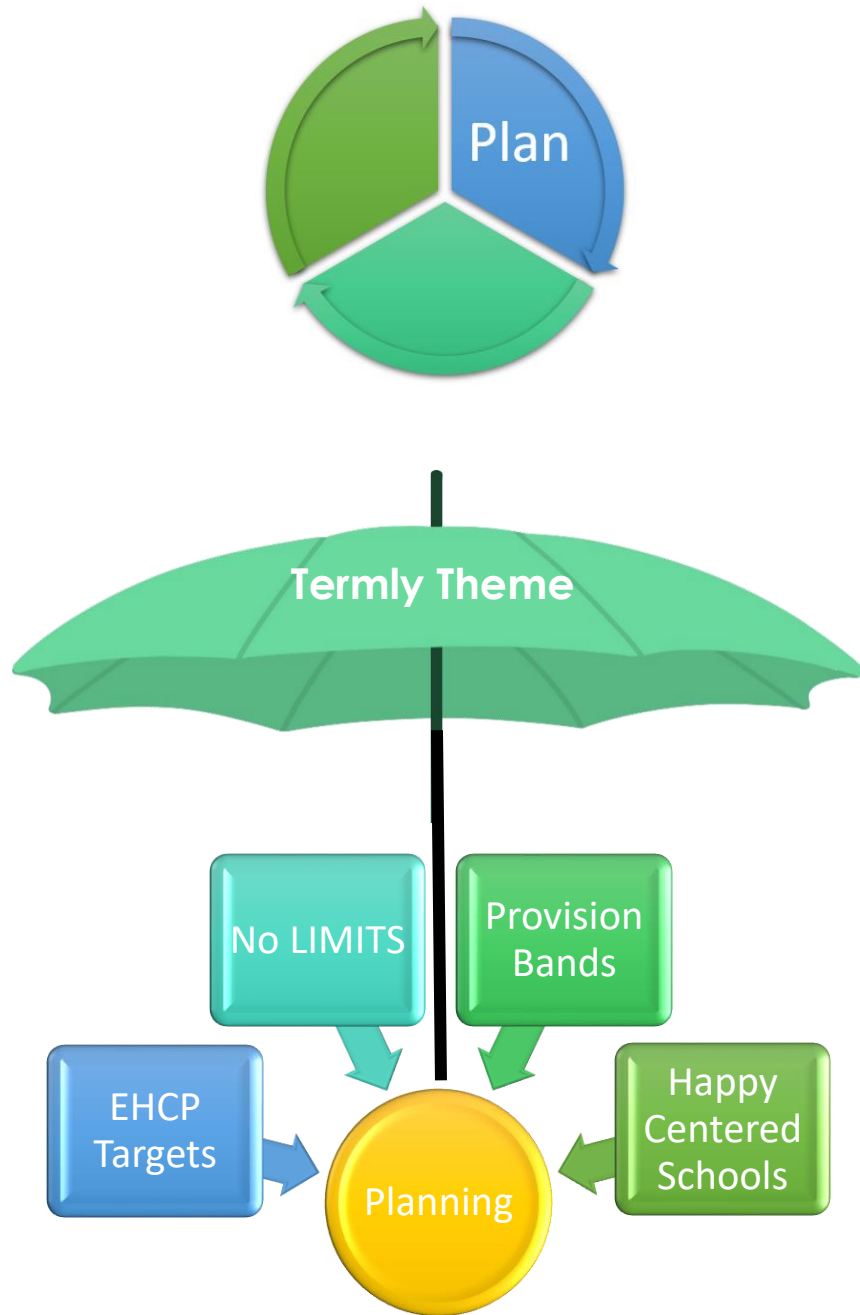
These are additional documents to support pupil with very specific needs, so not all pupils will have the information below as it may not be relevant to them.

- **PEEP-** *Personal Emergency Evacuation Plan, for pupils who have difficulty leaving the building in the event of a fire alarm or emergency and need additional support or processing time in order to leave the building safely.*
- **Care Plan-** *If a pupil has additional medical needs whereby they need medical intervention, medication or close monitoring, a care plan is in place to detail their medical condition, how it affects them and any medication needed.*

*To provide all our pupils with the knowledge and skills they need
for life after Coppice.*



- **Behaviour Support Plan (PBS)**- Pupils who have behavioural needs which require extra support, either in class or through external agencies and have had a behaviour meeting to put in place specific strategies to support them will have a behaviour support plan.
- **Medication Form** – for pupils who take regular medication, or are taking regular medication for a short time such as Antibiotics, a medical form will have been completed with parental permission.
- **Risk Assessments** – some pupils in addition to a Behaviour support Plan will have a risk assessment in place linked to particular behaviours where either themselves or others may be at risk of harm.



7. Planning

Planning at Coppice follows a combined approach designed to promote an holistic curriculum ensuring our pupils have opportunities to develop life skills along developmental pathways, through real life and meaningful opportunities, where the world is opened up to them, to help them navigate and make sense of the world around them. By using our bespoke curriculum of colour provision bands, the activities and planning is matched to the abilities of the pupils whilst providing appropriate challenge and giving staff the knowledge to plan for their next steps in development. EHCP targets are integral to the planning process and through the No Limits approach our pupil's voice is heard and their interests are planned for.



7.1 Long Term Overview

The long-term overview for the year provides the whole school with the Theme title per term, curriculum subject focus areas which will lead the theme and focus subsections within statutory subjects such as PE and RHSE.

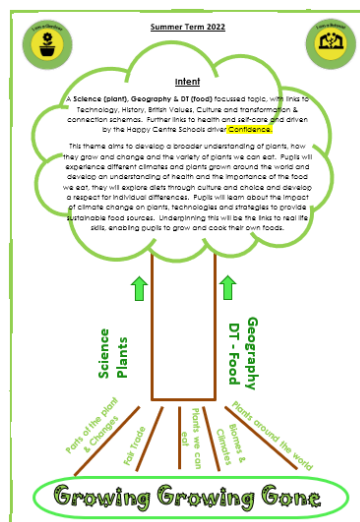
	Autumn 2020	Spring 2021	Summer 2021
Whole school Topic	Reduce, Reuse, Recycle	School of Rock	Amazing Athletes
Curriculum Focus	Science – Materials Design Technology	Music / Computing Art	PE Science – Human Body
Computing Curriculum	Household and Independent Living	Computers & Tablets	Phones
RHE	Mental Health Families and People who care for me	Physical Health (puberty year 5/6 upwards) Online Safety	Communities Friendships
PE	Ball Skills Invasion Games	Gymnastics Striking & Fielding	Outdoor & Adventurous Dance Athletics
Possible Curriculum links	History – fashion through the ages Geography – ocean plastics and wider environmental impact	History – music through different decades DT – construction	Geography – sports in other cultures and countries through the Olympics.
	Autumn 2021	Spring 2022	Summer 2022
Whole school Topic	Ready, Steady, Go!	Make Up, Break Up	Growing, Growing, Gone
Curriculum Focus	Science – forces Design technology & History	PSED & RHE Art	Science – Plants Geography Household
Computing Curriculum	Phones (Sat Nav's)	Computers (Social Media)	
RHE	Mental Health Families and People who care for me	Physical Health (puberty year 5/6 upwards) Online Safety	Communities Friendships
PE	Ball Skills Invasion Games	Gymnastics Striking & Fielding	Outdoor & Adventurous Dance Athletics
Possible Curriculum links	History – transport of the past Geography – transport around the world	English – Shakespeare and relationships	DT – food technology

7.2 Long Terms Plans

Long term plans are currently being created to develop the breadth of expectation for each subject area, aligned to the progression maps.

7.3 Theme Overview

A Theme overview document is then created and shared with the whole school staff to provide a more specific intent aligned to learner pathways. Ensuring a shared whole school vision for the coming term with and collaborative end project. From this information, EHCP requirements, along with the understanding of which provision bands are evident with the class, staff teams should begin to formulate ideas as to how this theme will be translated and look in each class.



1 Growing Growing Gone

Summer Term 2022

Implementation

'Growing Growing Gone' will be taught through themed sessions. Although Science (Plants), DT (Food) and Geography are the focused areas of the curriculum, Computing with links to household electronics and electrical devices should feature. There is flexibility within each class so that the interests of the pupils are acknowledged, their 'voices' are heard and their learning is personalised. This means that each class perspective will be unique and may incorporate other aspects of the curriculum such as eco schools, history and art may feature.

Impact

Our **EXPLORERS** will discover edible plants and begin to experience a variety of plant based foods, carry actions to plant seeds and bulbs and begin to notice changes as they grow. They will explore different climates through sensory exploration and the contrasting plants which grow there. Explorers will develop essential skills in using tools for a purpose either through planting or eating.

Our **INDEPENDENT LEARNERS** will learn widen their experiences of different types of plants, noticing and recognising changes in growth, and the differences between plant species. They will develop a good knowledge of different types of climates and the plants which grow there. Healthy foods and specific diets may have an impact upon their food choices. They may develop an understanding of fair trade and the impact humans have on their environments. Independent learners will build upon their cooking and gardening skills to develop an understanding from field to fork.

Our **EMPLOYMENT SEEKERS** will deepen their knowledge of plants around the world and the diversity of plants both edible and non-edible. Employment seekers will discover about different diets and dietary requirements, developing respect for individual choice and culture. They will be able to explore growth, changes and differences across a variety of species of plants and the climates they grow in. Employment seekers will develop an understanding of fair trade and the impact of environmental changes. They may look towards alternative food sources, super foods, micro food production and sustainable food systems.

Science Geography DT - Food



Primary & Secondary Enterprise Projects (Doncaster Primary Careers Hub)

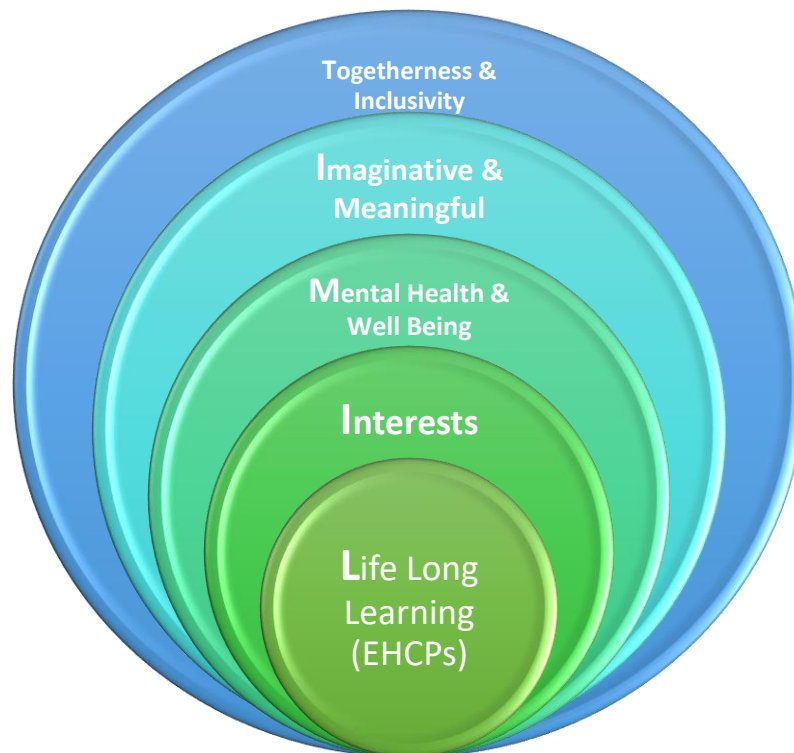
Linked to the whole school termly theme, through discussions with our Careers Lead classes are identified to deliver upon a shared end project, which it designed to build upon skills and provide careers related learning in a meaningful context.

7.4 No LIMITs Curriculum

We believe in a broad and balanced 'No Limits' Curriculum that develops and nurtures

Life-Long Learning through our EHCP targets, builds **I**nterests, promotes **M**ental health & wellbeing is **I**maginative and provides meaningful opportunities and promotes **T**ogetherness in the school and wider community.

It is Happy-Centred, driven by Confidence, Positive Relationships, Support, Coping Skills and Achievement and Success.





NO LIMITS Planning tool: EYFS – KS2				
Curriculum Driver				
Class	Class	Class/ Department	Department	Department/ Whole School
Life-Long Learning (EHCP Targets)	Interest	Meaningful	Imagination	Together
Pupil Led Do pupils generate the learning and interest in the subject matter? Do they play an active part in lessons? Are they interested by the hook and the final project?	Relevant Is learning relevant to the interests, personal aspirations or cultural experiences of the pupils, or is it connected to real-life issues, problems and contexts?	Creative Development Is learning linked to skills in art, drama, dance and music? Can skills be taught through the arts?	Social Are a range of social skills encouraged in different environments? Does learning take place in a variety of social settings with a range of people? Are pupils encouraged to learn about a wide variety of social settings?	
Family Are pupils family involved with the learning? Do they help to identify and build upon pupils' interests? Is home learning planned for? Can they be a part of projects through enrichment?	Application Can learning be applied in a variety of ways, in a range of settings and contexts, and with a wide variety of people and situations?	Knowledge and Understanding Is learning linked to skills in Science, Design and Technology, Computing, Geography, History, Languages, Religious Education and Physical Education?	Moral Are pupils taught the difference between right and wrong, and how their actions have consequences? Are moral and ethical issues addressed through learning?	
Prior Knowledge What do pupils already know about the subject? What do they want to find out and develop? Is this used as a driver for the project?	Preparation Are lessons well thought out, planned and prepared for, in order to facilitate meaningful learning for each pupil? Have you effectively planned for learning that develops pupils' skills?	Functional English/ Maths Are Maths and English skills taught in a functional, relevant and meaningful way? Are the different strands of English and Maths taught?	Spiritual Is there a sense of enjoyment when learning about themselves, others and the world around them? Is imagination and creativity encouraged through learning, and are pupils given opportunities to reflect?	
Experiential Are pupils given the opportunity to learn about others' interests as well as their own? Are a wide range of opportunities offered to them so they can expand on their interests and experiences?	Real Outcomes Is learning linked to real life outcomes and experiences for the pupils? Can they apply learning and new skills to the real world?	Visits Does an out of school visit launch learning for the start of a project? Are out of school visits purposeful? In what way do they build and develop pupils' skills? What impact do the visits have on each pupil?	Cultural Are there opportunities for pupils to participate in cultural experiences and support pupils to explore, understand and respect cultural diversity? Are different cultures explored and celebrated?	
Progression and Depth Are previous assessments used to inform future learning? Have skills been applied in a variety of contexts and situations with a wide variety of people?	Local, Regional, Global Is learning relevant at a local, regional or global level? Can learning be applied in the community? Can learning be shared with local, regional or global communities?	Environment Does the classroom and key stage environments facilitate the development of pupils' skills and raise the profile of the in-house curriculum drivers?	Values Are their opportunities to teach Democracy, Rule of Law, Tolerance, Mutual Respect and Individual Liberty through different learning experiences?	

These overviews are filled in by class teams who, looking at the class as a whole aim to build the theme around the interests of the pupils in their class while ensuring the principals of No LIMITS are followed. This then forms the basis of the medium-term plans for both terms, encompassing the theme title, weaving in the key curriculum subject outcomes taken from the progression maps ensuring that planning and delivery is bespoke for each class across school.

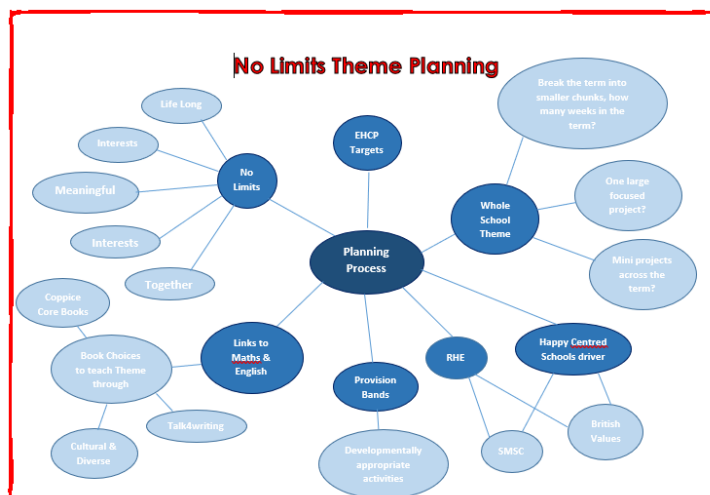
7.5 Golden Thread

The Golden Thread refers to the key objectives linked to each of the curriculum subjects which drive the theme. These are taken from statutory documentation which are linked to the progression maps. This ensures that our pupils have a broad and balanced curriculum.

This also should be used as a basis for in the moment planning if issues arising in class, prevent planned activities from going ahead.

7.6 Medium Term Plans

Medium term plans build on and plan for the Theme in each class, ensuring collective information from colour progression maps, the whole school theme and No LIMITS curriculum to plan for a thematic approach in each class. The theme is then delivered in a way which is meaningful to the pupils of that class. Medium term plans cover all subject/theme areas, highlight specific objectives taken from the progression maps, link in important dates, highlight the Golden thread and continuous provision opportunities.



8. Overlearning, Repetition & Tinkering

8.1 Overlearning & Repetition

At Coppice we are fully aware of the value and importance of forming and keeping open neural pathways, ensuring our pupils are given time to process and reflect upon new information, given opportunities to experience the information repeatedly and over time in small manageable steps through different experiences in order to embed the knowledge and skills.

* *Rosenshines Principles of Instruction and the EEF 5 a Day*

8.2 Tinkering

Providing our pupils with an opportunity to 'tinker' at previously taught learning throughout continuous provision and at times planned for opportunities gives our pupils longer to process and explore new skills. Tinkering is new to Coppice and is something we are trialling within our maths provision.

8.3 Continuous provision

Continuous provision describes all of the different provision areas which are available for our pupils to use every day. Within each of these areas of provision there should be a range of resources that pupils can use throughout the day, these can either be linked to the whole school/class theme, to support sensory needs or support and reinforce prior learning, giving pupils the opportunities to consolidate their knowledge and skills in their own time.

9. Early Years Foundation

EYFS at Coppice follows the same/similar planning proforma and assessment reporting from Smart Rubric. From a planning perspective the colour provision bands being aligned to the SEND adaptations to Development Matters 2012 means that EYFS can align to whole school tracking and assessments, increasing the cohesion between EYFS and the rest of school, as pupils are assessed against the colour provision bands



which are then translated into the development Matters Month ages and stages. For pupils who are in Foundation 2 they also have a learning journal which records their 'Wow Moments' on Tapestry. Their EHCP targets are tracked through Smart Rubric as with the rest of school.

See *Early Years Policy*

10. Post 16

Our Post 16 provision provides a bespoke curriculum across two sites (Coppice and The Bridge). Where all pupils work towards accreditation across the preparing for adulthood framework and through English and Maths. Pupils work across one of three developmental pathways to ensure they are prepared for life after Coppice.

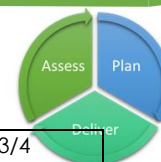
See *Post 16 Policy*





11. Curriculum Delivery

Coppice Learner	Explorer	Explorer	Independent Learner	Career Seekers
Coppice Provision Band				
Coppice Pathway	Pre-Formal	Informal	Sem-Formal	Formal
Coppice Pedagogy	<p><i>The Coppice approach is to deliver the curriculum in a developmentally stage appropriate way, for pupils with complex learning differences, sensory sensitivities and severe speech language and communication difficulties. Focusing on developing lifelong learning skills through meaningful and imaginative approaches and effectively integrating EHCP targets within each lesson. Flexible grouping, scaffolding, small steps, over learning and therapy are</i></p>			
Pedological Approaches	<p>Play Based Guided Discovery and Exploration Enhanced Provision Solitary Play Shared Play Repetition Flexible groupings Therapy based learning Key word/sign and object of reference – teacher led through play Processing time 1-1 focus tasks for very short periods of time. Schematic approach</p> <p>Assessments through observations and engagement model. Feedback through gesture and sign using one key word.</p>	<p>Play Based Enhanced Provision Parallel Play Small Steps and Overlearning Scaffolding Flexible groupings Therapy based learning Key word/sign/photo directed through play and modelling Processing time 1-1 progressing to 2-1 focused tasks</p> <p>Assessments through a blend of observations, 1-1 plenaries and BL1 questioning. Feedback through gesture and sign using two key word.</p>	<p>Retrieval/recap Introduction through teacher input and live modelling Small Steps and Overlearning Enhanced Provision (limited) Scaffolding Parallel Play Flexible groupings Key word/sign/symbol directed through teacher input Processing time Paired and small group focused tasks</p> <p>Assessments through a blend of observations, small group plenaries and BL2/3 questioning</p>	<p>Retrieval/recap Introduction through teacher input and live demonstrations Small Steps and Overlearning Turn- Taking Play Co-operative Play Reduced scaffolding Flexible groupings Reduced language supported with some key symbols and Makaton signs Processing time Small group and whole group tasks and activities.</p> <p>Assessments through a blend of whole class plenaries, small group plenaries, observations and BL3/4 questioning</p> <p>Verbal feedback 2 stars and a wish.</p>
Phonics (ELS) and Reading				



Strategies	Sensory Stories Intensive Interaction Story Massage Makaton PECS – Pre PECS and Phase 1 Talk 4 Writing repeated sensory input	Sensory Stories Intensive Interaction Story Massage Makaton Blank Level 1 PECS – Phase 2/3/4 Talk 4 Writing PECS photo/picture from book and sensory input Physical Active Learning	Sensory Stories Intensive Interaction Story Massage Makaton Blank Level 2/3 PECS – Phase 4/5 Talk 4 Writing - symbol of key word/sentence strip and sensory input Physical Active Learning	Blank Level 3/4 PECS – Phase 6 + Talk 4 Writing - sentence strip/colourful semantics and sensory input Physical Active Learning
Curriculum Coverage	Communication and Language Physical Development- PE and Swimming Personal Social and Emotional Outdoor learning opportunities Theme Enrichment Happy Centred School and British Values Community Visits (fortnightly) Phase 1 Phonics No Limits	Maths English Theme Forest School PE Swimming PSED RE Happy Centred School and British Values Community Visits (fortnightly) Phase 1 Phonics No Limits	Maths English Theme Forest School PE Swimming PSED RE Happy Centred School and British Values Community Visits (fortnightly) Phase 1/2/3/4 Phonics No Limits	Maths Functional Skills (KS3/4) English- Functional Skills (KS3/4) Theme Forest School PE Swimming PSED RE Happy Centred School and British Values Community Visits (fortnightly) Phase 4/5/6 Phonics No Limits

11.1 Subjects to be taught

Timetable Expectation	Thematic Subjects:
Maths - 3 lessons per week	Science – Driving subject
English - 3 lessons per week	Art
Forest Schools - 1 lesson per week	Design Technology
PE - 1 lesson per week lower school PE - 2 lessons per week upper school	Music
Swimming - 1 lesson per week	Geography
PSED/RE - 1 lesson per week	History
Happy Centred Schools and British Values - 1 lesson per week	RE
No Limits KS1 – Class based KS2 – mixed classes KS3/4 – mixed classes	A whole school termly theme consists of 3 focused subjects, Science is the driving subject throughout. Four lessons of theme are taught throughout the week.

* This is subject to change as of September 2023 to better align with pupil pathways.



12. Classroom Environment

As a part of our drive to ensure our classrooms continue our theme of 'Building with Biophillic Design' in mind, ensure all displays are backed with hessian, with a black border and that all display lettering is a solid colour. Ensure when organising classrooms that our pupils need rooms which are calming and not visually overstimulating, natural and neutral colours inspired by nature are preferred. Please see the *Display Policy* for details.

13. Health & Safety

See the *Health and Safety Policy* for details.

13.1 Health & Safety in the Classroom Environment

Ensure classrooms are accessible for all pupils and allow them room to move. All broken beyond repair and unsafe furniture must be reported and removed safely. All external doors should be unlocked at the beginning of the day and locked at the end of the day and ensure all fire exits, including those in shared areas are free from clutter.

13.2 Resources

When planning activities ensure any pupils who have pica, or are likely to mouth or swallow items are very closely monitored or these items are not used and a more suitable alternative is found. Check each pupil's EHCP for allergy awareness.

13.3 Risk Assessments

All staff must contribute to and read classroom risk assessments and ensure any classroom or pupil specific needs are added/edited on the risk assessment and stored on the shared area. These need to be reflected upon and edited as needed each term, or more frequently if issues arise which could affect the safety of pupils in class.

14. Transition & Planning Meetings

14.1 Class planning meeting

Two weeks prior to the end of each term, Teachers are expected to meet with their class teams to share and discuss the new curriculum theme for the coming term. During this meeting it is expected that support staff contribute to and understand how the theme will translate in their class, which subjects are the focus areas, what the Happy Centred Schools driver is and how the EHCP targets will be integrated to this theme and how they can support pupils to achieve outcomes along the golden thread of subjects.



14.2 Transition Weeks Overview

Transition takes place over the last 3 weeks of Summer 2 term. Once pupils have been assigned a new class for the following September and staff have then been allocated their class, pupils and teams, transition weeks are organised as follows;

Week 1 of Transition (3rd week from the end of term) New staff to spend time during the week visiting new pupils in their current classes, observing, speaking with current staff who know the pupil the best, sharing strategies, likes, dislikes etc. During protected times on an evening, new staff meet with current pupil's class teams to read through Universal Passports, share provision band information, EHCP targets and progress towards them, family backgrounds and any other information which helps to build up a holistic picture of the pupil, including baseline assessments.

Week 2 & 3 of Transition – Pupils spend the remaining two weeks of the term in their new classes with their new class teams, to ensure September is not an unknown for all involved and pupils can settle well with staff they have some familiarity with. During these weeks new staff make contact with the parents and carers of their new pupils in order to introduce themselves and continue to build a picture of the pupils in their classes.

14.3 Transition Week Meetings Forms

During transition weeks there are three forms which need to be completed;

1. New class team form – a chance to becomes more familiar with the new staff members in the new class team, their areas of strength, support and a chance to discuss the pupils who you will be supporting for the coming year. This is also a chance to set expectations and roles within the class.
2. New Pupil Transition form – this is to be completed during observations of new pupils in current classes and in discussion meetings with each pupils current class teams, in order to get to know them, strategies which work, progress towards EHCP targets and colour provision band information.

New Class Team			
Names –			
Staff to deliver this package			
Additional responsibilities within school			
Training needs			
Communication skills needed: FECS including working time sheets			
Complex tasks – organising groups, producing FECS sheets etc.			
Class Expectations			
Tasks – work making policy and expectations			
Time/Etime – work EHCP targets			
Behaviour – work universal passports			
Provision – work			

New Pupil Transition Form			
Name:		Responds to name:	YES NO
Age:	Year Group:		
What does a good day look like?			
What does a bad day look like?			
Triggers:			
Strategies which work:			
Communication skills:			
	FECS	Indication	Verbal
Phase:	Non-Verbal	Medium	Phase + small symbol + small phase
Independent skills:			
Triggers:	YES NO	Indicates need:	YES NO
Other:			



- Parent Contact form – During transition week there is also a parents evening, where parents are invited into school (or discussed over the phone if they are not able to come) to discuss their pupil and the expectations for the coming year. A chance for the new staff team to get to know the parents/carers and ask information which may help to support their pupil in the coming year.

PARENT CONTACT FORM			
DATE:	CHILD'S NAME:	DOB:	
PARENTS NAME:			
FAMILY MEMBERS (Age & relationship):			
OUT OF SCHOOL ACTIVITIES / INTERESTS:			
ACCESS TO SUPPORT SERVICES:			
epilepsy	sleep clinic	weight	
ASD Clinic	sensory	PAV	
FAMILY SUPPORT NEEDS/IMPROVEMENTS:			
What information do you want us to communicate?			
reading	toilet	behaviour	
activities	view moments	other	
How should we contact you? (Diary, Telephone, Text, Email, Letter)			

15. Monitoring

In line with teaching standards 2,4 & 6 specifically and to support the school's SDP and CPD needs, a cycle of monitoring takes place throughout the year.

15.1 Drop ins

Drop ins are formal lesson observations which happen twice a year in every class throughout school. Staff will be made aware of the date and time of the observation which will be conducted by one or two members of SLT. The focus for these observations will be consistent across school to enable SLT to look for trends and themes in good practise and to support further CPD. Teaching & Learning will always be a focus. Formal feedback will be given to staff as soon as is convenient.

15.2 Pop Ins

Pop Ins are informal information gathering sessions, which last no longer than 5 minutes and may or may not have a focus. The purpose of these sessions may be for subject leaders to gain an overall understanding of practise throughout school, equally they may completed by SLT to inform the SDP and develop a sound understanding of practise throughout school. These sessions are not timetabled. The feedback from these will be emailed to staff who have had a Pop in.

15.3 Pupil Progress Meetings

Pupil progress meetings occur once per term, whereby a member of SLT meets with a class teacher and through a professional discussion work together to support and challenge over three main areas of inquiry – Planning, EHCP's and Evidence/book evidence to build up a picture of pupil progress within the class. Discuss and specific issues and offer suggestions and support to further develop practise and progress in the class.

15.4 Deep Dives

Subject specific deep dives take place regularly throughout the year with Nexus support and challenge partners and external subject specialists. During the visit subject leads will be invited to discuss and share their vision, expectations and current



practise across school, classes will be visited and any planning/information shared. Deep Dives aim to provide an insight into the strengths and next steps for the subject.

15.5 Coaching

Coaching sessions can take place whenever the need arises through professional discussions, as a result of monitoring, direct requests or as a supportive measure for ECT's, new staff or to support CPD needs.

15.6 Learning Walks or Peer Observation

Teachers and support staff are encouraged to undertake learning walks or peer observations at least once throughout the year as a means to further develop their practise and CPD.

16. Equal Opportunities

Equal Opportunities will be promoted throughout the curriculum by:

- Demonstrating that we regard all students as being of equal value.
- Getting to know each pupil as an individual.
- Allowing boys and girls access to the same activities in all areas of the curriculum.
- Treating others in a way that does not reinforce stereotypical images.
- Planning for each pupil to experience a range of opportunities.
- Maintaining high expectations of all pupils in all areas of their curriculum.
- Allowing pupils to make choices and respecting their choices.
- Celebrating difference and diversity.
- Challenging discrimination in all its forms.
- Challenging unacceptable language and providing alternatives.
- Recognising the different interests and capabilities of pupils.
- Representing the work of boys and girls of all abilities in displays.
- Reviewing resources with an equal opportunities' awareness.



Staff & Class Assessment Expectations

Daily	Annotation of planning / team discussions for each session – how has...achieved against the learning objective.
Daily	1:1 reading – book linked to phonics phase – recorded in reading record books
Daily	Communication – what phase in PECS? Next step? Blank Level questions.
Weekly	Smart rubric update – ‘heat map’
Weekly	Engagement profiles updated every week (Pink & Red Learners).
Weekly	3x book work marked to policy and against the objective.
Half Termly	Phonics every 5 weeks – tracker updated.
Half Termly	Class Team Reflections – where are the pupils working within the provision bands – plan for next half term.
Half Termly	English and Maths Provision band sheets in red files – highlight ‘secure in’ statements
Termly	Update Subject Trackers and review provision band sheets in red files – highlight ‘secure in’ statements
Termly	Pupil Progress Review Meetings – SLT
Termly	Update Universal Passports and one-page profiles.
Yearly	Annual Review and Update Targets on EHCP then Smart Rubric.
Yearly	Reports to Parents/carers.
Yearly	Transition discussion with previous class teacher to baseline against provision bands.