Teaching, Learning and Assessment Policy

Definitions & key terms in this policy:-

SEN	Special Educational Needs	PSHE	Personal, Social & Health Education
CPD	Continuous Professional Development	SaLT	Speech & Language Therapy
EHCP	Education, Health & Care Plan	SMSC	Spiritual, Moral, Social and Cultural
ELT	Extended Leadership Team	RSE	Relationships and Sex Education
EfL	Evidence for Learning	WALT	We Are Learning To
IT	Information Technology	LTP	Long Term Planning
LSA	Learning Support Assistant	MTP	Medium Term Planning
OLJ	Oakley Learning Journey	STP	Short Term Planning
OT	Occupational Therapy		

Date written: June 2022 (Amended June 2023)

Date agreed & ratified by Governing Body: 22nd June 2023

Date of next review: September 2024

Appendices: 8

Introduction

Pupils at Oakley School present with a wide range of needs and abilities. This can create an uneven or "spiky" profile both within the individual young person and within the class groups. This creates particular requirements on teaching in order to ensure that each pupil is able to learn relevant skills and achieve appropriate learning outcomes in all areas of the curriculum and pupils are given the opportunity to achieve their full potential. Accordingly, we offer specialist teaching that meets the range of different needs, is permeated with Special Educational Needs (SEN) specific teaching and learning approaches and delivered within an ethos of empathy, understanding, and structure.

All staff have a responsibility to deliver lessons where the teaching and learning is of the highest quality and where the learning needs of all pupils are met.

Oakley School is committed to providing a broad range of personalised learning experiences for all our pupils. Through these experiences the school aims to provide pupils with the skills and knowledge necessary to lead as fulfilling and independent a life as possible. To this end the school recognises the importance of planning activities and of regularly assessing, recording and reporting the achievements of each pupil not only within the Oakley Learning Journey, but also within the four areas in the Pupils' Education and Health Care Plans (EHCP)

Aims

This policy aims to:

- provide support and guidance to all staff on what constitutes effective Teaching, Learning and Assessment at Oakley School to ensure all pupils at Oakley are equipped with **skills for life and independence**
- ensure the needs of pupils are met effectively through a consistent, high quality approach to teaching and learning
- ensure resources support effective teaching and learning
- provide a focus for the monitoring and evaluation of teaching and learning
- promote a reflective school culture that regularly evaluates practice based on research and evidence in order to improve outcomes for pupils
- provide clear guidelines on our approach to formative and summative assessment
- establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers
- clearly set out how and when assessment practice will be monitored and evaluated

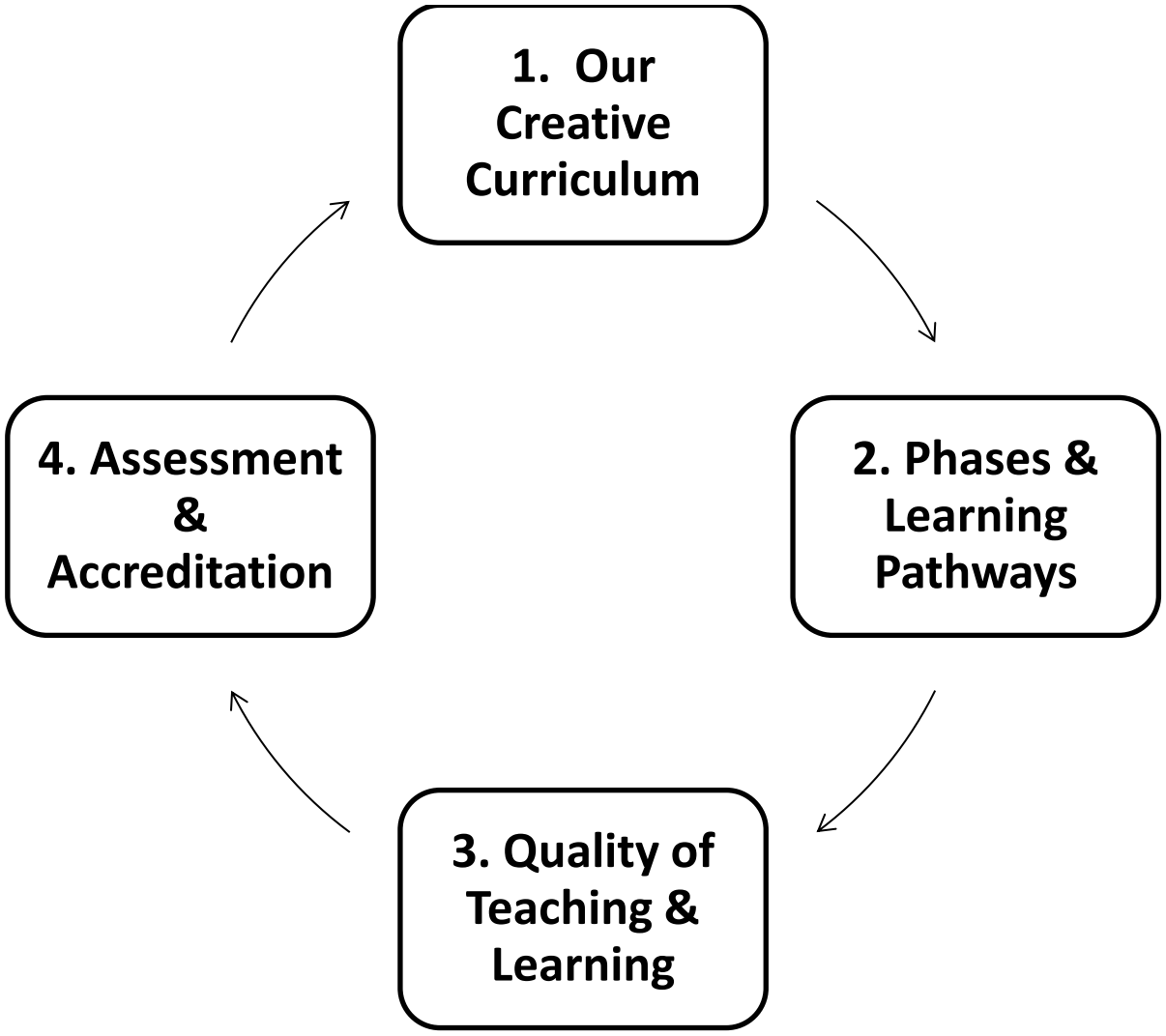
The above aims will enable:

- teachers to respond to and plan accurately to meet the learning needs of each pupil and, with the contribution of support staff, establish interventions, set targets and give ongoing support to enable all pupils to **engage**, **explore**, **discover** and develop their **independence** – to become confident, resilient, happy and well prepared for a positive and meaningful future
- teachers, school staff and other professionals to retain evidence of and record information about pupils' learning, progress and achievements using a range of qualitative and quantitative methods including:
    - Teacher assessments and observations of pupils' engagement and learning
    - Pupil Progress meetings
    - Evidence for Learning used to record the Oakley Learning Journey and EHCP targets
    - The Engagement Framework
    - Specific interventions, such as: Attention Oakley
    - Accreditation at Phase 4

- teachers, school staff and other professionals to report i.e. providing information about pupils' learning and achievement to a range of audiences
- pupils to demonstrate what they know, understand and can do in their learning
- pupils to have an active role in identifying their own learning needs, self-assessing their learning and knowing how to improve their work and take pride in their achievements
- parents to support their child's learning and participate in meetings and celebrations of achievement
- school Leaders to evaluate and continually improve on the quality of provision for all pupils and inform future curriculum planning
- school Leaders to use the evidence of pupil progress to inform the development of the whole school programme of Continuous Professional Development (CPD) and any bespoke training to meet individual needs
- our school to comply with statutory requirements

Procedure and Practice

The information in this policy demonstrates how we prepare, plan and assess for high quality learning opportunities for the children and young people at Oakley School. We achieve this in these 4 key areas:



1. <u>Our Curriculum</u>

At Oakley School we have developed our own bespoke framework for use across the school identifying the key steps and progression of skills that all our pupils need in order to successfully transition into the next stage of their lives. This all-encompassing curriculum is made up of The Oakley Learning Journey framework and The Creative Curriculum.

The Oakley Learning Journey

This has been created to meet the learning needs of all pupils at Oakley School from nursery to Year 13. The OLJ is the framework that enables us to track pupils' progress from when they join Oakley School until they leave. It also allows us to personalise the learning for each individual child or young person. It has been developed and adapted from the Early Years Framework, National Curriculum and our Accreditation Frameworks. The OLJ is divided into the Prime Areas of Learning and the Specific Areas of Learning and these two areas are divided into sub-areas of learning. Each sub-area of learning is made up of 10 bands, each containing a clear progression of skills.

The Creative Curriculum

This has been created through collaborative planning ensuring we provide pupils with opportunities to **engage**, **explore**, **discover** and develop their **independence** – to become confident, resilient, happy and well prepared for a positive and meaningful future.

The curriculum is on a 3 year cycle. Each term (x6 per year) there is a topic or theme with a particular subject focus (e.g. Science, History) to ensure breadth of coverage. See **Appendix 1:** Creative Curriculum Overview

Educational visits and access to the wider community are planned into the curriculum to ensure pupils are given the opportunity to transfer skills they have learnt across the school and embed them across the curriculum. Teachers also plan for pupils to be able to apply their skills when learning outside the classroom, in the Community, Forest Schools, during Physical and Sensory lessons and Residential Trips (locally, nationally and internationally). See **Appendix 2:** Wider Curriculum Overview

The onsite Therapy Team offers advice and support for classes and individual pupils with strategies to support their learning and progress. This is structured through a Universal, Targeted and Specialist offer. Therapy strategies are embedded across the curriculum and where appropriate strategies and resources are shared to be used at home.

We have specialist learning resources and we adapt the learning environments to ensure we meet the needs of all pupils and deliver programmes such as: Sensory Circuits, Zones of Regulation, Attention Oakley, PECS, TEACCH, Interoception and the implementation of specialist technology.

Oakley school employs specialist teachers for Music, P.E. and Forest School as well as THRIVE Practitioners/Assistants and a Music Therapist.

Parents and Carers are key partners in their child's learning, progress and wellbeing and are invited into school throughout the year for opportunities to meet the class team at events such as Meet the Teacher, Annual Reviews and Parents' Evening. This enables home and school to work together to plan and set EHCP Target and Outcomes jointly.

Planning - All planning is completed in Phases with dedicated time allocated for teachers to plan collaboratively. This time is to evaluate planning, share expertise and ideas and by working together this decreases teacher workload across the Phase. Teachers then create Medium and/or Short Term planning for their classes. See **Appendix 3:** Short Term Planning Template and **Appendix 4:** Medium Term Planning Template

Successful planning for the Creative Curriculum is achieved by:

- planning lessons that are differentiated and inclusive for all pupils in their classes. Lessons are meaningful, engaging and provide opportunities for pupils to problem solve whilst building "Skills for Life and Independence"
- planning opportunities for pupils to work individually, independently and collaboratively with staff and other pupils
- planning lessons using 'Learning Objectives' and 'Learning Outcomes' – this clarifies what the teacher is planning for the learning in the lesson and what they intend for the pupil to achieve. It also avoids lessons from being task orientated (Learning Task). Pupils are presented with Learning Objectives as 'We are learning to……' (WALT) and Learning Outcomes' (success criteria) as 'I can…….' statements.
- utilising opportunities to address pupils' EHCP targets and ensure there is a focus across the day on the development of key skills within the areas of: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Physical and Sensory
- ensuring work is dated to ensure progression over time can be evidenced
- creating opportunities for self and peer assessment during lessons
- phase Leaders working together to ensure there is clear progression of knowledge and skills through the Phases from the development of the Oakley Learning Journey
- teachers meeting termly (x 6) to plan collaboratively the Creative Curriculum in their Phases. This planning is then differentiated to meet the individual needs of each class by the Class Teacher. It is expected that opportunities for challenge are built into all learning
- SMSC, PSHE, RSE, IT, Therapy, strategies for reading and opportunities for Communication & Interaction being embedded in all areas of the curriculum
- teachers sharing a termly Topic Web for each Class with Parents/Carers to share what their child is learning each term and how they can support learning at home. This is shared in the first week of each term

2. Phases and Learning Pathways

The Learning Structure at Oakley School is planned in order to meet pupils' individual needs as identified in Education, Health and Care Plans (EHCP) – Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Physical and Sensory.

All children and young people are placed into one of four Phases across the school:

- pupils in Phase 1 (Nursery to Year 3)
- pupils in Phase 2 (Year 2 to Year 8)
- pupils in Phase 3 (Year 7 to 11)
- pupils in Phase 4 (Year 10 to 14)

In each Phase there are different Learning Pathways that are created to meet pupils' learning, behaviour, communication and social needs. See **Appendix 5: Learning at Oakley School**

- **Early Years and Learning Pathway** 1 **– Engage Curriculum**
  Pupils in Pathway 1 have the most severe and complex needs.
  Classes have higher staff ratios, structured learning approaches and access to multi-sensory learning.
  Pupils in Pathway 1 will often require access to a sensory area and high levels of support for Speech, Language and Communication through Therapists and the Communication and Assistive Technology Team.

- **Learning Pathway 2 – Explore Curriculum**
  Pupils in Pathway 2 are able to work alongside or with other pupils in pairs or small groups. Typically there are 10 pupils with 1 Teacher and 2 Learning Support Assistants. Pupils require access to a Total Communication Approach and sensory strategies as per the Universal Offer, delivered by the Class Team.

- **Learning Pathway 3 – Discover Curriculum**
  Pupils in Pathway 3 are expected to work with a degree of independence, supported by a Total Communication Approach and sensory strategies. Typically the pupils will be in class sizes of 10 -12 with 1 Teacher and 2 Learning Support Assistants. They will generally need support with their social communication and how to generalise their knowledge to problem solve for themselves.

- **Learning Pathway 4 – Satellite Provision**
  Pupils in Pathway 4 access the specialist satellite provision in Skinners Kent Primary School from Reception to Year 6. Pupils learn with their mainstream peers and some pupils will require specific support to access the curriculum and are encouraged to work independently. Pupils are based in the Satellite Classroom(s) with personalised opportunities to integrate into the mainstream classes as well as being included in whole school events such as: assemblies, trips and off-site activities.

3. Quality of Teaching & Learning

Oakley School believes that teaching and learning for pupils with special needs is at its best when it is pupil centred, multi-dimensional and multi-sensory. The most successful strategies for effective teaching and learning take each pupil's special educational needs into account and address the many additional barriers to learning that this can create for pupils. In order to optimise teaching and learning opportunities for pupils at Oakley School all staff will:

- use augmented and alternative communication, including the use of objects of reference, photos, pictures, symbols, gestures, body language, facial expressions, signing (Makaton), vocalisations and writing to support all communication and enhance pupils' understanding
- give clear and simple instructions
- provide pupils with sufficient time to process information and instructions
- limit and pace their communication (visual and oral) in order to prevent overload for the pupils
- ensure levels of 'adult to adult' talk are kept to a minimum throughout lessons
- model activities and interactions at appropriate levels for all pupils in order to reinforce and support desired learning outcomes
- provide pupils with consistent and predictable routines throughout the school and throughout daily activities
- incorporate planned changes into routines to support pupils in overcoming difficulties with change
- ensure that pupils have access to visual timetables that are in use at all times as well as individual schedules that reflect the needs of individual pupils
- ensure learning activities and opportunities are presented in small achievable steps
- display a positive approach to behaviour, ensuring pupils' behaviour is managed using agreed and consistent approaches in order to minimise the impact of behaviour on learning for the individual and for other pupils

- provide a calm learning environment and support pupils to self-regulate their levels of alertness so that they can focus on the learning opportunities presented to them
- incorporate movement and sensory breaks into the school day as necessary
- respond to the changing needs of the pupils throughout the day as necessary, adapting the lesson plan and using flexible thinking, around the structural and organisational elements of teaching and learning, such as the use of the classroom, staff allocation and pupil groupings
- work in close partnership with parents/carers to facilitate learning beyond the school day
- recognise that non-academic activities such as playtimes and snack times provide valuable learning opportunities
- undertake professional development through training, sharing best practice and support from colleagues

In order to provide the best possible learning opportunities at Oakley School the expectation is that all teaching will:

- enable pupils to access all aspects of the curriculum in line with their needs, aptitudes and abilities
- enable all pupils to make at least good progress and develop good attitudes to their work
- provide a range of well planned, differentiated learning activities that enable pupils to develop their knowledge, skills and understanding personally, socially and academically
- incorporate movement/sensory breaks as necessary
- have clear learning objectives focused on the development of skills and the acquisition and application of knowledge which enable the pupils to be actively involved in their learning and help them to understand what they are learning to do/learning about
- have clear success criteria to measure whether they have achieved the learning objective and to understand what they need to do to improve further
- reflect good levels of teacher subject knowledge including knowledge and understanding of special needs
- engage and motivate pupils, encourage them to work independently, be curious about the unknown and develop a lifelong love of learning
- challenge all pupils to achieve their best
- be based on a strong knowledge of the pupils' needs using ongoing formative and summative assessment information
- reflect what is understood to be good classroom practice within a special needs specific learning environment

In order to ensure that all pupils can access the full curriculum at an appropriate level, differentiation is reflected in all planning and teaching. In every lesson or learning activity, teachers and the class team will ensure differentiation takes place through one or more of the following:

- the task
- the questioning
- the method of presentation
- the learning outcomes
- the level of adult support
- the learning environment

Resources and support for Teaching and Learning

Each classroom or teaching space is equipped with a range of resources to enable effective teaching and learning some of which is available for independent use by pupils, some under the supervision of staff and certain other resources which may only be used by staff. Staff endeavour to make sure that the resources are well maintained and well utilised in support of the pupils' learning. Pupils are taught how to use resources appropriately, correctly and safely, with care and respect and with regard for Health and Safety regulations. Care is taken to ensure that resources are both age and stage appropriate and that all pupils have equality of access. All classrooms have an interactive whiteboard and teaching staff should make appropriate use of this key resource to support teaching and learning. The use of this and other 'multi-

media' materials and equipment such as computers, cameras, TVs, iPads and DVD/CD/MP3 players will be carefully planned.

To further support teaching and learning, the school makes full use of the resources which are available in the local and wider community, for example the local garden centre, supermarket, leisure facilities and the wider environment.

Within Oakley School it is recognised that the staff are the most important resource for supporting teaching and learning and that the quality of learning for pupils is highly dependent on the effectiveness of the staff and the relationships between the staff and the pupils. The class teams aim to provide pupils with the best and most appropriate learning opportunities possible. In order to do this successfully,
Teachers will:

- ensure their planning is shared with support staff
- ensure effective deployment of support staff to support the varying learning needs of individual pupils
- ensure support staff are clear in their roles within each lesson
- use support staff as a resource for teaching and learning for the whole class, engaging with them to promote a variety of teaching and learning styles, not just individual support
- ensure support staff are engaged in assessment for learning and the collection of evidence where appropriate
- utilise the strengths and skills of each member of staff
- support staff to gain and develop new skills
- conduct themselves as good roles models for staff and pupils
- promote the use of new and changing technologies to increase and enhance the learning opportunities of pupils

Learning Support Assistants will:

- read and use the teacher's planning to understand and implement the structure of learning for the whole class and each pupil and their role in supporting this
- be aware of and focused on the learning objective and success criteria for the pupils within each lesson
- collect and upload evidence of progress towards EHCP targets and Oakley Learning Journey skills where appropriate
- consult with the teacher to prepare materials and resources to support learning as directed and ensure resources are well looked after and kept tidy
- conduct themselves as good learning role models for the pupils
- support good behaviour conducive to learning and intervene as required to ensure good order and discipline
- support the pupils with their learning in a way that promotes and supports their independence

Our intention is that all pupils experience high quality learning opportunities from staff who have the skills and expertise to improve the outcomes for all pupils at Oakley School. We achieve this by:

- all teachers being encouraged to join each other's lessons, share good practice and collaborate with each other to develop their pedagogy, planning and how to meet individual pupils' needs
- members of ELT conducting frequent Learning Walks to visit lessons. These are short and focussed to gain a thorough understanding of pupils' progress, progression across the school and our responses to pupils needs and learning
- teachers being observed by members of the ELT at least 3 times a year in order to quality assure the learning and progress across the school
- teachers receiving timely verbal feedback and following these discussions we jointly agree the next steps to develop classroom practice, this may include: Continuous Professional Development (CPD)

opportunities, research, developing resources, peer observations, collaborative planning and sharing best practice that lead to improved outcomes for pupils
- allocating a mentor to teachers who are not meeting the National Teachers' Standards who will support them as they follow the Teacher Support Programme. Teachers will have weekly meetings and regular observations to develop their practice
- following the adopted capability procedure in the event that a teacher does not make sustained improvements in their practice

Teachers', LSAs' and Therapists' performance management targets are informed by the School Improvement Plan and themes that emerge from professional dialogues, learning walks and pupil progress meetings.

Staff have Performance Management objective setting, mid-year reviews and annual performance management meetings. They also have regular 1:1s/ supervision with Line Managers to ensure staff are supported in their roles and gives an opportunity for appropriate advice, guidance and training to be identified, as required.

We offer CPD for all our staff and ensure there is current SEN information, knowledge and expertise across the school. This includes teachers learning from colleagues and participating in and reading current research. We expect staff to participate in the following:
- New Staff Induction Programme – an after school, 5 week programme
- annual safeguarding training and updates
- teachers - fortnightly meeting on Tuesday from 3.30pm-5.00pm to plan collaboratively, share best practice and have professional dialogues in order to continuously strive for excellence
- all staff – weekly meeting on Wednesday from 3.30-4.30pm either in class teams, phase meetings or whole school meetings in order to plan, resource and share information
- whole school and individual CPD which will be informed by the School improvement Plan (SIP), staff Performance Management Targets and in response to the national agenda

4. Assessment

At Oakley School, we see assessment as an integral part of teaching and learning and it is inextricably linked to our curriculum through the use of Evidence for Learning.

We use three broad overarching forms of assessment:
- day-to-day in-school formative assessment
- in-school summative assessment (recorded on Evidence for Learning)
- nationally standardised summative assessment

EHCP Targets
All pupils who attend Oakley School have an Education, Health and Care Plan (EHCP) which details areas for development according to the individual pupil's strengths and needs. The document is assessed and reviewed once a year through the annual review process. This process requires professionals, pupils and families to set long term outcomes for the Key Stage within each of the 4 key areas of:
- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Sensory

These outcomes are transferred to each pupil's Provision Plan and each term teachers identify personalised learning goals or short term targets relating to them which are also stated on the Provision Plan and uploaded to Evidence for Learning. The short term targets are set for terms 6-1, 2-3 & 4-5. It is essential

that these short term targets are Small, Measurable, Achievable, Realistic/Relevant and Timed (SMART). See **Appendix 6:** Guide to writing SMART Targets

Each pupil's progress towards their short term targets is identified on their Provision Plans and is assessed and recorded by staff on Evidence for Learning (EfL). This enables Teachers to monitor and evaluate pupil progress on an on-going basis and to amend interventions as necessary to ensure that the pupil is on track to achieve the termly target and ultimately the Key Stage outcome. The short term targets are reviewed and updated each term by the Teachers in liaison with members of the Therapy Team and Parents/Carers at Parent/Carer Evenings. Teachers use the evidence they have collected and the information from their assessments to evaluate the targets and indicate if the progress the pupil has made is Beginning, Developing, Embedded or Exceeded. See **Appendix 7:** Guidance for EHCP Targets and OLJ Assessments. Teachers record these assessments on Evidence for Learning, which is then used by the Senior Leadership Team to monitor whole school progress towards the targets and inform Pupil Progress Meetings.

The Oakley Learning Journey

Upon joining Oakley School, each pupil will be baselined on the OLJ using the Baseline Benchmarking Tool and from there will progress through the OLJ bands, building progressively on the skills learnt in the previous bands. Teachers are expected to update OLJ assessments on EfL as and when skills have been worked on, with all areas of the assessment framework updated in time for data collection points at the end of Terms 2, 4 and 6 . Each skill in the OLJ is assessed as Red, Amber or Green. See **Appendix 7:** Guidance for EHCP Targets and OLJ Assessments. In rare cases a skill may be assessed as grey if it is felt it is not applicable or relevant to the pupil based on their needs and abilities. Authorisation from a member of the Senior Leadership Team is required for this.

Evidence for Learning (EfL)

Evidence for Learning is the online program used at Oakley that enables all staff to gather photo and video evidence linked to the pupil's EHCP Targets and skills in the OLJ. Evidence and observations are annotated and tagged to link to the relevant target or skill and the evidence is collated into assessment books.
There are clear expectations around the frequency and amount of evidence collected for each target or sub-area of the OLJ. **See Appendix 8:** Evidence Expectations for Evidence for Learning
All Teaching staff and members of the Class Team are expected to collect evidence of progress towards EHCP short term targets and OLJ skills.
Where appropriate, Class Teachers and Specialist Teachers use Evidence for Learning to capture evidence and assess against the engagement model.
As our use of EFL is developed, progress against the Oakley Learning Journey and the use of Evidence for Learning Insights package will enable us to report and analyse assessment and evidence data more effectively and accurately.

Accreditation

Phase 4 pupils of all pathways undertake accreditations and units for Entry Level and Functional skills programmes. These units are assessed in line with the assessment criteria of the awarding bodies.

- OCR Life and Living Skills (Entry level 1-3)
  This is an ongoing accreditation, assessed using observation, work produced and pupil/teacher discussions. There is no test and pupils can be entered for the appropriate level of accreditation on demand and more than once. Each level has a banding dependent on the number of credits achieved.
- Functional Skills (Entry Level 1-Level 1)
  This is assessed through an on-demand test paper given towards the end of Y11 (PW 2 and 3), Year 13 (PW2 and 3) and Year 14 (PW3). Pupils can be re-entered if needed. It is marked and moderated internally before samples are sent to Pearson for external moderation. The outcome is either pass or fail.

- BTEC Home Cooking Skills (Level 1 and 2)
  This is assessed through standardised assessment tasks to be completed independently. It is moderated and verified internally, and samples are sent to Pearson for external moderation. The outcome is either pass or fail.
- BTEC Vocational Studies (Level 1)
  This is assessed through standardised assessment tasks to be completed independently. It is moderated and verified internally, and samples are sent to Pearson for external moderation. The outcome is either pass or fail.

Feedback

Feedback to pupils is continual and staff recognise all aspects of achievement as progress. Marking and feedback is undertaken to:

- provide a record of pupil achievement
- track the teaching and specific learning of each pupil's curriculum "learning intentions"
- give feedback to that particular learner about what they did, how they did it and next steps
- feed into "next steps planning" for that particular pupil

Feedback at Oakley School can take many forms and will be provided in the most appropriate and meaningful way for each pupil. Feedback incorporates key elements at the relevant developmental stage the pupil within their understanding of the lesson content. The core aims of feedback are to:

- scaffold learning - Identify & address any misconceptions
- consolidate learning – Support pupils to apply and generalise skills across a range of contexts
- extend learning - Provide challenge & support development
- celebrate effort and achievements - Recognise & celebrate pupil success

Whilst recognising that feedback, including marking, is important for assessing pupil progress, recognising effort and achievement, setting new success criteria, and identifying 'next steps' to improve work, the school also recognises that many of our pupils struggle with understanding several aspects of the feedback process due to their learning needs and /or their level of understanding, for example:

- pupils may find it difficult and cannot see the point in having to revisit, review and correct work that they consider they have already completed and is therefore 'finished'
- pupils may find making mistakes extremely difficult to cope with and the task of revisiting and correcting past errors provokes anxiety and stress
- pupils may find the concept of time highly abstract so when we talk about 'next time' it is unclear to them if this means; the next activity, the next lesson, the next time we do this particular subject, the next day, next week or even next year
- pupils may have difficulties linking cause and effect so they often fail to link feedback to the correct action or achievement unless it is immediate and 'in the moment'
- some pupils find it difficult to accept praise or be applauded
- pupils respond better and benefit more from immediate feedback given during the lesson

Taking into account all of the above means that staff respond and feedback to pupils in a wide range of ways which vary according to the individual cognitive level of the pupil and the level at which their learning needs impact on their ability to understand, process and respond to the feedback.

Below demonstrates the range of ways we approach Feedback for Learning at Oakley School:

Self-Assessment and Peer-Assessment - Staff encourage pupils to assess their own work when appropriate and this progression of pupil understanding and ownership of self-assessment and next steps learning is developed across the phases and pathways. Some pupils may be able or prefer to do this in group situations or in a 1:1 situation. Feedback should be differentiated and personalised for each pupil and delivered using a Total Communication Approach in order to meet all the individual pupil needs.

Verbal feedback - Continuous dynamic verbal feedback given "in the moment" is essential in response to pupils' work and engagement in the lesson. This should be delivered in pupil friendly language, positively reinforcing learning whilst suggesting ways to improve. It is expected pupils will be encouraged to participate in the dialogue when possible so they are part of the feedback process. Feedback should be delivered at an appropriate level to the learning needs of the individual.

Visual feedback – This can take many forms which may include:

- demonstration – The teacher starts by demonstrating to the pupils all the steps involved in the activity that they are going to complete so that the pupils are able to see what the learning intention for the lesson is and what they need to do in order to be successful in the lesson.
- example – The teacher provides an example of the finished product for pupils to see so they are aware of what the learning intention for the lesson is and what 'success' in the lesson looks like.
- gestures and facial expressions – Staff use gestures, signing and facial expressions such as a 'thumbs up', a 'high five', clapping, or a big smile to let pupils know when they have been successful
- reward charts – Pupils are awarded tokens either 'in the moment', or, for those who are more able to link cause and effect, at the end of a task or lesson, to acknowledge good work or good behaviour which enable them to earn time doing a favourite activity or playing with a favourite item
- Dojo Points – some classes may use the reward system as part of Class Dojo. This functions as an electronic reward system with points given to recognise effort and positive choices
- lesson reflection – Provides opportunities at the end of a lesson for pupils to share their work, demonstrate their skills and talk /communicate about their work if they are able
- self-assessment by the pupil as to how well they managed to achieve their own success criteria for meeting the learning intention communicated visually

Written feedback - Written feedback should be short, concise, relevant and written in pupil friendly and accessible language:

- learning objective – This should be clear and appropriately shared with the pupils so that it can be referred to during the lesson. It focuses on skills and tells the pupils (and the support staff) what new learning the teacher is expecting them to achieve during the lesson i.e. what they should know, understand or be able to do that they couldn't do before. For less able pupils this may take the form of a demonstration or an example of the end product of the lesson (see above)
- 'I can…' success criteria – this clearly describes to the pupil what they, as an individual, needed to achieve in the lesson in order to be successful, they focus on what the pupil needs to learn rather than what they need to do.
- pupil self-assessment sheets – These are available in differentiated formats across the phases and pathways. They enable pupils to revisit their 'I can…' success criteria and reflect on their own work at the end of a lesson with a member of staff and, if appropriate, to identify next steps to improve their work or for staff to make suggestions as to how the work might be improved
- comments – These might be used to:
  - highlight the pupil's strengths and what they have done well
  - refer back to the 'I can…' statement and identify what the pupil has done to achieve it or what they need to do differently to achieve it next time
  - make suggestions about how the work might be improved even further
- marking – Marking is done in a sensitive manner i.e. limited correction of spelling errors so that pupils do not become disheartened at their mistakes but can learn from them

Annotation - In recognition that 'marking' impacts a Teacher's workload, pupil work is annotated, indicating the type of support and feedback given, using the following acronyms:

How was the work completed?	What support was given?	Feedback

Independent	I	Verbal prompt	VP	Verbal (Adult)	VF
Pair work	P	Scribe	Scribe	Peer	PF
Group	G	Reader	Reader	Self-assessment	SA
1:1 adult support	1:1	Hand over Hand	HOH		
		Visual Prompt	ViP		

Observation - Continuous observation of pupils' progress is expected. This includes in and out of the lesson context. Observations can be evidenced as progress towards a pupil's personal progress.
Observations are recorded and shared with the Class Teacher and any other colleagues where appropriate. Observations will contribute to the overall assessment of the pupil's progress.

Moderation - To ensure consistency in assessments made by staff regular moderation exercises are undertaken both internally (within the school) and externally (within KSENT). Moderation enables the school to assure the teachers' judgements with colleagues and provides opportunities for professional dialogue to improve pupils' outcomes. In addition, Teachers also meet regularly to moderate evidence collected and uploaded to EfL to ensure evidence uploaded and approved on EfL is of a consistent quality, relevant to the target or skill and demonstrates progress over time. This moderation also ensures Teachers are making consistent judgements and collecting meaningful evidence, so that assessment judgements made for any one pupil are accurate, fair and comparable with those made for all other pupils

Work Scrutiny - All Teachers and members of ELT complete a "work scrutiny" to ensure consistent quality and practice across the school. Members of the Extended Leadership Team complete frequent work scrutiny to ensure planning is robust to meet all pupils' needs, demonstrate progression across the curriculum and with opportunities to embed Skills for Life and Independence.

Pupil Progress Meetings - Phase Leaders meet teachers in their Phase each term for a Pupil Progress Meeting (x3 per year). The Leadership Team provide Phase Leaders with data from EfL Insights and SLEUTH to highlight pupils for discussion. At this meeting pupils' learning, behaviour, communication and social needs are reviewed along with the impact these have on progress and how to best support each pupil. Pupils who have not met an EHCP target for the term are discussed in depth. As a result, the intervention and provision plans may be updated and shared with parents.

Collaborative Planning - This is scheduled as part of the school calendar to enable teachers to jointly work together to develop skills and continue to move the curriculum and learning forward.
Teachers all have opportunities built into the school annual calendar of Teacher Meetings for collaborative planning. Time is allocated to observe each other's practice, offer feedback and have professional dialogue about a lesson and pupils' progress.

Celebrating Effort and Achievements - Weekly assemblies – These provide an opportunity to feedback to all pupils about their own success and that of their peers through the awarding of "Star of the Week" and the display of good work.

Class Dojo - This is an online platform that is used by Oakley School to connect teachers and families. It enables teachers to message parents/carers and share photos and videos from the school day.

Governors – The Teaching, Learning and Assessment committee meets three times a year and we report Pupil Progress formally at these times. In addition we have ongoing updates about pupil progress, training and CPD developments as well as strategic planning for the future through Link Governor visits and other Governor Meetings.

Additional relevant statutory guidance, circulars or legislation:

- DfE National curriculum publications
- DfE SEND code of practice: 0 to 25 years

This policy links with the following Oakley policies:

- Home School Agreement
- Class Dojo Policy
- Child Protection Policy and Procedures
- Pupil Behaviour Engagement and Wellbeing Policy
- Relationships and Sex Education (RSE) Policy

Appendix 1: Creative Curriculum Overview

Appendix 2: Wider Curriculum Overview

Appendix 3: Short Term Planning Template

Appendix 4: Medium Term Planning Template

Appendix 5: Learning at Oakley School Document

Appendix 6: Guide to Writing SMART Targets

Appendix 7: Guidance for EHCP Targets and OLJ Assessments

Appendix 8: Evidence Expectations for Evidence for Learning

Appendix 1: Creative Curriculum Overview

Overview of Creative Curriculum Topics – 3 Year Cycle 2021 - 2024

Oakley School
Skills for Life and Independence

		All subjects, incl SMSC, Lit, Num, C&I		**Pathways** 1, 2 and 3	**Academic year:** 3 Year Cycle	
Theme/ Topic:	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Family Tree (PSHE)	Jackanory… I'll tell a story (Reading / Lit)	Food around the World (Geo)	Muck, Mess and Mixtures (Science)	From A to B (His)	Underground (Science / Geo)
Year 2	Globetrotters (His)	Reach for the Stars (Science)	Environmental Disasters (Geo)	Lights, Camera, Action (ICT)	Everyday Heroes (PSHE)	The Greatest Show (Arts)
Year 3	Britain's Kitchen (Geo / Food Tech)	Raging Planet (Science)	A day in the Life of (PSHE)	Global Gardens (Geo)	ICT through the times (ICT)	Go for Gold / Goals (PE / PSHE)

1. **Family Tree** (all about me, celebrating our differences, family tree, royal family, key families through history)
2. **Lights, camera, action** (electricity, stop motion, using ICT, behind the scenes of tv / movies)
3. **From A to B** (transport, travel, transition, road safety, moving house etc, how transport has changed throughout time)
4. **Environmental Disasters** (key environmental disasters through time e.g. Pompei)
5. **Everyday Heroes** (Keyworkers, nurses, doctors, postman, police, fireman etc, Florence Nightingale etc)
6. **Muck, Mess and Mixtures** (science experiments, art, forest school)
7. **Jackanory…I'll tell a story** (author, illustrator, parts of a book, story writing, researching a focus author e.g. Julia Donaldson or Roald Dahl, biography, reading, rhyme, poems, story writing)
8. **Food Around the World** (how food is grown, different delicacies, healthy eating, different eating practices)
9. **Global gardens** (allotments, plants, world's countries, physical and human features)
10. **Reach for the Stars** (space, jobs, celebrities, being famous)
11. **Globetrotters** (key historical globe trotters e.g. Christopher Columbus)
12. **Raging Planet** (Global warming / Black Lives Matter / space)
13. **The Greatest Show** (music, circus, theatre, lighting, filming)
14. **Go for Gold / Goals** (World Event – World Cup, Olympics etc, healthy living, wellbeing)
15. **Britain's kitchen** (cooking focus, harvest, farming, farm shops, supermarkets, chefs, restaurants)
16. **Underground** (properties, under the sea, volcanoes, what the eye cant see, roots of trees, animals)
17. **A day in the life of…..**(everyday living, comparing lives to people around the world, jobs, routines, school, family, I can statements)
18. **ICT through the times** (e-safety, development of a telephone, using technology, first TV, first computer etc)

Appendix 2: Wider Curriculum Overview

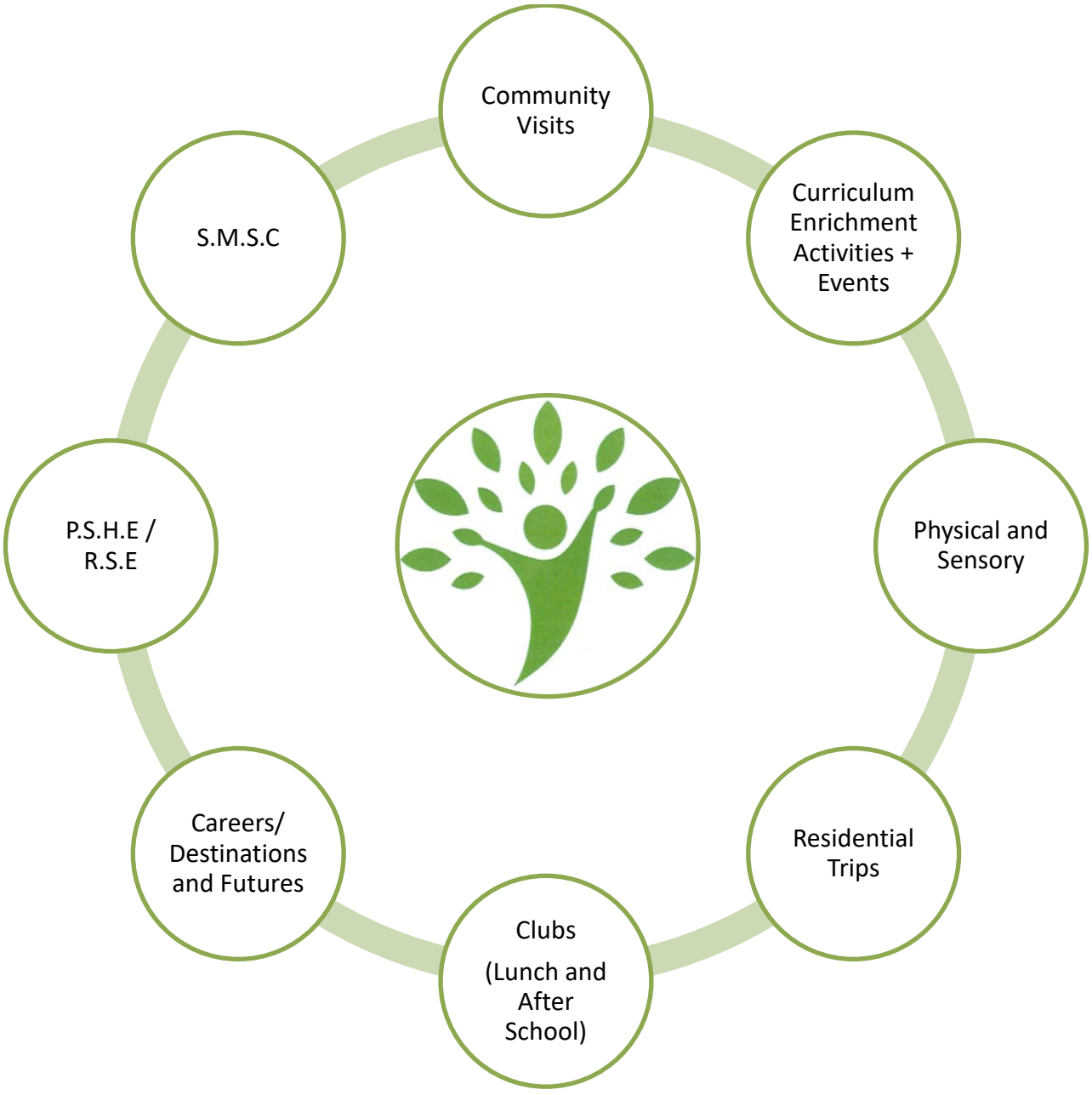
The Wider Curriculum

Intent:

To practice and generalise skills pupils have learnt through the Creative Curriculum in the wider community and a greater understanding of the world.

Implement:

The Wider Curriculum is a carefully constructed programme of activities and interventions for all age pupils that provides a progression of experiences and skills throughout the school.



Impact:

Through our wider curriculum, pupils develop their resilience, self-esteem, confidence, problem solving, tolerance, communication, social skills and a sense of enjoyment (fun) in order to achieve skills for life and independence.

- Community Visits – e.g. using money, social communication, problem solving, travel training, tolerance of different people and places.
- Curriculum Enrichment Activities – e.g. Valuing Voices Arts' Project has led to increased pupil confidence and engagement in the Arts and Pop Up Literacy Festival has inspired a love of stories and poetry in our pupils.
- Physical and Sensory – e.g. Pupils have developed physical and sensory skills and improved mental health and this enables pupils to develop leisure interests.
- A comprehensive programme of residential trips provides pupils with opportunities to stay away from home, develop their independence, experience different communities and cultures.
- Clubs - Lunchtime, after-school and holiday clubs enable pupils to socialise with different groups whilst developing skills and interests.
- Careers/ Destinations and Future – pupils to have meaningful experiences and opportunities for success, enjoyment and independence through a person-centred approach which ensures they are well-prepared for adulthood and employment.
- P.S.H.E / R.S.E is a key thread that underpins learning to achieve skills for life and independence e.g. enable pupils to develop positive relationships with others, maintain a healthy lifestyle and keep themselves and others safe.
- S.M.S.C is fundamental to pupils' understanding of the world they live in and in preparation for adulthood and to be contributing citizens e.g. School Council for pupil voice and Eco Committee for environmental issues. At Oakley we pride ourselves for our mutual respect and tolerance of those with different faiths and beliefs and for those without faith e.g. LGBTQ celebrations and R.E. Days.

Appendix 3: Short Term Planning Template

Short Term Planning

Oakley School
Skills for Life and Independence

CLASS:		TOPIC / FOCUS:			TERM: WEEK:
LESSON/ Subject	**GROUPING**	**Learning Tasks (differentiation, interventions and support from LSAs.)**	**WALT and outcomes (Refer to LTPs)**	**EHCP targets, Cross Curricular and Accreditation links (including SMSC, ICT and reading)**	**RESOURCES / ENVIRONMENT**

Other events this week:

Appendix 4: Medium Term Planning Template

Medium Term Planning

Oakley School
Skills for Life and Independence

|

Class:		**Subject:** **Phase Topic:**	**Term/ School Year:**	
SMSC Links:				
Learning Objective(s)/ Skill(s)	**Learning Outcome & Success Criteria** *(Reference to Long Term Plans)*	**Suggested Learning Tasks** *(incl. key questions, SMSC, ICT, Reading)*	**Resources/Environment to promote learning**	**Teacher Assessment to inform next lesson**
1: WALT:	*Challenge:*			
2: WALT	*Challenge:*			
3: WALT	*Challenge:*			
4: WALT	*Challenge:*			
5: WALT	*Challenge:*			
6: WALT	*Challenge:*			
7: WALT	*Challenge:*			

Medium Term Planning

Opportunities for Literacy, Numeracy, Computing, and C&I: Literacy: Numeracy: Computing: SMSC: C&I:	Review:

Appendix 5: Learning at Oakley School

Learning at Oakley School

Oakley pupils are grouped into Learning Pathways in terms of how they access the curriculum and are not a reflection of their individual level of learning.

Pathway 1 – Engage Curriculum

Pupils in Pathway 1 have the most severe and complex needs.

Classes have higher staff ratios, structured learning approaches and access to multi-sensory learning.

Pupils in Pathway 1 will often require access to a sensory area and high levels of support for Speech, Language and Communication through Therapists and the Communication and Assistive Technology Team.

Pathway 2 – Explore Curriculum

Pupils in Pathway 2 are able to work alongside or with other pupils in pairs or small groups.

Typically there are 10 pupils with 1 Teacher and 2 Learning Support Assistants. Pupils require access to a Total Communication Approach and sensory strategies as per the Universal Offer, delivered by the Class Team.

Pathway 3 - Discover Curriculum

Pupils in Pathway 3 are expected to work with a degree of independence, supported by a Total Communication Approach and sensory strategies. Typically the pupils will be in class sizes of 10 -12 with 1 Teacher and 2 Learning Support Assistants. They will generally need support with their social communication and how to generalise their knowledge to problem solve for themselves.

Pathway 4 – Satellite Provision

Pupils in Pathway 4 access the specialist satellite provision in Skinners Kent Primary School from Reception to Year 6. Pupils learn with their mainstream peers and some pupils will require specific support to access the curriculum and are encouraged to work independently. Pupils are based in the Satellite Classroom(s) with personalised opportunities to integrate into the mainstream classes as well as being included in whole school events such as: assemblies, trips and off-site activities.

Phase 1

Nursery to Year 3

Phase 2

Year 2 to Year 8

Phase 3

Year 7 to Year 11

Phase 4

Year 10 to Year 14

Skills for Life and Independence

Guide to writing SMART Targets

"In setting a target you define clearly what is being aimed for and then measure for success. It is important to stress the word 'Measure': a target is not meaningful unless you can measure whether it has been achieved."

DfEE 1997

- Targets must be 'SMART'

  S = Specific
  M = Measurable
  A = Achievable
  R = Realistic /Relevant
  T = Timed

Some examples:

Non SMART Target	SMART target
To focus during maths lessons	To focus for 60% of the time in each maths lesson on 4/5 occasions
To use a visual timetable	To refer to a visual timetable at the end of each lesson when physically prompted to do so on 5/5 occasions every day
To write name	To write first and last name independently on 10/10 consecutive occasions
To remain in seat	To remain seated for 80% of the required time on 3/5 days each week

- All targets should start "To…"
- Targets need to be very specific and focussed on a pupil's individual needs in order for them to reflect progress.
- The success criteria can be used to reflect progress.
  - Term 2/3 - To focus for 60% of the time in each maths lesson on **3/5 occasions**
  - Term 4/5 - To focus for 60% of the time in each maths lesson on **5/5 occasions**
- The level of prompting can be used to reflect progress.

- Term 2/3 - To refer to a visual timetable at the end of each lesson **when visually prompted** to do so on 5/5 occasions every day

- Term 4/5 - To refer to a visual timetable at the end of each lesson **independently** on 5/5 occasions every day

- Targets can and should be reviewed as necessary if the target is achieved early

- It is preferable for a pupil to achieve a target in 6 weeks because it is extremely 'SMART' than to have them working on the same target for 2 target cycles

  But…

- We do not necessarily expect a pupil to achieve all their targets every target cycle (If they are, then this may be a sign that the targets are too easy and that we do not have 'high expectations' for pupils)
  There may be cases where a pupil is assessed as "Developing" and would benefit from an additional target cycle working on the same target to achieve it.
  However, if a pupil is assessed as "Beginning" a target after a target cycle, then the target is not 'SMART' enough and needs to be rewritten by breaking it down into a smaller, "SMARTer" steps.

- We do need to have high expectations and be ambitious for pupils in terms of the progress we expect them to make and this needs to be reflected in the targets we set, however, we obviously need to make sure the targets are not too ambitious, (for instance setting a non–verbal pupil a target relating to them 'having a conversation')

Guidance for EHCP Targets and OLJ Assessments

To ensure our Teachers make secure and consistent judgements we use the following definitions when assessing:-

EHCP Assessments

Beginning (Target Not Met)

- Very little or no progress was made towards the target

Developing (Target Partially Met)

- Some progress was made towards the target, but the pupil may be inconsistent in their ability to meet the target.
  They may not be able to meet the target with the frequency specified or may require a higher level of support/prompting

Embedded (Target Met)

- All of the target was achieved

Exceeded

- All of the target was achieved AND the pupil was able to demonstrate a higher level of generalisation through independence, frequency or context

Example

SMART Target – To put socks on with verbal support twice a day on 5 consecutive days	
Beginning	**None of the target was achieved** Pupil threw socks across the room or pupil put socks on their hands not on their feet
Developing	**Some of the target was achieved** Pupil got socks on to toes but needed physical help to put it on the rest of the way Or Pupil put socks on when talked through each step on some days but on other days was unable to put them on or refused to try
Embedded	**All of the target was achieved** Pupil put socks on when talked through each step twice a day on 5 consecutive days
Exceeded	**All of the target was achieved AND the pupil surpassed the criteria in the target** Pupil demonstrated they were able to put their socks on independently, with no prompting in school, after swimming and parents reported they were independent at home

Oakley Learning Journey Assessments

Skill left Blank

- Pupil is not able to demonstrate this skill.
- This skill has not been taught or there is no evidence that the pupil is aware of this skill

Red

- Pupil demonstrates this skill once/for the first time in the context of the lesson/learning experience

Amber

- Pupil demonstrates this skill more than once AND across more than one context

Green

- Pupil demonstrates this skill regularly and consistently
- Skill is generalised across different contexts

Grey

- This skill is not applicable or relevant to the pupil based on their needs and abilities and will not be assessed
- All skills to be inclusive of a Total Communication Approach (verbal, signs, visual support, AAC)
- **Authorisation from SLT is required for a skill to be marked as Grey**

Example

OLJ – Mathematics – Number **Band 3 – Skill 2 – "Combine objects like stacking blocks and cups"**	
Blank	Pupil has shown an interest in single objects but has never been observed with more than one object. Pupil has been observed lining up multiple objects as part of ritualised play.
Red	Pupil has previously been observed manipulating objects and moving them around. Pupil attempted to put blocks on top of each other to make a tower for the first time.
Amber	Pupil was observed making a tower by stacking cups with an adult and was observed outside filling a bucket with sand and water and pouring it out.
Green	Pupil was observed on different days doing an inset puzzle, a shape sorter and making a tower of blocks. In addition at Forest School, the pupil was observed combining logs and sticks to make a pile.

Evidence Expectations for Evidence for Learning (EfL)

EHCPs

- There are 3 EHCP target cycles a year which run for two short terms (Terms 6/1, 2/3 & 4/5)
- EHCP Targets are assessed at the end of each cycle and given the grading of Beginning, Developing, Embedded or Exceeded
  (see Definitions of Assessment Terms document)
- Evidence showing progress towards the targets should be collected throughout the cycle as and when it is demonstrated by the pupil with a **minimum of two pieces of evidence (one for each short term) per target for each pupil**
- If the pupil is assessed as Exceeding their target, then an **additional piece of evidence showing how the target has been exceeded is required**
- Evidence uploaded to EfL may take different forms such as:
  - written note by class team recording an observation
  - photo of pupil
  - photo of work or learning activity
  - video of pupil
- Wherever possible a range of different forms of evidence is expected

Oakley Learning Journey (OLJ)

- Assessment and recording of progress is ongoing throughout the year
- Data capture points are 3 times a year at the end of Terms 2,4 & 6 (see Assessment and Moderation Cycle)
- Pupils are assessed against each skill and given a RAG rating of RED, AMBER or GREEN
  (see Definitions of Assessment Terms document)
- The OLJ is made up of Prime Areas of Learning and Specific Areas of Learning
- The Prime Areas of Learning are Communication and Language, Personal, Social, Emotional Development and Physical Development. The Specific Areas of Learning are Literacy, Mathematics, Understanding the World and Expressive Arts and Design
- Each Area of Learning is divided into Sub-Areas, e.g. Literacy is divided into Comprehension, Word Reading and Writing
- Evidence showing progress towards the skills in each Sub-Area should be collected throughout the year as and when it is demonstrated by the pupil with a **minimum of two pieces of evidence per Sub-Area of Learning per long term for each pupil (total of 6 pieces per year)**
- One piece of evidence may be used and tagged with multiple skills from different Sub-Areas of Learning if appropriate
- As with EHCP targets, evidence uploaded to EfL may take different forms such as:
  - written note by class team recording an observation
  - photo of pupil
  - photo of work or learning activity
  - video of pupil
- Wherever possible a range of different forms of evidence is expected