

*'To enable all children and young people to access, participate and contribute to their community for life'*

*Kindness      Inclusivity      Resilience*  
*Respect      Openness      Understanding      Empathy*

# Teaching, Learning and Assessment Policy

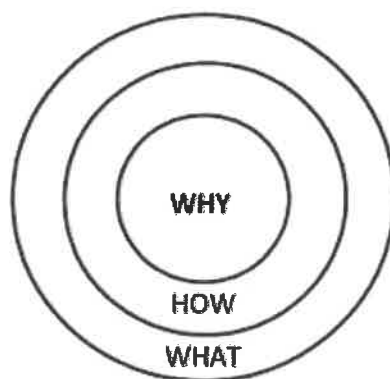
Policy Revised by:	Nathanael Spalding
Date Revised:	18.02.2022

## Contents

Our Shared Purpose, Vision, Values and Culture underpinning the Autism Strategy	p. 3
<b>Part 1: Teaching, Learning and Curriculum Policy into Practice</b>	
Introduction	p. 4
The strategic intent of the curriculum and how it meets the characteristics of our learners	p. 4
Characteristics of autism that Influence Learning	p. 6
Our Curriculum Model	p. 7
Intent	p. 8
Implementation	p. 9
Impact	p. 9
Partnerships	p.10
Cornerstones Curriculum	p.10
Structured TEACCHing and Visual Support	p.13
Effective use of TAs	p.14
Monitoring and Evaluation	p.15
Medeshamstede Whole Academy Autism Strategy	p.16
Structured teaching strategy and what it looks like in practice	p.17
Rationale for evidence-based Autism Strategy	p.22
Why we put a 'recovery curriculum' into practice in our Academy in September 2020	p.24
All staff will ensure	p.27
<b>Part 2: How we use Assessment - Assessment Policy into Practice</b>	
A clear purpose for assessment	p.28
Collecting assessment data	p.30
Assessment in the Early Years Foundation Stage (EYFS)	p.32
How we use assessment data across the Academy	p.33
Training	p.33
Roles and responsibilities	p.34
The Engagement Model	p.34
Recognising Progress and Achievement	p.35
Recording	p.36
Moderation	p.37
How we report to parents and carers	p.37

## Our Shared Purpose, Vision, Values and Culture underpinning the Autism Strategy

We are currently developing our shared vision, ethos and strategic direction to ensure we are securing more meaningful outcomes for our pupils.



The Golden Circle Model (Simon Sinek, 2011)

### ? **WHY:** *Because autism matters (mission)*

- We believe in challenging the status quo and thinking differently by seeing the world through the lens of autism
- We have a shared purpose *'to enable all children and young people to access, participate and contribute to their community for life'*.

### ? **HOW:** *The way we do this is by empowering individuals to overcome their barriers: to engage, learn and make progress (values)*

- By adapting a blend of research-based autism approaches, ensuring effective daily autism provision and using a shared language
- By a holistic, quality first curriculum and pedagogy that addresses the learning characteristics of our pupils and enabling social communication, social thinking, personal development, well-being, sensory regulation and independence
- By high aspirations: giving pupils a voice, social value, a sense of belonging to their community and preparing them well for their next steps in education, adulthood and employment
- We live real values of *kindness, respect, resilience, empathy, understanding, inclusivity, openness and restorative practice*

### ? **WHAT:** *We achieve an inclusive learning community for all (vision and culture)*

- Fully meeting the needs of individuals and their families within our culture of autism

- Collaboration with all stakeholders to ensure aspirations and outcomes of education, health and care plans are fully achieved
- A culture of learning as a centre of excellence; providing professional development, support to settings, school leaders, other professionals, teachers and support staff.

## Part 1: Teaching, Learning and Curriculum Policy into Practice

### Introduction

Our quality first curriculum aims to meet pupil's learning needs including their social, emotional well-being, their communication needs and life skills. At Medeshamstede we understand that all children are different, so we personalise learning to ensure needs are fully met. We understand autism as a spectrum of differences.

**The DSM-5: Autism Spectrum Disorder identifies individuals will have differences with:**

- **Social communication**
  - Differences in social-emotional reciprocity (exchanges between people)
  - Differences in nonverbal communicative behaviours
  - Difficulties in developing and maintaining relationships
- **Restricted, repetitive patterns of behaviour, interests, or activities**
  - Stereotyped or repetitive speech, movements, or objects
  - Excessive adherence to routines, ritualised verbal or non-verbal behaviour
  - Highly restricted, fixated interests (intensity or focus)
- **Hyper or hypo-reactivity to sensory aspects of the environment**

(2017 TEACCH Autism Program, University of North Carolina)

### The strategic intent of the curriculum and how it meets the characteristics of our learners

The strategic intent of the curriculum is to address the differences of autistic individuals through provision which addresses their learning characteristics to overcome barriers to learning of:

- **Social Communication Difficulties** (receptive & expressive language)
- **Restricted or Repetitive Behaviours and Interests**
- **Sensory Processing:** difficulty filtering and modulating input
- **Learning Styles:**
  - **Difficulty with implicit teaching** (therefore we explicitly teach the skill to the individual)
  - **Attention** (difficulty with 'lift and shift', seeing details rather than the big picture)

- **Auditory processing** (visual learning style)
- **Executive functioning** (time and organisation)
- **Theory of mind** (therefore we teach social thinking and the perspective of others)

Most children at Medeshamstede are working below age related expectations, to meet this need our curriculum is adapted to support pupils' developmental stage rather than age. We also recognise pupils may have uneven profiles of ability and some may demonstrate strengths in a curriculum area. The characteristics of learners can be summarised through the following developmental stages:

- **Pre-formal stage learners** – Mostly EYFS and those working below the level of the National Curriculum where learning is not yet subject based
- **Semi-formal stage learners** Mostly KS1 and those beginning the National Curriculum
- **Formal stage learners** Mostly those working at the level of the National Curriculum

Based on the above rationale, In EYFS to KS3 pupils are grouped in classes across year groups. This pedagogy prepares learners for KS4 exam subjects and pathways in preparation for adulthood. Learners in KS4 study both an academic curriculum including: English, Maths, Science, Food Technology and Computing alongside a broader curriculum to meet their communication, relationship, social, emotional and sensory needs.

Teaching and learning activities are informed by assessment; carefully planned, structured and designed to ensure that teachers provide:

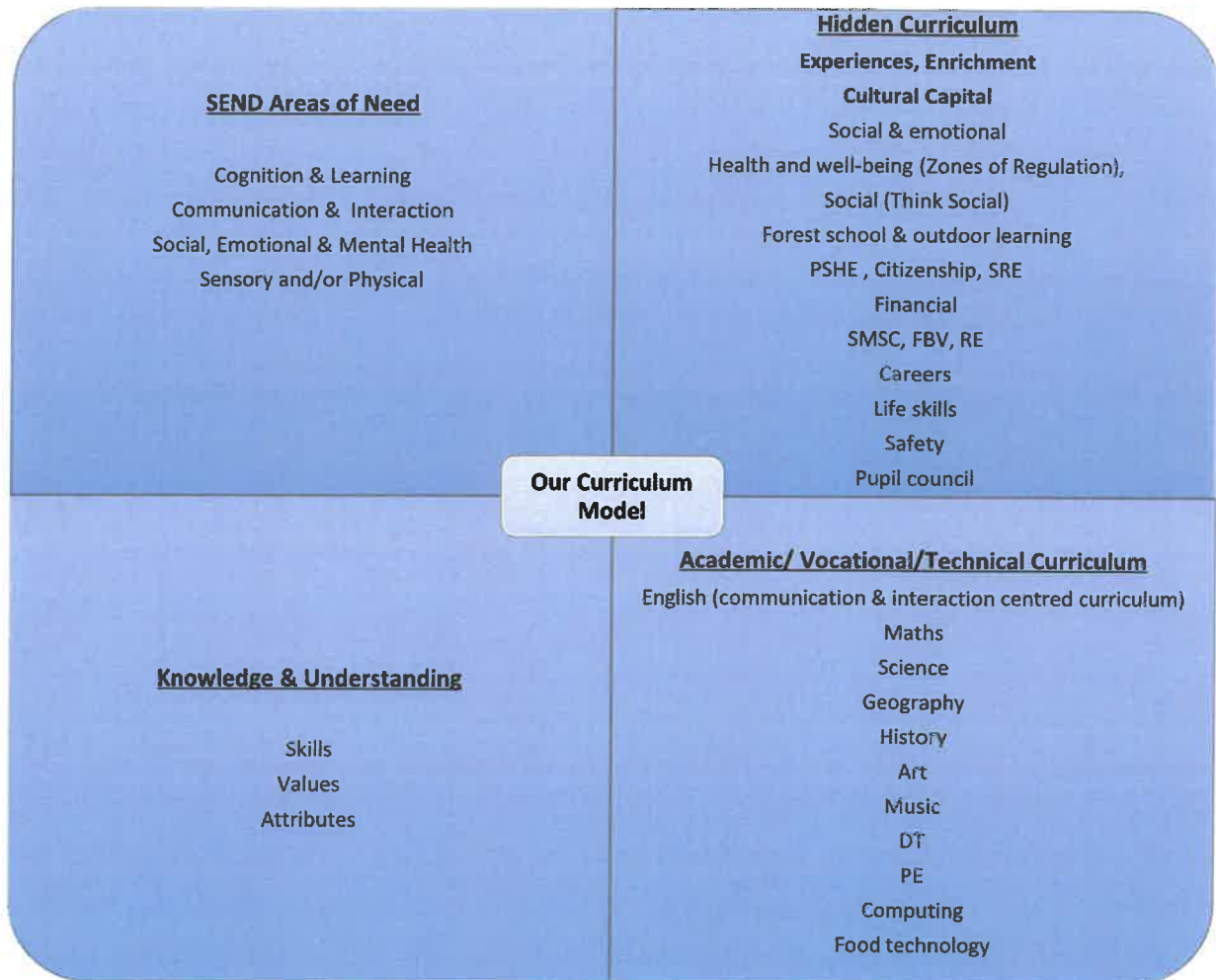
- flexibility in making adjustments to activities, lessons, timetables and their delivery, as necessary, for pupils.
- opportunities for pupils to practice and use their knowledge and skills across a range of situations and people, and to develop flexibility, by making planned changes and posing problems to solve.
- systematic teaching and quality of the learning experience from the perspective of the pupil which considers the demands of group working.
- individualised visual supports to ensure that the sequence of activities during the day is understandable and predictable.
- activities that are well organised, structured and planned ensure that, where possible, advance warning is given (to both pupil and parent/carer) of any changes to familiar routines in a way that is meaningful and helpful to pupils and their families.
- Interventions align with the curriculum to teach self-regulation, social and emotional understanding and have impact to overcome pupils' barriers to learning for communication and interaction, sensory and physical needs and social, emotional and mental health needs.



## Characteristics of autism that Influence Learning

Characteristic (Learning Style)	How do we reduce the barrier for learning ?
<p><b>Implicit Learning</b></p> <ul style="list-style-type: none"> <li>Automatic learning and generalisation is a relative difficulty for individuals and they may have:</li> <li>trouble exhibiting the same skill across people, places and materials</li> <li>knowing what to do based on prior learning or experiences</li> </ul>	<ul style="list-style-type: none"> <li>Use direct (explicit) teaching of skills</li> <li>Systematic teaching</li> <li>Teachers explicitly plan for and teach generalisation</li> <li>Teach the use of visual strategies that support generalisation</li> </ul>
<p><b>Attention</b></p> <ul style="list-style-type: none"> <li>'sticky' attention</li> <li>Difficulty disengaging and shifting</li> <li>Narrow beam</li> <li>Focus on details (relevant vs not relevant)</li> <li>Problems seeing the 'big picture'</li> </ul>	<ul style="list-style-type: none"> <li>Modify the environment to reduce distractions</li> <li>Use visual structure to direct attention to important and relevant information</li> <li>Use visual supports to enhance meaning and understanding of abstract concepts</li> <li>Use a variety of visual cues to help disengage and shift attention</li> </ul>
<p><b>Auditory Processing Difficulties</b></p> <ul style="list-style-type: none"> <li>For some leads to strength in visual processing</li> <li>Learn from what they see</li> <li>Think in pictures</li> <li>Difficulty with abstract language</li> <li>Concrete or literal thinking</li> <li>Delayed processing</li> </ul>	<ul style="list-style-type: none"> <li>Match language to level of receptive understanding</li> <li>Use gestures, concrete examples and visual instruction/supports</li> <li>Allow time to process information and formulate a response</li> </ul>
<p><b>Executive Functioning</b></p> <ul style="list-style-type: none"> <li>Weak organisational skills</li> <li>Difficulty sequencing/planning</li> <li>Trouble with initiation</li> <li>Difficulty understanding 'finished'</li> <li>Set shifting/flexibility</li> <li>Difficulty with transitions</li> </ul>	<ul style="list-style-type: none"> <li>Provide visual sequences of activities</li> <li>Develop and teach organisational strategies</li> <li>Provide concrete indicators for the passage of time and concept of finished</li> </ul>
<p><b>Multiple Perspectives</b></p> <ul style="list-style-type: none"> <li>Difficulty with joint attention</li> <li>Responding to others emotions</li> <li>Theory of Mind (Frith, Baron-Cohen)</li> <li>Inability to understand that others have beliefs that are different to one's own</li> </ul>	<p><b>Attention Autism</b> by Gina Davies  <b>Social Thinking</b> by Michelle Garcia Winner  <b>Zones of Regulation</b> by Leah M. Kuypers  <b>Social Stories</b> by Carol Gray</p> <ul style="list-style-type: none"> <li>Use visual prompts to support social engagement and interaction</li> <li>Incorporate interests to promote social engagement and joint attention</li> <li>Directly teach about emotion in self and others</li> <li>Create narratives to enhance social understanding</li> </ul>
<p><b>Sensory Processing</b></p> <ul style="list-style-type: none"> <li>Problems filtering and modulating input</li> <li>Hyper reactivity (over-stimulated): Aversion, avoidance, over aroused</li> <li>Hypo-reactivity (under-stimulated): sensory seeking, may not notice sensory input</li> <li>Difficulty dealing with open space</li> </ul>	<p><b>Zones of Regulation</b> by Leah M. Kuypers  <b>Peterborough Paston Pack</b>  <b>Sensory Circuits</b>  <b>A Sensory Diet</b></p> <ul style="list-style-type: none"> <li>Organise and segment the environment to decrease stimulation</li> <li>Provide calm and quiet spaces</li> <li>Schedule breaks throughout the day</li> </ul>

# Our Curriculum Model



## Our Curriculum at Medeshamstede Academy

### Our curriculum...

- Is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent)
- Translates that framework over time into a structure and narrative, within an institutional context (implementation)
- Evaluates what knowledge and understanding pupils have gained against expectations (impact)

## Intent

**We are currently developing our curriculum intent to define the skills, knowledge and cultural capital our pupils need to succeed in life.**

### To provide a curriculum which:

- is a quality first curriculum, addressing the culture of autism to support pupils to overcome barriers to learning;
- is fully adapted to meet the needs of all pupils through a consistent whole academy approach;
- takes full account of the recommended provision and long term outcomes in every pupils' Education, Health and Care Plan (EHCP);
- enables every pupil to achieve at least expected progress and recognises the small steps of progress made by pre-formal stage learners;
- addresses social communication, language and interaction as the main presenting need of autistic pupils;
- incorporates the learning characteristics of autism allowing for repetition, consolidation, generalisation and spaced retrieval to 'make learning stick' and close the learning gap;
- places emphasis on oracy, phonics, reading and writing across all subjects as key to learning;
- is coherently planned for sequential, systematic learning across all phases (EYFS – KS4);
- engages all pupils in the whole curriculum which is meaningful, holistic, enriched, broad and balanced;
- ensures continuity and coherence in the context of an all through school; developing depth and breadth of learning before exam subjects in KS 4;
- demonstrates equality of access to activities for autistic pupils, including the extended curriculum and exam concessions, where appropriate;
- prepares all pupils for their next steps and adulthood by promoting creativity, problem solving, independence, life-skills and employability.



## Implementation

We are currently developing our curriculum to ensure our approach for delivering key subjects is rigorous, systematic, used with fidelity and achieves strong results for all pupils. We have begun developing teaching for mastery in Mathematics using the White Rose Maths programme at the start of Spring Term 2022. We will be introducing Read Write Inc Phonics by the start of the Summer Term 2022 to ensure we have a robust and validated systematic synthetic phonics approach across the school.

### Delivery of the curriculum:

- embeds the assess, plan, do, review cycle of the SEND code of practice;
- is supported through the academy's autism strategy frameworks, ie: structured TEACCHing, to enable independence through meaningful structure;
- through the teaching sequence and four part pedagogy to *engage, develop, innovate and express* through Cornerstones imaginative learning projects (EYFS – KS3), so that pupils make connections and can generalise skills across subjects;
- is appropriately personalised and correctly matched to developmental 'stage not age' whilst remaining challenging and engaging;
- consistently provides achievable tasks which deepen the thinking of all learners;
- is effectively supported by learning assistants who have a clear understanding of how to support pupils to promote pupil independence;
- encompasses 'Zones of Regulation' ® and 'Think Social' ® within the hidden curriculum to meet CI, SP, SEMH needs;
- is multisensory, with real life experiences;
- places importance on learning through play and recognises the developmental stages of play;
- encompasses pupils' life- experiences, interests and fascinations to motivate engagement and learning;
- incorporates social, moral, spiritual and cultural education (SMSC) and fundamental British values (FBV)

## Impact

- pupils know what they know and what they need to do next;
- learning is embedded over time so that all pupils meet the long term outcomes of their EHCP across all areas of need;

- the majority of pupils make progress and the smaller steps made by pre-formal learners are recognised and celebrated;
- teachers capture evidence of pupils' learning progress within their formative assessment to clearly identify gaps in learning and address them through their planning and adapt the curriculum;
- pupils develop essential skills for life;
- key subject knowledge, understanding and skills are consolidated and there is deep learning;
- pupils demonstrate well developed learning habits and skills which they generalise across the curriculum and the setting;
- involves pupils, where possible, in formulating their long-term goals and ambitions, and all staff have high aspiration for pupils;
- pupils are well prepared for their next stage of education, transition to college and adulthood.

## Partnerships

We have joined the Skills Builder Partnership. For semi-formal and formal learners in KS1 – KS 4, this enables us to teach a research based programme that supports broader learning and careers plans. Skills Builder gives us a shared language around eight essential skills built into academy life, across all activities, appropriate to stage related expectations of the individual. This framework and principles support building the essential life skills of:

- |                   |                    |
|-------------------|--------------------|
| • Listening       | • Staying Positive |
| • Speaking        | • Aiming High      |
| • Problem Solving | • Leadership       |
| • Creativity      | • Teamwork         |

We have also partnered with Autism Education Trust (AET) as the AET Hub for Peterborough. The AET school competency framework provides a clear structure against which staff can reflect upon and evaluate their practice and aims to provide a source of guidance to help schools assess and develop capacity within their workforce to improve outcomes for autistic pupils.

## Cornerstones Curriculum

**Our rationale for using Cornerstones curriculum is that it:**

- provides a coherent curriculum through cross-curricular links
- supports a systematic and sequential approach to learning
- ensures progress across a range of subjects
- ensures pupils are taught a full curriculum
- prioritises oracy, reading and writing across the curriculum
- builds on reading skills and develops a culture for a love of reading
- ensures consistency through the school and across key stages and phases
- provides a defined pedagogical structure, embedding the 4 cornerstones of learning allowing pupils to develop and generalise their skills and knowledge

- supports the characteristics and learning styles of autistic pupils through clear structure, a multisensory approach, sensory and physical activities
- teaches life-skills within with a real purpose
- encourages children to observe the natural world around them and ask questions; compare objects, materials, living things and notice patterns and relationships
- provides memorable experiences that set the scene and provide context for future learning
- links what is being taught in class with purposeful visits, trips and visitors to complement and broaden the curriculum;
- applies skills, knowledge and understanding to real life and imaginary contexts
- provides opportunities for pupils to work both independently and in groups
- links continuous provision with well-planned invitations to learn supporting Attention Autism, the TEACCH approach and outdoor play principles
- supports pupils to apply their skills to ask questions, be curious, think, problem solve and create something with what they have been taught.

## Cornerstones 4 part pedagogy

<b>Intent</b> <i>(attributes &amp; values)</i>	<b>Implement</b> Teachers...	<b>Impact</b> Learners...
<p><b>Engage</b></p> <ul style="list-style-type: none"> <li>Adventurous</li> <li>Curious</li> <li>Excited</li> </ul> <p><i>'Curiosity is the engine of achievement'</i> Sir Ken Robinson</p>	<ul style="list-style-type: none"> <li>begin the ILP (Imaginative learning project) with a memorable, hands on experience to hook learners in</li> <li>set the scene and provide the context for learning</li> <li>ask questions to provoke thought and interest</li> <li>use interesting starting points to spark children's curiosity</li> </ul>	<ul style="list-style-type: none"> <li>take an active part in memorable first-hand experience</li> <li>read and research about the learning theme using a range of source materials</li> <li>ask their own enquiry questions</li> <li>develop spoken language skills in different situations and with a range of people</li> <li>take part in physical and sensory activities</li> <li>identify possibilities for future learning stemming from own interests</li> </ul>
<p><b>Develop</b></p> <ul style="list-style-type: none"> <li>Industrious</li> <li>Purposeful</li> <li>Resilient</li> </ul> <p><i>'Many of the things we find interesting are not so by nature but because we took the trouble of paying attention to them.'</i> Mihaly Csikszentmihayi</p>	<ul style="list-style-type: none"> <li>explicitly teach essential skills linked to each activity to develop knowledge and provide a depth of understanding</li> <li>model new skills and allow time for consolidation</li> <li>provide creative opportunities for making and doing</li> <li>deliver reading, writing and talk across the curriculum</li> <li>promote reading and writing for a real purpose</li> </ul>	<ul style="list-style-type: none"> <li>delve more deeply into a theme</li> <li>develop an understanding of new concepts and themes</li> <li>acquire new knowledge</li> <li>practice and master new skills</li> <li>make links between subjects across the curriculum</li> <li>revisit and refine previously learned skills</li> </ul>
<p><b>Innovate</b></p> <ul style="list-style-type: none"> <li>Imaginative</li> <li>Inventive</li> <li>Resourceful</li> </ul> <p><i>'Stand aside for a while and leave the room for learning, observe carefully what children do, and then, if you have understood well, perhaps teaching will be different from before'</i> Loris Malaguzzi</p>	<ul style="list-style-type: none"> <li>provide imaginative scenarios that provoke children's learning and creative thinking</li> <li>offer a range of well-resourced and stimulating provocations encouraging children to apply their skills and think creatively both independently and in groups</li> <li>enable and assess children's application of previously learned skills</li> <li>encourage enterprise and independent thinking</li> <li>facilitate opportunities for independent and collaborative working for problem solving</li> </ul>	<ul style="list-style-type: none"> <li>show enterprise in solving problems and resolving situations</li> <li>use their thinking skills to explore possibilities</li> <li>build on their self-esteem and confidence</li> <li>reflect upon and identify their own needs, skills and understanding</li> <li>work in pairs, groups, as a whole class and independently</li> <li>take on different roles and responsibilities</li> </ul>
<p><b>Express</b></p> <ul style="list-style-type: none"> <li>Confident</li> <li>Articulate</li> <li>Reflective</li> </ul> <p><i>'In his mind the whole thought is present at once, but in speech it has to be developed successively. A thought may be compared to a cloud shedding a shower of words.'</i> Lev Vygotsky</p>	<ul style="list-style-type: none"> <li>provide environments for reflective talk &amp; opportunities for shared evaluation</li> <li>celebrate success</li> <li>identify next steps for learning</li> <li>encourage reflective talk by asking questions</li> <li>provide opportunities for shared evaluation</li> <li>involve parents/carers in an end of project celebration to enable a shared understanding of progress and achievement.</li> <li>enable and assess application of previously learned skills</li> </ul>	<ul style="list-style-type: none"> <li>perform, present and become the experts</li> <li>evaluate finished products, processes and progress</li> <li>link what they have learnt to starting points or initial observations</li> <li>reflect on their own learning</li> <li>share achievements with classmates, parents, the community and beyond</li> <li>celebrate their achievements</li> <li>present their achievements at their annual EHCP review and in assemblies</li> </ul>

## Structured TEACCHing and Visual Support

The intervention approach of **structured TEACCHing** and visual supports (TEACCH Autism, University of North Carolina) is the 'golden thread' running throughout all academy activities. It is a life-long, research based approach that enables us to provide a framework which understands the unique learning styles and characteristics of individuals and meet their needs through visual support and meaningful structure.

Structured TEACCHing is a framework within which we teach skills and support independence. It focusses attention and makes the environment more explicit and organised. It is blended with other evidenced based strategies and curriculums to support and enhance learning through the following pedagogy:

- Explicit teaching and learning (rules) to compensate for implicit (intuitive) learning differences
- Direct attention to important and relevant information
- Antecedent-based using visual supports to promote organisation, planning and sequencing
- Use strengths and interests of individuals to increase their engagement with learning
- Supports learning and behaviour
- Makes the world a more meaningful and predictable
- Teaches expected behaviour through the use of physical organisation
- Decreases confusion and anxiety
- Understands learning styles and behaviours can be addressed through a work system, schedule presentation, material structure and visual supports
- Increases initiation and independence
- Increases flexibility
- Supports the generalisation of skills
- Underpinned by informal assessment of skill areas through observation to meet individual routines and developmental needs within an optimum learning environment.

## Effective use of TAs

### TAs support high quality teaching through:

- quality talk and planned probing questions to support the development of independent learning skills;
- avoiding prioritising task completion and help pupils develop ownership of tasks;
- enabling the necessary lesson preparation and feedback;
- a clear understanding of the concepts being taught; skills to be learned; applied, practised or extended; intended learning outcomes; expected/required feedback;
- delivering targeted interventions in one-to-one or small groups;
- ensuring pupils understand the links between intervention work and apply it to the classroom;
- ensuring the academy's autism strategy is fully embedded, resourced and supported through pedagogy and visual support.

1. TAs should not be used as an informal teaching resource for low-attaining pupils
2. Use TAs to add value to what teachers do, not replace them
3. Use TAs to help pupils develop independent learning skills and manage their own learning
4. Ensure TAs are fully prepared for their role in the classroom
5. Use TAs to deliver high-quality one-to-one and small group support using structured interventions
6. Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction
7. Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions

(Education Endowment Foundation '*Making Best Use of Teaching Assistants*' Summary of Recommendations, Spring 2015)

## Monitoring and Evaluation

Monitoring and evaluation practices for quality assurance by senior leaders and independent advisors will ensure:

- the curriculum meets the needs of all pupils through intent, implementation and impact;
- the academy autism strategy and individual EHCP provision is fully delivered;
- all pupils make good or better progress;
- areas for improvement are identified and an action plan put in place;
- systems evaluate pupil engagement, enjoyment and creativity;
- all teaching is good demonstrated through regular monitoring of teacher's planning, scrutiny of work in books, learning walks and lesson observations with a planned focus;
- a termly pupil progress review meeting is held with teacher which includes discussion of individual pupil and group progress, effective use of assessment, provision mapping, academy improvement plan and the impact of the interventions that are used.

Weekly lesson planning is put on the shared OneDrive. This allows for continuity of learning and progress in the instance of teacher absence.

Plans are shared with learning assistants. Planning covers the full curriculum and is based upon previous assessment data, for pupil's stage, EHCP provision, pupil need and personalised learning.

# Medeshamstede Whole Academy Autism Strategy (Antecedent intervention for the 4 areas of SEND: Quality First Teaching)


## AET Frameworks


## TEACCH


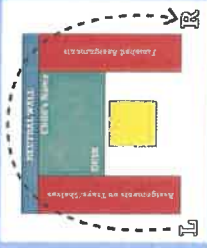

Communication and Interaction	Cognition and Learning	Sensory and Physical	Social, Emotional and Mental Health
<ul style="list-style-type: none"> <li>Intensive Interaction</li> <li>PECS (Picture Exchange)</li> <li>Communication System) Phases 1 – 7.</li> <li>PODD Books (Pragmatic Organisation Dynamic Display)</li> <li>Visual support system (including Widget symbols)</li> <li>Individual schedule</li> <li>Attention Autism</li> <li>Think Social</li> <li>Zones of Regulation</li> <li>Colourful Semantics</li> <li>Skills Builders</li> <li>Social Stories and Concept Cartoons</li> <li>Circle Time including greetings</li> <li>Classroom display – key words and vocabulary</li> <li>Augmented support</li> </ul>	<ul style="list-style-type: none"> <li>Work system (meaningful structure and concept of 'finished')</li> <li>Individual work station</li> <li>Multisensory approaches</li> <li>Cornerstones Curriculum – (4 part pedagogy: 'stage not age')</li> <li>Intrinsic motivators (learning through own fascinations and interests)</li> <li>Letters and Sounds (phase 1-6) changing to Read Write Inc. Phonics in Summer 2020</li> <li>Book Bands</li> <li>Think Social (reading comprehension and inference)</li> <li>Teaching for Mastery Maths (White Rose Maths)</li> <li>Library sessions including role play</li> <li>Switch On Reading and Writing</li> <li>Smart English</li> <li>Systematic and Precision Teaching</li> <li>Mind Maps</li> </ul>	<ul style="list-style-type: none"> <li>Distraction Limited Environment</li> <li>Sensory stories</li> <li>Sensory play</li> <li>Schematic play</li> <li>Peterborough Paston Pack (OT)</li> <li>Sensory Diet</li> <li>Forest school</li> <li>Zones of Regulation</li> <li>Handwriting Programme</li> <li>Wake and Shake/5 a day</li> <li>Sensory Mile</li> <li>Sensory Circuits</li> <li>Rebound Therapy</li> </ul>	<ul style="list-style-type: none"> <li>Enabling Environment: physical organisation</li> <li>TEACCH Behaviour Problem Solving Process &amp; data collection (ABC)</li> <li>Zones of Regulation</li> <li>Think Social</li> <li>Recovery Curriculum</li> <li>Movement and Sensory breaks</li> <li>Sensory Diet</li> <li>Social Stories and Concept Cartoons</li> <li>Cooking (therapeutic approach)</li> <li>PSHE Curriculum</li> <li>Growth Mindset (Carol Dweck)</li> <li>Mindfulness</li> <li>Yoga and physical exercise (PD coaches)</li> <li>Circle Time 'How do you feel today?'</li> <li>Restorative Justice</li> </ul>





To remove barriers to learning a consist approach across the academy will be employed by all staff to best support and develop social communication and problem-solving skills, to address sensory issues and promote emotional well-being for all pupils. Therefore, we implement an enabling learning and communication environment in all teaching spaces through the following practice:

TEACCH principle	Structured Teaching Strategy (every child)	What it looks like in practice ?
<p><b>Physical Structure and Organisation</b></p> 	<ol style="list-style-type: none"> <li>Classroom environment is clear and manageable for children with ASD</li> <li>Physical environment is free of distracting stimuli</li> <li>Classrooms are easy to identify and designed to address skills across the curriculum</li> <li>Environment is modified to match individual's needs, learning styles and sensory differences</li> <li>Environments across the school day are modified to match individual needs</li> </ol>	<ul style="list-style-type: none"> <li>Zoned activity areas are clearly defined with signage (e.g. for independent work, outdoor zone, group interaction, play, transition to wait and line up).</li> <li>Physical and visual boundaries (furniture, materials, tape on floor)</li> <li>Classroom arrangement allows for maximum independence (schedules, communication systems, individual equipment)</li> <li>Communication and new vocabulary is display in the classroom</li> <li>Cornerstones display in the classroom</li> <li>Phonics and reading display in the classroom</li> <li>Reading books in the classroom</li> <li>Maths materials in the classroom (e.g. Numicon)</li> <li>Zones of Regulation are displayed in every environment across the setting</li> <li>Classroom arrangement allows for supervision of all children (e.g. clear line of sight at all times)</li> <li>Sources of visual and noise distractions are minimised in work areas (e.g. displays kept to boards, no work on walls, pupil not seated near open window)</li> <li>Classroom materials are labelled and well organised and put away when not in use</li> <li>All surfaces are kept clear at all times</li> <li>The floor is clear at all times</li> <li>Daily activities consistently occur in designated areas</li> <li>Areas match individual stage and developmental level (e.g. snack, play, self-help, work area)</li> <li>Materials in each area are easily accessible</li> <li>Transition areas are incorporated into classroom space (e.g. lining up markings on floor, wait chairs).</li> <li>Observational, qualitative assessment is used to determine how individuals respond to physical environment and used to make changes to address individual needs</li> <li>Peterborough Paston Pack -sensory profile is used to inform observations across the day and different environments</li> <li>Zones of Regulation are displayed in every environment across the setting</li> <li>Visual and physical boundaries are in place (may be portable) and across all environments (e.g. outdoors, PE, lunch hall, Corridors, transition hubs, etc)</li> </ul>

<p><b>TEACCH principle</b></p>	<p><b>Structured Teaching Strategy (every child)</b></p>	<ul style="list-style-type: none"> <li>• Signs, symbols and floor markings are in place</li> <li>• Zones of Regulation are displayed in every environment across the setting</li> </ul>
<p><b>Schedules</b></p> 	<ol style="list-style-type: none"> <li>1. Visual schedules and related components are used consistently throughout the day</li> <li>2. Individual schedules are designed to match developmental level, strengths and needs</li> <li>3. Individuals are taught how to use the visual schedule and how to address changes that occur in the schedule</li> <li>4. Visual Schedules are used within classroom activities and outside of the classroom throughout daily activities (lunch, PE, Forest School, cooking room, outdoor play)</li> <li>5. Overall classroom schedule is prominently displayed (next to the smart board) indicating staff and child assignments, locations and activities</li> </ol>	<p><b>What it looks like in practice ?</b></p> <ul style="list-style-type: none"> <li>• Overall classroom schedule is prominently displayed next to the smartboard that indicates staff and child assignments. It is referred to at the end of each activity.</li> <li>• Individual schedules are used constantly throughout the day</li> <li>• Visual and verbal cues are used to prompt the individual to initiate use (check) their schedule</li> <li>• Classroom areas are visually labelled with matching schedule components (e.g. pocket with matching object, photo, icon)</li> <li>• TEACCH assessment is used to determine the appropriate schedule (e.g. form, length, location, method to manage)</li> <li>• Individuals have their daily schedule adjusted to their stage and developmental level</li> <li>• Individuals are prepared for changes in schedules activities (e.g. visual cue to indicate a change in the expected activity or person)</li> <li>• Staff prompt individuals with minimal verbal/physical cues when teaching use of schedule</li> <li>• Individual schedules move with child across setting OR elements of visual schedules are located across setting (e.g. transition cards, schedule cues, matching pockets)</li> <li>• Activity symbols are removed once they are completed so children can see clear progress throughout their day and concept of 'finished' is explicit</li> </ul>
<p><b>Work Systems</b></p>	<ol style="list-style-type: none"> <li>1. Individualised work systems and related components are used consistently throughout the day</li> </ol>	<ul style="list-style-type: none"> <li>• A work system is in place for every child to use during independent work time (the organisation and structure of the work system should answer 4 questions for the individual:             <ol style="list-style-type: none"> <li>1. What work do I do?</li> <li>2. How much work?</li> <li>3. When am I finished?</li> <li>4. What activity do I do next?</li> </ol> </li> <li>• Work systems are used consistently during independent work sessions</li> </ul>

  	<p>2. Work systems are designed to match the individual's developmental level, strengths and needs</p> <p>3. Activities and tasks within the work system are related to identified goals, targets and objectives (of the curriculum/ learning profile/EHCP)</p> <p>4. Activities used in the independent work system are individualised</p> <p>5. Work systems are used across the classroom and beyond independent sessions (eg: art, PE, hygiene, circle time, cooking room, lunch time, play time, Forest School)</p>	<ul style="list-style-type: none"> <li>Individual is using work systems independent of teacher prompting</li> <li>The 4 questions of the work system are being visually answered during teaching sessions</li> <li>TEACCH assessment is used to determine appropriate length and format</li> <li>Components of the work systems are individualised to match developmental level (form, organisation and sequencing, concept of finished, what happens next and location of work materials)</li> <li>Activities incorporated into the work system are meaningful and relevant to the child and focus on their independent: <ul style="list-style-type: none"> <li>learning profile</li> <li>EHCP goals</li> <li>Functional life skills</li> <li>Independent daily functioning skills (OT)</li> <li>Fine motor skills</li> <li>Academic goals and objectives</li> <li>Speech and language goals</li> </ul> </li> </ul>
<h2 style="text-align: center;">Material Structure and Visual Supports</h2>	<p>1. Individuals are following material structure and visual support independent of teacher prompting</p> <p>2. Tasks and activities are visually clear and individualised to meet need</p> <p>3. Tasks are meaningful and engaging</p>	<ul style="list-style-type: none"> <li>Tasks used in independent work areas reflect previously mastered skills and re rotated on a regular basis to allow for revisiting skills and focus on: <ul style="list-style-type: none"> <li>using skills in a flexible manner (applying and problem solving)</li> <li>the generalisation of skills across environments, people and materials</li> <li>incorporate strategies that will support the application of those skills outside the classroom environment</li> </ul> </li> <li>The 4 questions above are answered visually for individuals when they arrive at a number of school locations/participate in a number of school activities</li> <li>An individual work system might be used during different classroom activities if needed. Eg: circle time, self-help skills, reward time.</li> <li>Written/visual instructions are provided in all activities and work tasks</li> <li>staff do not rely on giving verbal prompts</li> <li>visual instructions are individualised to match child's developmental level (e.g. materials, pictures, lists)</li> <li>Elements of visual organisation are incorporated in work tasks and class activities: materials are contained, stabilised, segmented and limited as needed by the individual</li> <li>Tasks and activities are organised in a variety of formats (ie: folders, books, trays, baskets)</li> <li>Visual clarity is provided in work tasks can class activities (ie: use of colour coding and highlighting)</li> <li>Individual interests are incorporated into the tasks and activities</li> </ul>

	<p>4. Material structure and visual supports are used throughout the individual's daily activities (ie: independent work, teaching sessions, PE, playtime)</p>	<ul style="list-style-type: none"> <li>Created to explicitly teach the generalisation of skills and strategies</li> <li>Created to teach flexibility</li> </ul>
<p><b>TEACCH principle</b></p> <p><b>Behaviour Management</b></p> 	<p><b>Structured Teaching Strategy (every child)</b></p> <ol style="list-style-type: none"> <li>Behaviour management strategies are influenced by an understanding of the learning styles of autism</li> <li>Behaviour management strategies are primarily proactive</li> </ol>	<ul style="list-style-type: none"> <li><b>What it looks like in practice ?</b></li> <li>Behaviour challenges are analysed and reframed from the perspective of the child with ASD (iceberg model)</li> <li>Behaviour interventions are designed and implemented around an understanding of the developmental level of the individual with ASD</li> <li>The individual child's EHCP provision is delivered for each area of need as this underpins behaviour management</li> <li>Emotions, feelings and self-regulation strategies are explicitly taught through Zones of Regulation each day</li> <li>Each child has a personalised individual map of sensory and physical activities to aid their self-regulation</li> <li>The critical language of Zones of Regulation and Think Social are used consistently in all situations, ie: 'What Zone are you in?' 'Is it a big or little problem?' Expected vs unexpected behaviour, 'How do you feel today?'</li> <li>Reduced language without metaphor or sarcasm</li> <li>Enough time to process language</li> <li>All transitions are calm and planned and escorted by adults</li> <li>Dismissal for taxi collection is through MS teams and radios are not used</li> <li>Distraction limited environments across all school areas and zones</li> <li>Sensory and movement breaks are contained within individual schedules throughout the day</li> <li>Behaviour management strategies emphasise positive, antecedent based approaches and the prevention of behaviour problems</li> </ul>

	<p>4. Behaviour problem solving process guides the intervention to address the behaviour</p> <p>5. Positive behaviour support plan is in place for staff response when the behaviour occurs</p> <p>6. Data are constantly recorded on behaviour plans and summarised/analysed regularly</p>	<ul style="list-style-type: none"> <li>• Meaningful structure is modified or developed</li> <li>• New expressive communication skills are taught</li> <li>• Social skills are taught (explicitly through Zones and Think Social)</li> <li>• Coping and emotional regulation skills are taught (explicitly through Zones and Think Social)</li> <li>• TEACCH assessment is used to inform the behaviour solving process</li> <li>• EHCP provision is securely in place for the individual</li> <li>• A positive behaviour support plan is written, reviewed and all staff are informed through briefing</li> <li>• An effective system for collecting data has been established (ABC charts)</li> <li>• Data is monitored on a regular basis (CPOMS)</li> <li>• Interventions are modified based on data collected (TEACCH behaviour problem solving process)</li> </ul>
--	---	---

## Rationale for evidence-based Autism Strategies

### Think Social! - A social thinking curriculum (Michelle Garcia Winner)

Intent	Implement	Impact
<ul style="list-style-type: none"> <li>▪ learn the concept of social thinking and related vocabulary, listening &amp; attention;</li> <li>▪ be part of a group and recognise expectations;</li> <li>▪ develop self-awareness and self-monitor their behaviour in a group (use of whole body and mind);</li> <li>▪ develop theory of mind – observing others, exploring thinking of others, reading their behaviour, emotions, reactions &amp; responses;</li> <li>▪ develop flexible thinking – working out what people mean, adjust participation and language based on what other people are thinking;</li> <li>▪ understand language we use makes others have different thoughts and feelings;</li> <li>▪ apply personal problem solving and the size of a problem.</li> </ul>	<ul style="list-style-type: none"> <li>▪ series of lessons taught over time (60 mins/ week)</li> <li>▪ a basis for reading comprehension, organisation and problem solving.</li> <li>▪ critical vocabulary and concepts are applied across all situations and lessons</li> <li>▪ makes explicit links with the Zones curriculum allowing pupils to make connections</li> </ul>	<ul style="list-style-type: none"> <li>▪ become -‘social detectives’ applying what people mean by what they say and their behaviour</li> <li>▪ apply their knowledge to decipher language</li> <li>▪ apply language concepts in conversation, social situations and reading</li> <li>▪ become more flexible thinkers and the world becomes more predictable, reducing anxiety and stress</li> <li>▪ develop and maintain social relationships; self-esteem and self-awareness</li> <li>▪ Knowledge about the world helps pupils understand other people’s stories and books</li> </ul>

### Zones of Regulation – a curriculum to foster self- regulation and emotional control (Leah M. Kuypers)

Intent	Implement	Impact
<ul style="list-style-type: none"> <li>▪ sensory support</li> <li>▪ calming techniques</li> <li>▪ thinking strategies</li> <li>▪ identifying the emotional and physical state (zone) they are in</li> <li>▪ provides a visual toolkit for individual self-regulation strategies</li> <li>▪ social communication (facial expressions)</li> <li>▪ pupils can identify feelings and describe how they feel, visually supported through the 4 coloured zones</li> <li>▪ pupils can identify personal triggers and what to do about them</li> <li>▪ pupils can map social behaviour to understand different perspectives and what is expected/unexpected in a given situation</li> </ul>	<ul style="list-style-type: none"> <li>▪ use of a common language and vocabulary</li> <li>▪ series of lessons taught over time (60 mins/week)</li> <li>▪ an individual toolbox for sensory, physical and emotional regulation and thinking strategies for self-regulation</li> <li>▪ visual structure of curriculum supports understanding of concepts</li> <li>▪ generalisation of concepts are reinforced throughout whole school curriculum</li> </ul>	<ul style="list-style-type: none"> <li>▪ improves pupils ability to use emotional vocabulary to describe how they are feeling and identify states of alertness</li> <li>▪ pupils know how to avoid their personal triggers</li> <li>▪ develop self-awareness</li> <li>▪ generalise skills to all situations and environments</li> <li>▪ understand consequences of their own behaviours</li> <li>▪ understand how to match behaviours to the demands of the environment/situation</li> <li>▪ Increased vocabulary of emotions improves reading and writing skills.</li> </ul>

Skills Builder Partnership – Broader Learning and Careers Plans		
Intent	Implement	Impact
<ul style="list-style-type: none"> <li>▪ Supports broader learning and careers plans</li> <li>▪ To provide a shared language and appropriate expectations around essential skills</li> <li>▪ Six principles for building these skills into school life (keep it simple, start young, keep going, measure it, focus tightly, keep practising, bring it to life)</li> <li>▪ A framework in the classroom breaking the 8 skills down into teachable nuggets for semi-formal and formal learners</li> <li>▪ Older students develop their skills in a practical setting and they encounter the same framework, discuss using the same language and work on the same goals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Framework for 8 essential skill builders implemented across academy life.</li> <li>▪ Posters in all environments for quick reference to essential skills demonstrated in the moment.</li> <li>▪ Links with Zones of Regulation curriculum</li> <li>▪ Links with Think Social curriculum</li> <li>▪ Informs long term goals and aspirations in every child's EHCP Annual Review.</li> </ul>	<p>Skills for life are developed for :</p> <ul style="list-style-type: none"> <li>▪ Listening</li> <li>▪ Speaking</li> <li>▪ Problem Solving</li> <li>▪ Creativity</li> <li>▪ Staying Positive</li> <li>▪ Aiming High</li> <li>▪ Leadership</li> <li>▪ Teamwork</li> </ul> <p>Pupils are able to access the local and wider community with confidence</p>

Attention Autism – social communication (Gina Davies)		
Intent – to improve pupils' ...	Implement	Impact
<ul style="list-style-type: none"> <li>▪ ability to give joint attention in group activities</li> <li>▪ attention in adult-led activities</li> <li>▪ spontaneous interaction in a natural group setting</li> <li>▪ non-verbal and verbal communication through commenting</li> <li>▪ wealth and depth of vocabulary</li> <li>▪ emotional regulation skills</li> <li>▪ skills of waiting, turn-taking and learning through modelling</li> </ul>	<ul style="list-style-type: none"> <li>▪ provides a framework for teaching the whole curriculum</li> <li>▪ visually based, highly motivating 'invitation to learn'</li> <li>▪ progression through 4 stages:               <ol style="list-style-type: none"> <li>1. 'The Bucket' to focus attention</li> <li>2. The attention builder</li> <li>3. Turn taking &amp; re-engaging attention</li> <li>4. <b>Shifting &amp; re-engaging attention</b></li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>▪ natural and spontaneous communication develops and increases</li> <li>▪ pupils can self-regulate to give attention as part of a group and demonstrate essential skills of waiting, turn-taking and anticipating.</li> <li>▪ Attention Autism skills are generalised to all group activities</li> </ul>

Forest School and outdoor learning		
Intent	Implement	Impact
<ul style="list-style-type: none"> <li>▪ regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a natural environment with trees.</li> <li>▪ complements the wider context of outdoor education.</li> <li>▪ learner-centred approach that supports emotional and sensory regulation leading to deeper learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ long-term process of regular sessions</li> <li>▪ cycle of planning, observation, adaptation and review</li> <li>▪ range of learner-centred processes to create a community for being, development and learning.</li> <li>▪ promote holistic development, fostering resilient, confident, independent and creative learners.</li> <li>▪ opportunity to take supported risks appropriate to the environment and to themselves</li> </ul>	<ul style="list-style-type: none"> <li>• pupils are competent to explore &amp; discover</li> <li>• take appropriate risk and challenge</li> <li>• initiate and drive their own learning and development</li> <li>• develop positive relationships with themselves and other people</li> <li>• develop a strong, positive relationship with their natural world</li> </ul>

<ul style="list-style-type: none"> <li>▪ all KS 2 – 4 pupils have opportunity to participate on a 3 day residential outdoor and adventurous experience</li> <li>▪ the whole curriculum can be delivered outdoors, throughout the seasons, promoting engagement, exploration, creativity and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>▪ run by qualified practitioners</li> </ul>	
--	--	--

Fiona Spires PSHE programme for pupils with ASD (including Relationships and Sex Education)		
Intent	Implement	Impact
<ul style="list-style-type: none"> <li>▪ a coherent PSHE curriculum specifically for pupils with ASD; addressing health and wellbeing, relationships, and living in the wider world.</li> <li>▪ SRE is firmly rooted in the framework for PSHE</li> <li>▪ SRE enables pupils to understand their physical and emotional development and to make positive decisions in their lives</li> <li>▪ pupils learn what sorts of behaviours are, and are not, acceptable.</li> <li>▪ SRE programme is tailored to the stage of physical and emotional maturity of pupils; ensuring that both boys and girls know about puberty and how a baby is born.</li> </ul>	<ul style="list-style-type: none"> <li>▪ highly visual modular resources</li> <li>▪ taught through a concrete use of language and visual support in a meaningful way</li> <li>▪ Ten modules of learning link together to help the learner develop understanding of self and others in social situations:               <ol style="list-style-type: none"> <li>1. Me and My Appearance</li> <li>2. Me and My Personality</li> <li>3. Me and My Body</li> <li>4. Me and My Emotions</li> <li>5. Me and My Behaviour</li> <li>6. Me and My Relationships</li> <li>7. Me and Sexual Expression</li> <li>8. Me Staying Safe and Healthy</li> <li>9a. Me and Others - Differences</li> <li>9b. Me and Others - Autism</li> <li>10. Me and My Life Skills</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils make connections between concepts of 'self' and 'others' in social situations</li> <li>▪ Pupils can maintain meaningful and healthy relationships.</li> <li>▪ Learners with ASD begin to understand the myriad of social rules that inform our social practice and daily interactions with others.</li> <li>▪ Learners are confident to identify which behaviours are, and are not, acceptable and what to do about this.</li> <li>▪ Learners understand their physical and emotional development; how to stay safe and healthy</li> <li>▪ Learners understand their own autism and celebrate differences as positive</li> </ul>

### Why we put a 'recovery curriculum' into practice in our Academy in September 2020

Although the academy continued to make provision for children through home learning, in September, post school closure and disruption caused by the pandemic, our intent was to help our school community recover emotionally. While sensibly addressing children's gaps in learning, we delivered a recovery curriculum in response to the think piece entitled '*A Recovery Curriculum: Loss and Life for our children and schools post pandemic*' published by mental health expert Professor Barry Carpenter.

The main factors that helped achieve this were:

1. Staff expertise
2. Support from the local community
3. The right curriculum, tools and resources
4. National provision
5. Time

The intent of our curriculum recognised our pedagogy has incredible influence over the recovery process, too. It has the power to inspire and rekindle curiosity, to reconnect and make sense of experience, to endow knowledge and broaden horizons. The five sensible 'levers' below were implemented to help the academy recover:



### **Lever 1: rebuild relationships.**

Positive relationships are vital for child development. Children may have experienced loss during the pandemic, including the loss of relationships with their peers. They will need help to re-establish friendships, reconnect with staff and work with others. We will:

- Use our social and emotional curriculums to recover: Zones of Regulation, Think Social and Attention Autism.
- Use a clear curriculum pedagogy (Cornerstones and teaching and learning policy)
- Follow the session structure on p. 14 to ensure we are delivering content in the most effective way that will also help rebuild relationships by fostering collaboration, empathy, confidence and self-expression.
- Teach projects that explore relationship themes.
- Sequence the curriculum content so that children meaningfully revisit and build upon their knowledge, understanding and skills.
- Offer regular opportunities for children to work together on purposeful, absorbing and rewarding tasks.
- Provide challenge and allow pupils to innovate and find solutions.
- Identify overarching human concepts and themes that can run throughout our curriculum and deepen children's understanding. (Cornerstones).
- Consult pupils on what to do in their free time (eg: choice time, break & lunch times) both inside and outdoors and facilitates support for this during activities, providing suitable environments for structured play with opportunities for games and interactions with others.

### **Lever 2: understand the individual child and their community.**

Children from different communities may have experienced the lockdown in different ways. The curriculum can help children tell their stories, strengthen their sense of self, family, community, and place in the wider world.

- Our curriculum principles are already informed by our school's values, aims and the needs of the community.
- Allow time for individual children and families to tell their lockdown stories by adapting curriculum content to reflect this and being flexible with delivery.
- Use a variety of cues (e.g. tactile, visual, auditory) and social stories to help pupils understand how to navigate a Covid-safe environment and adhere to rules for personal safety e.g. social distancing, handwashing etc.
- Conduct sensory audits within and outside of the setting. This includes taxi transport facilities which pupils may use. We will consider potential sensory challenges and identify how these could best be managed.
- Model good speaking and listening skills to empower children with the emotional vocabulary they need to express their thoughts and feelings.
- Teach projects and regular PSHE sessions that cover themes such as identity, personal feelings, similarities and differences and community belonging. This considers the significance of school closures as a significant moment in history.
- Engage children with high interesting, relevant themes and quality resources, such as stories, games, songs, discussion prompts and videos which also reflect cultures within and beyond our community.

### **Lever 3: Know, acknowledge and address the gaps in learning through a transparent curriculum.**

Missed learning is a complex issue. Children's needs will vary and not all gaps can – or should – be addressed immediately. However, our curriculum in place with a sequenced knowledge and skills framework, enables a strong position to plan a flexible route to recovery. We will:

- Use our Cornerstones curriculum
- Identify significant curriculum coverage that children have missed during the spring and summer terms. These include subject aspects and concepts that need embedding before children can move on, or that they are not likely to revisit in future projects.

- Carry out informal baseline assessment through observations to see if and where missed coverage is to be revisited in future projects.
- involve pupils, where possible, in formulating their long-term goals and ambitions, and all staff will have high aspiration for pupils.
- Where and when appropriate, use 'low stakes' quizzing and child-friendly testing to assess where extra support for key skills, such as reading are needed.
- Consider doing less content in the short and medium term, but in more depth. This will help children become more secure in their knowledge and skills.

**Lever 4: metacognition – ensure the children continue to develop the skills for learning.**

Professor Carpenter states that 'it is vital that we make the skills for learning in a school environment explicit'. If children are to get back on track and have self-efficacy, they will need to be aware of the skills they need to learn. We will:

- Use our curriculum and pedagogy to recover as that teaches and provides ample practice for metacognition strategies. These include the 8 essential skill builders to enable children to plan, problem solve, organise, self-evaluate, analyse and adjust.
- Teach projects that explore positive models of human personal development, resilience, character, adapting to challenges and achievement and incorporate our academy values.
- Share the bigger picture. Let children know about and have a say in the route their learning is taking them on. This will help to keep them motivated, give them hope, and provide a sense of purpose.
- Empower children with subject knowledge and highlight the learning approaches that are useful for specific subjects.

**Lever 5: A curriculum that engages and inspires, gives children the space to adjust and minimises any disadvantages.**

This is a crucial lever. Children deserve to experience joy and to be engaged if they are to feel secure and positive about being in school again. Lockdown may have been a narrow experience for many, but school can lift children's spirits and provide welcome relief.

- Again, our pedagogy sets clear values and promotes curiosity, deep focus, innovation and self-expression. These are not just valuable for academic development – they are important for personal growth and fulfilment.
- Take into account the effect of external environmental factors when analysing the behaviour that challenges staff.
- Prioritise a love of, and the skills involved in, reading as the essential tool for accessing a wide curriculum.
- Plan a rich curriculum that broadens children's horizons and covers a wealth of topics and themes. Exciting subjects spark the imagination so we will choose projects that children will enjoy and that build on their interests
- Deliver shorter projects that cover the essential skills and knowledge needed for key topics
- Provide resources that are high quality, pitched right, and enjoyable to use. Videos, stories, texts, physical resources and visitors – virtual or otherwise – will bring the curriculum to life for our children.
- Rekindle our joy in teaching – this is infectious across the academy!

## All staff will ensure:

- They understand the academy autism strategy, it is fully delivered and that they are familiar with the AET frameworks;
- they are using the common, shared language of our curriculums and frameworks;
- good knowledge and understanding of the subjects they teach, autism and the learning characteristics associated with autism;
- an enabling learning and communication environment at all times throughout the day adhering to TEACCH principles for structured teaching strategy and what this looks like in practice (p.17);
- provision of high quality first teaching in every session including visual support, teacher modelling and scaffolding;
- fully read, understand and implement provision to meet the needs of each individual according to their EHCP, ability and aptitude including the learning characteristics of autism;
- familiarity with the Ofsted framework;
- they provide a full, challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- teaching standards are being met including professional practice and conduct;
- keep up-to-date with educational issues, have a positive attitude to change and the development of their own expertise.
- they are good role models, punctual, well planned, prepared and organised, making maximum use of lesson time and coordinating lesson resources well;
- they deliver in a well ordered environment in which all are fully aware of behavioral expectations with rules that are consistently enforced;
- sufficient time each day to teaching of phonics, reading, writing and mathematics, including frequent opportunities for pupils to practice, consolidate and generalise their skills;
- ensure that when children are learning to write, resources are suitable for their stage of development and that they are taught correct pencil grip and how to sit correctly at a table;
- check pupils' understanding systematically in lessons, offering clearly directed and timely support, including use of questioning and an understanding of the ways pupils think about subject content;
- ensure that learning is progressive and continuous, giving time for practice to embed pupils' secure knowledge, understanding and skills;

- provide pupil feedback, about what pupils can do to improve their knowledge, understanding and skills and challenge pupils, developing their resilience;
- teachers provide clear and timely written information for annual review of the EHCP, termly pupil profile and guidance to parents about how to support their child to improve;
- provide parents with clear information on school procedures, pupil progress and how well they are doing in relation to the standards expected;
- produce and maintain pupil records of achievement throughout the school year for each pupil they teach;
- challenge stereotypes, the use of derogatory language, racism and report bullying;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice;

## Part 2: How we use Assessment

### Through our assessment policy into practice we aim to:

- 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;
- clearly set out how and when assessment practice will be monitored and evaluated.

### A clear purpose for assessment

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

### At Medeshamstede, assessment aims to:

- provide a baseline against which to measure attainment and progress in all areas, including life skills and the broader (hidden) curriculum;
- gather and capture additional information necessary to provide a tailored education, of high quality to all pupils;

- support identification of barriers to learning and strategies to overcome these;
- identify the learning needs of an individual pupil as well as groups of pupils;
- is part of the iterative *assess, plan, do, review cycle* to inform planning, target setting and interventions and impact;
- inform a quality curriculum, teaching and autism strategy to engage and motivate all pupils;
- support deep engagement with curriculum content (beyond the academic national curriculum);
- be accurate, reliable (secure) and consistent across the academy drawing on a range of evidence and strategies;
- comply with statutory requirements;
- inform parents and carers of their child's experiences and achievement;
- inform the process and quality of the learning experience (not just outcomes) from the perspective of the pupil and considers the particular demands of group working.

At Medeshamstede we see assessment as an integral part of teaching and learning. It is inextricably linked to our curriculum. **We use three broad overarching forms of assessment:**

**1. Day-to-day in-school formative assessment** which enables:

- teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support, personalisation or extension; evaluate teaching and plan future lessons. It includes marking and feedback, questioning, self and peer-assessment, observations and assessment of behaviour to inform prevention strategies;
- pupils to measure their knowledge and understanding against learning objectives and targets and identify what they need to do next to improve;
- parents to gain a broad picture of where their child's strengths and areas of difficulties lie and the daily provision in place to meet their child's needs.

**2. In-school summative assessment** which enables:

- school leaders to monitor the performance of individuals and pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment;
- teachers to evaluate learning at the end of a unit or Cornerstones imaginative learning project and the impact of their own teaching. It also includes the hidden curriculums of Think Social and Zones of Regulation;
- pupils to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve;
- parents to stay informed about the achievement, progress and wider outcomes for their child across a period for example: end-of-year exams, Cornerstones end of imaginative learning

project, Annual Reviews and may also include assessment by other professionals and/or therapists.

### 3. Nationally standardised summative assessment which enables:

- school leaders to monitor the performance of individuals and pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment as well as informing areas for school improvement;
- teachers to understand national expectations and assess their own performance in the broader national context;
- pupils and parents to understand how pupils are performing in comparison to pupils nationally.

### Nationally standardised summative assessments include:

- early Years Foundation Stage (EYFS) profile at the end of reception
- phonics screening check in year 1
- times tables screening check in year 4
- pre-key stage standards: must be used to report assessment outcomes at the end of key stages 1 and 2 for pupils who are working below the standard of the national curriculum tests and assessments and engaged in subject-specific study. There are pre key stage standards in English language comprehension and reading, English writing and mathematics.
- national Curriculum tests and teacher assessments (SATs) at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)
- engagement Profile (from September 2021).
- nationally standardised summative assessments which may take the form of vocational and/or GCSE qualifications at the end of Key Stage 4 (according to a pupil's needs and the most appropriate exam pathway).

**Point of note:** *formative* and *summative* assessment can sometimes be misleading terms; the assessments used are often the same, it is only the purpose of the assessment and the way the data is used that changes. Eg: summative assessment captures and 'summarises' what a pupil can do at the end of a termly imaginative learning project or at the end of a year. Making the distinction about the purpose of an assessment is fundamental to the quality and value of its results.

## Collecting assessment data

### Baseline Assessment:

The information and data generated by baseline assessment is an invaluable starting point to inform teaching. Baseline assessment identifies pupils start points at the beginning of each year or when starting at the academy. Without this information it is impossible to measure progress well. Teachers

set short and medium term targets as benchmarks towards the long term outcomes of the EHCP. Targets are contained within the pupil profile and co-produced with parents.

At the start of each academic year and when new pupils join the academy, teachers carry out baseline assessment over a period of 6 weeks. This is an informal assessment made through teacher observation of day to day teaching and learning activities to find out what a child knows and can do and if they have retained learning from the previous year. Baseline assessment enables teachers to plan what a pupil's next steps need to be. Summative assessment in the form of a phonics check or *Switch On* reading assessment also form part of baseline assessment.

### **Strategic Use of Assessment:**

The academy uses a number of assessment tools. For pupils in Y1 to Y9 who are engaged in subject related study within the national curriculum, Connecting Steps: B Squared is our assessment software package used to record, assess progress and highlights a pupil's next steps. Progress is shown as a percentage between dates eg: over a month, term, year or key stage. The software is designed for continuous use informing both formative and summative assessment.

Connecting Steps system consists of 7 steps leading to the achievement of a skill. The steps are broken down into assessment statements (eg: sounds out words to aid spelling). The system covers the programmes of study within the national curriculum. Teachers record the small steps pupils make and use these 'connecting steps' to build a bigger picture of the individual's learning and achievements.

In Y10 and Y11 Teacher judgment is used to assess pupil's progress within a subject syllabus towards examination or accreditation at the end of Y11. This can include assessment of evidence gathered as part of a portfolio, results of mock examinations and when appropriate data from Connecting Steps.

### **Mastery:**

Assessment statements contained within the Connecting Steps system, are used by teachers to record when a pupil has mastered a skill and/or a series of skills towards completing a step. Eg: for speaking and listening, reading, writing and maths. When the step is complete the pupil can move onto the following step. The pupil only works within one step for each subject. This ensures that there are no gaps in learning. In this way, teaching and learning is sequenced, systematic and builds on previous skills. Mastery of a skill means that staff have observed and/or recorded evidence that the pupil has performed the skill independently, in different contexts and without adult support or prompting. Progress can be measured through percentages of a step achieved over time and can also be shown in graph form.

### **Assess, plan, do, review cycle:**

Teachers record attainment in Connecting Steps: B Squared at regular and timely intervals throughout their systematic teaching sequences. This data collection is also discussed and supported as part of pupil's progress meetings. In this way data collection avoids adding to teachers' workload unnecessarily and builds a picture of the pupil and informs planning through the cycle to assess, plan, do and review.

## Assessment in the Early Years Foundation Stage (EYFS)

For children in the EYFS and Year 1 assessment is carried out using Connecting Steps: Development Matters Bands. EYFS and Y1 pupils are assessed using the Development Matters Bands (DMB) framework for progress towards achieving the Early Learning Goals (ELGs).

Development Matters is non-statutory guidance that sets out an approach practitioners consider when implementing the statutory requirements of EYFS. It sets out the following 4 themes that underpin the guidance:

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

Development Matters includes tables of 'development statements' suggesting how children in different age groups, from birth-11 months to 40-60+ months, may demonstrate elements of the areas of learning and development. If children build on their starting points to acquire new skills and knowledge, and then move into older age-related bands, they will have made progress.

Practitioners record daily observations of children's developing skills, captured through photographic and written evidence using both snap shot and narrative observations. Progress is evidenced within the child's individual learning journey portfolio. Learning is planned through a balance of self-initiated play activities supported through quality continuous provision, both indoors and out, and adult-directed tasks which take full account of the characteristics of effective learning.

At Medeshamstede, we continue with the EYFS Framework and pedagogy to the end of year 1 to best close the gap from low start points on entry in reception. EYFS pedagogy allows practitioners to build firm foundations starting with the prime areas of communication and language; personal, social and emotional development and physical development before focus on specific areas of learning for literacy, numeracy, understanding the world and creative development.

Point of Note: The DfE confirmed that statutory introduction of the reception baseline assessment was delayed until September 2021 because of coronavirus. This assessment will be carried out individually, up to 20 minutes per pupil to complete. The assessment is designed to allow pupils with SEND and/or EAL to participate in the standard format. Pupils' starting points will be assessed in:

- Language, communication and literacy, including:
  - Early vocabulary
  - Phonological awareness
  - Early comprehension
- Maths, including:
  - Early numbers
  - Early calculation (i.e. early addition and subtraction)
  - Mathematical language
  - Early understanding of patterns

Once this baseline assessment is fully established, the government will make SATs and teacher assessments at the end of KS1 non-statutory from September 2022 (at the earliest). It won't affect the EYFS profile assessment, which will remain statutory.



## How we use assessment data across the Academy

At the end of each term individual pupil and class data is captured by teachers and senior leaders for monitoring and quality assurance. Phase leaders hold an assessment meeting each term with teachers to drill down and analyse the data and what it tells us.

In this way assessment has a clear purpose and is important for the academy to:

- monitor pupils' education, development and progress towards the long term outcomes of their EHCP;
- set individual pupil targets as benchmarks towards longer term EHCP outcomes;
- monitor the progress made by disadvantaged pupils for the impact pupil premium and Y7 catch-up funding is making;
- evaluate and improve the provision we make for pupils and effectiveness of teaching strategies implemented;
- identify pupils strengths;
- tell us what children have learnt and how they are remembering;
- identify any gaps in learning and what to do about closing them;
- give clear consideration of the sequence of content necessary for pupils to make progress;
- gain information about pupils' achievements and progress;
- inform teacher's future planning;
- identify areas for whole academy improvement and professional development;
- design a curriculum to meet all pupils needs and overcome barriers to learning;
- to inform end of term assessment for Cornerstones imaginative learning projects and non-academic curriculums eg: Zones of Regulation, Think Social and Skills Builders.

Individual pupil progress is reported to parents/carers each term (3 times a year) through a pupil profile record shared at termly parents meetings and at the Annual Review of the EHCP.

## Training

Teachers are kept up to date with developments in assessment practice. The academy holds regular staff training sessions and termly meetings with leaders. We aim to support teachers to develop and improve their skills and knowledge for assessment on a regular basis.

## Roles and responsibilities

Leaders attend regular network meetings held by the trust including the Learning Achievement Board (LAB), Curriculum Advisory Board (CAB) and Raising Attainment Board (RAB). Teachers attend network meetings with other local schools and academy's in the trust to moderate teacher assessment and quality assure the accuracy of judgements made.

### Leaders are responsible for:

- ensuring that the policy is adhered to;
- monitoring standards in curriculum subjects, teaching, learning and assessment;
- analysing pupil progress and attainment, including individual pupils and specific groups;
- prioritising key actions to address underachievement;
- reporting to senior education advisors, the trust, LA and DfE on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

### Teachers are responsible for:

- following the assessment procedures outlined in this policy;
- making senior leaders aware of any training needs regarding effective assessment;
- all teaching staff are expected to read and follow this policy.

### The assessment leader, supported by phase leaders, is responsible for:

- ensuring that the policy is followed;
- collating data to inform other processes such as statutory assessment, tribunal and reporting to the academy advisory council;
- ensuring that teachers' recording and reporting within Pupil Profiles and Annual Review advice is completed to a high standard and quality assured;
- providing further training to staff as required;
- monitoring the effectiveness of assessment practices across the academy, eg: through:, moderation, book scrutiny and outcomes of pupil progress meetings held by phase leaders.

### The EHCP co-ordinator is responsible for:

- monitoring the effective use of assessment to inform high quality advice for Annual Reviews;
- ensuring pupil progress is being made towards long term outcomes of the pupil's EHCP.

### The behaviour and well being leader is responsible for:

- monitoring that teachers have undertaken TEACCH behaviour problem solving assessment to underpin provision for pupils Positive Behaviour Support Plans (refer to appendix).

## The Engagement Model

Resulting from the Rochford Review, a culture shift in assessment replacing P Levels with The Engagement Model. *"Engagement was the single best predictor of successful learning in children with special needs/disabilities."* (Carpenter et al, 2015.)

The Engagement Model is the assessment tool for a reflective view of learners with complex needs not engaged in subject specific study at the end of key stage 1 and key stage 2. This model can be used from the academic year 2020/21 and becomes statutory from academic year 2021/22.

The model has 5 areas: **exploration, realisation, anticipation, persistence and initiation.**

The model recognises that engagement is multi-dimensional. The 5 areas allow teachers to assess:

- how well pupils are being engaged in developing new skills, knowledge and concepts in the curriculum;
- how effective the special educational provision is in empowering their pupils to progress against the agreed outcomes in their EHCPs and how effectively pupils are engaging with and making progress against these plans;
- pupils' achievements and progress across the 4 areas of need of the SEND code of practice (communication and interaction, cognition and learning, social, emotional and mental health difficulties, and sensory and/or physical needs).

### Recognising Progress and Achievement

Pupils who are not yet engaged in subject-specific study are likely to be at the earliest stages of development in either one, a combination of, or all of the 4 areas of need as set out in the SEND code of practice. This means that the assessment of their progress needs to be holistic.

Targeted intervention through the direct teaching of skills, using appropriate multisensory resources, should be incorporated into lesson plans and used by teachers to personalise the curriculum for each pupil. The engagement model celebrates the different abilities of pupils not engaged in subject specific study. It enables the collection of qualitative information and evidence (describing qualities, characteristics and collated through observation a in narrative form) that should inform a teacher's assessment of their pupils' evidence of progress in the following areas:

- the effective use of their senses, including the use of both near and distant senses and the use of sensory integration
- the application of physical (motor) skills to permit active participation in new experiences
- states of emotional wellbeing to facilitate sustained motivation to learn
- communication and language skills to inform thought processes.

The engagement model does not use a numerical scale or provide a quantitative score. This is because the complex behaviours of pupils not engaged in subject-specific study cannot be adequately described by a single number. Often these pupils do not make progress in a linear way. There may be a period in which the pupil does not gain new concepts or skills, but adapts to apply existing ones to a broader range of contexts. For a pupil with complex needs, this can be a significant development and can demonstrate real evidence of achievement. Progress for these pupils can also be variable. They may make progress for a period, but then either plateau or lose some of the gains they have made, before progress starts again. These patterns of progress are typical for pupils who are not engaged in subject specific study. Preventing or slowing a decline in the pupils' performance may also be an appropriate outcome of intervention by revisiting previous skills taught and allowing for consolidation and practice of concepts and knowledge.

Pupils not engaged in subject-specific study require a considerable amount of adult support to develop new skills and concepts. To assist in identifying how established the pupil is in a skill, and what their progress is in achieving their EHC plan outcomes, teachers will consider:

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

## Recording

The engagement model can be used as a baseline assessment and as a tool to track and support on-going progress; for example formative assessment. It also provides evidence that will be used, in conjunction with other assessment information, to help evaluate a pupil's progress towards the targets and outcomes in their EHCP and the 4 areas of need; for example summative assessment. This insight will be reported as part of the annual EHCP review process to parents, other professionals and Local Authorities. The model also supports positive reporting to parents and carers, as part of academic reporting process through Pupil Profiles.

### **It is important that all recording for teacher assessment and Annual Review reports:**

- recognise the pupil's individual needs
- show and celebrate the pupil's success, however minimal
- include relevant contextual information
- provide evidence of the pupil's responses and achievements
- provide ways of comparing the pupil's current responses with their past ones in order to show evidence of their achievements
- capture information about the quality of the pupil's progress so the complexities and subtle differences of individual responses can be described, interpreted and explained
- contain information and evidence that enable decisions to be made concerning the pupil's needs
- can be used to inform planning and next steps for pupils, including special educational provision
- assist in gathering evidence for reporting the pupil's achievements and progress against their EHCP as part of the annual review process
- assist in compiling evidence as part of reporting to parents.

Teachers will regularly monitor and record pupil's responses and progress against outcomes in their EHCP to identify areas where they are improving and where progress is not being maintained. This can help build up the profile of the pupil and capture evidence that may help in planning next steps for them. The responses of the pupil may change from lesson to lesson and may be dependent on factors such as:

- the activity involved
- preferences for certain members of staff
- the pupil's mood
- proximity to certain pupils
- different environments
- the time of day
- access to favourite items of equipment
- types of sensory experience.

## Moderation

As good practice we ensure that our assessments are moderated internally, involving all professionals who work with the pupil. Moderation can help to quality assure teachers' judgements and ensure that professionals working with the pupil are able to contribute to accurate and consistent assessments. The focus of the moderation discussions should be for staff to agree on their interpretation of the progress of each pupil and not as a comparison between pupils.

## How we report to parents and carers

### Parents Meetings and Annual Review of EHCP

Teachers formally meet with parents and carers each term (at least 3 times a year) and at the Annual Review of their child's EHCP. Through such meetings the purpose is to review Pupil Profile termly targets as benchmarks of progress towards EHCP outcomes, set new targets/outcomes and identify how pupils will make progress towards them, e.g. the provision that will be put in place and the academy autism strategy. Meetings inform parents about what their child is learning and the activities, resources, approaches and support that will help to achieve these targets and outcomes.

### Pupil Profiles (including individual provision map)

All pupils have a Pupil Profile which sets out what their needs and learning characteristics are, the provision that is in place to meet their needs, a termly target for each of the four SEND areas in the Code of Practice for communication and interaction, cognition and learning, sensory and physical and social, emotional and mental health. For pupils engaged in subject specific study the Pupil Profile is both a quantitative record, recording summative assessment as percentage of progress at the end of each term, and a qualitative record commenting on progress towards achieving targets set previously. It also records the pupil's attendance.

### Personalised Pupil Passport

In addition to their Pupil Profile, all pupils have a Personalised Pupil Passport that captures their interests, strengths, challenges, aspirations and views. All documents capturing information about the pupil are co-produced with parents, and pupils if appropriate, so that they can contribute to the document and understand how knowledge and skills will be developed in order for pupils to make expected progress.

### Daily home-school communication

Due to the coronavirus, communication between home and school has been via email and telephone. As of spring term 2022, each pupil has a home-school book which staff working with the pupil complete daily. This is a meaningful, holistic and qualitative summary commenting on the pupil's engagement and successes throughout their day at school. Teachers can also use class dojo to feedback on pupil's progress to parents and carers. Engagement can be an important part of this interaction with parents and carers. It can help adults understand when a pupil is at their most engaged, and communication of how the pupil is doing at school can be enriched in this way. Parents are also encouraged use this record to report home activities and events to teachers. This record is not for the purpose of reporting behaviour concerns to parents/carers. These are reported through timely teacher dialogue with parent/carers, the academy's CPOMS system and adjustments may be made to the child's Positive Behaviour Support Plan. Positive communication through email or telephone home to parents and carers to share/celebrate when a child has demonstrated a milestone or achieved a significant outcome are also part of good practice. Telephone communications with and from parents/carers are recorded using the academy CPOMS system.