



Teaching, Learning and Assessment (including marking)

Aiming for Outstanding Teaching at The Wherry School

Vision (Context, Purpose and Philosophy): Individual Learning Towards and Independent Life

The vision for The Wherry School is to provide the highest quality education, support and care for children and young people with autism, and their families. The Wherry School staff are committed to providing the best learning environment for these children and young people (from 4-19) working within four main principles, creating a Centre of Expertise, which will extend opportunities for learners at The Wherry School and enable the inclusion and re-integration of them, where appropriate, into mainstream settings. The principles on which the school is built are:

- The 'individualisation' of any delivery of the curriculum to the learners and the expectation to build on strengths but always looking to progress
- A 'Holistic Pathway' that recognises that every learner will take a unique journey through their education and personal development.
- That 'identification and assessment' is crucial to plan and meet the needs of learners.
- That 'family support' will be in place to support the learner in all environments

This policy acknowledges the obligation to provide an individualised but broad, balanced and challenging curriculum for all pupils. The Trustees of The Wherry School value the abilities and achievements of all its pupils and are committed to providing, for each pupil, the best possible environment for learning

The Wherry School Aims:

- To deliver highest quality education tailored to the individual learning and social needs, where each child can achieve his/her potential and experience success, building on areas of personal strength and develop confidence
- To provide a specialist learning educational environment, adapted to meet the educational and social development needs of autistic learners, where each pupil can develop the skills to become independent learners they need to be achieve his/her potential
- To provide individualise access to the National curriculum and an individual learning plan which allows progression throughout all areas curriculum, including social and emotional development
- To encourage each pupil to become as independent as possible within the school and in the wider community
- To develop each pupil's social, moral, spiritual and aesthetic awareness, to allow the children and young people to be guided supported in this exploration
- To provide an inclusive approach that enables our pupils to learn and socialise in appropriate situations to meet their individual needs, aptitudes and interests
- To provide an environment in which each pupil's social and emotional skills as well as learning behaviours, can be nurtured and supported by a staff team including health, psychology and educational professionals
- To create and maintain a safe, caring and happy environment within the school

The Curriculum at The Wherry School: Key features

The curriculum is differentiated, coherent, balanced and relevant to the age, needs and ability of each learner.

- It provides progression across key stages whilst being differentiated to meet individual learner learning needs and styles.
- There is an emphasis on functional learning developing literacy and numeracy skills.
- Clear assessment informs curriculum planning



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- There is a balance between traditional academic subjects and those which support skill development in learners with autism
- Equality of opportunity is guaranteed, ensuring that all learners, irrespective of gender, ethnic background or ability, have access to all aspects of the curriculum, at a level appropriate to their own level of development. Learners, therefore, whatever their educational need, are enabled to reach their full potential, as learning objectives and support are matched to individual needs.
- The curriculum provides age appropriate experiences without restricting accessibility.
- Educational objectives on Statements of Educational Need/EHC Plans are met.
- The curriculum takes into account the learners learning styles as well as ability; pedagogy will ensure maximum accessibility for all. This requires a flexible approach.
- Autism is at the core of the curriculum, meeting functional and social communication needs, flexible thinking and sensory processing needs. This is supported by expert therapists from a range of disciplines who provide individual programmes and support the staff in delivering evidence based interventions.
- A secure, purposeful environment is provided where learners are happy and developed as individuals. Learners are encouraged, challenged and equipped with the skills, which are essential to further progress. eg. The ability to work with others and the ability to be flexible in thinking and problem solving etc.
- The environment is as low arousal as possible, drawing on established strategies to support learners with autism eg TEACCH* (see:appendix 1) providing visual structure to give meaning to the environment and to make expectation clear. This will support learners in developing positive work skills and a sense of “can do” rather than “can’t”
- Carefully developed routines are in place to support learner independence.
- The environment is structured to support self-modulation with safe spaces, transition areas and a range of leisure areas for learner’s free time. Skilled staff are designated to support learners to develop their self-management of arousal levels. This promotes the “calm alert” state that is calm enough to learn and alert enough to engage.
- The school has state of the art ICT systems which support e- safety. The development of safe internet practice includes supporting parents and carers in this area.
- Learners are involved in developing their own management plans with a school ethos of listening to learners to find out what works for them.
- A curriculum ensures continuity and progression, supported by an on-going system of assessment, which informs the teaching and learning process.
- This curriculum prepares all learners to play their part in society where they may enjoy productive and independent lives to their full potential.
- The curriculum identifies key independent living skills for each learner and incorporates these into the daily curriculum. Independent living skills are a thread running throughout the curriculum from Early Years to Post 16 as the lack of these skills can lead to young people with autism having limited choices as adults.
- Learners at key stage 4 will have the opportunity to experience college, work related learning, careers advice and work experience.
- Tracking outcomes for learners will inform future development of the curriculum.

The Learners

Listed below are the areas of impairment and some of the common characteristics that learners with ASD may display. In addition, poor motor coordination and sensory perceptual differences are listed. Although not diagnostic features, they are commonly found in learners with ASD in mainstream education.

I. Impairment of language and communication

- The learner has a superficially competent spoken language, which often seems formal and pedantic;



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- Their voice may lack expression;
 - When listening to others, the learner focuses on the individual words rather than the meaning. They may also do this when reading (known as 'hyperlexia');
 - The learner may understand others in a literal way, without understanding the implications of what has been said;
 - The learner is limited to their use of non-verbal communication and often cannot make sense of the gestures, facial expressions and body language of others.
- II. Impaired social interaction
- The learner may be socially isolated amongst his peer group (but may not be worried about it) or may wish to join in with his peers but cannot and becomes upset and concerned about it, lacking the strategies to develop and sustain friendship;
 - Learners with ASD have difficulties in understanding how others feel or think. This is often described as a failure to have a theory of mind and it can make it very difficult to look at the world from other people's perspectives;
 - The learner is limited in their use of non-verbal communication and often cannot make sense of the gestures, facial expressions and body language of others.
- III. Rigidity of thought behaviour
- The learner may have an all-absorbing interest which peers find unusual;
 - The learner may insist on the adherence to certain routines;
 - The development of the ability to think and to play creatively will be limited;
 - The learner will have difficulties in generalising skills from one setting to another.
- IV. Poor motor co-ordination
- The learner may appear gauche in their movements – attracting negative comments from their peers;
 - The learner's presentation of work may be poor and tasks are often unfinished;
 - The learner may have difficulty with self-organisation, eg packing school bag, finding way round school;
 - The learner may have difficulties with handwriting and in some cases this may be severe enough to warrant a diagnosis of 'dyspraxia'.
- V. Sensory perceptual differences
- Over or under sensitive to smell, taste, touch, sight, sound, sometimes causing acute distress or anxiety;
 - Under/over sensitivity to heat and pain;
 - Inability to filter out extraneous noise/stimuli and focus on the salient information/speaker;
 - Unusual visual perception; may have difficulties picking out the foreground / background of picture;
 - Perseverance on one detail in a picture despite its relevance to the subject.

What we do well at our school:

- Our school has a real partnership between the staff, learners and their families, as well as the local communities, where all have the desire to ensure that the school is successful and Learners achieve their own individual potential.
- We have a reputation for being very caring and a nurturing school, yet a school that allows all Learners to make expected or better progress over the time that they are with us – the school has high aspirations for all Learners;



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- Broad, inclusive, balanced, creative and unique curriculum, rooted within the National Curriculum which responds to the needs of the individual Learners but allows us to celebrate the diverse community in which we live.
- Enthusiasm – we are a “Can Do” school – we will try new ideas, challenge our own skills and perceptions – we are enthusiastic, positive and optimistic – we are a school that is “buzzing” and an exciting place to work and learn.
- Extra-curricular provision including wrap around care (from October 2017), clubs, visits, activity days and themed learning
- Additional provision for individual pupils including access to counselling, close curriculum support, specialist teaching and learning approaches, high levels of adult to Learner ratios, specialist interventions to ensure gaps in previous learning are suitably targeted
- Strong links with the local community
- High quality support for Learners additional needs
- Outstanding lessons tend to be the ones that Learners enjoy the most. It is often during these lessons that their hunger for learning is awakened and they are fully engaged.
- Excellent teachers, who are passionate about teaching, are reflective practitioners who want to ensure that their learning sessions are as effective as possible and who are keen to share their own experience and offer advice through coaching and modelling.

It is within this context that we wish to ensure that Teaching and learning, and achievement in our school is highly effective and aiming at all times to be OUTSTANDING

Through analysis and reflection on the monitoring taking place in our school here we have outlined some of the key elements of outstanding provision, to help you to incorporate or expand on some of these ideas in the lessons that are taught teach.

Outstanding Teaching and Learning supporting GOOD OR BETTER Pupil Achievement

Set the Context:

- The lesson should almost always begin with a recap of the previous lesson or an introduction to the new unit. This ensures that Learners are fully up to speed and ready for the topic that will be covered in today’s lesson.

Set Clear Lesson Objectives:

- It is vital that you know exactly what you are trying to achieve during the course of the lesson. These objectives should be shared with Learners in a way that they can understand. The objectives should be revisited during the lesson, allowing Learners to chart their progress and enabling you to ensure that the lesson is on track.

Use Clear Explanations:

- Language should be a tool for communication, not a barrier. Be careful to use accessible language whilst developing subject vocabulary and revisit the meanings of new words as often as is necessary to make every Learner comfortable with their use.

Assessment (see Assessment and Marking Expectations)

- Carry out appropriate assessment of understanding and progress throughout your lessons. This may be brief and informal but it should never be missing. Without assessing progress regularly it is impossible to ensure that your lesson is providing a valuable learning opportunity to your Learners.

Feedback (see Marking Expectations):

- Give your Learners regular and unambiguous feedback on their progress whether this is better, worse, or equal to what you would have expected. You can feedback to the whole class, to groups or to individuals as appropriate – see Marking and Assessment expectations

Variety:



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- Outstanding lessons will invariably draw on a wide range of teaching and learning activities in order to tap into the learning styles of the different Learners in the class. A variety of activities will also keep your Learners engaged and motivated and help them to approach the same topic in a variety of different ways and gain new viewpoints on it.

Evaluate:

- Take time at the end of the lesson to evaluate with the Learners, to what extent the lesson objectives have been achieved. You can also talk to them a little about what will be covered in the next lesson to begin to form a bridge for their continuous learning.

Active Questioning

Questions that are easy to answer don't move learning on; they might indicate that learning has happened, or that at least something has been noticed, thought about or memorised, but they don't promote learning.

How do questions promote learning?

- Good questions stimulate thinking, and often generate more questions to clarify understanding.
- Good questions generate informative responses often revealing not only misconceptions and misunderstanding, but understanding and experience beyond that expected.
- Good questions encourage learners to make links.
- Good questions push learners to the limit of their understanding.
- Good questions from Learners push teachers to the limits of their understanding too, and challenge them to find better ways of explaining.
- Good questions offer opportunities for learners to hear others' answers to questions, it helps them to reflect on their own understanding.

Questioning can fail because:

- questioning techniques are inappropriate for the material.
- there may be an unconscious gender bias.
- there may be an unconscious bias towards most able or more demanding Learners.
- levels of questions might be targeted to different abilities inappropriately.
- Learners don't have enough thinking time.
- learners don't have any idea as to whether they are the only ones to get it wrong/right.
- learners fear being seen by their peers to be wrong.
- questions are too difficult.
- questions are too easy.

Questioning succeeds when:

- all learners get a chance to answer.
- learners can see how others are thinking.
- teachers gain information about thinking and learning.
- learners have time to consider their answers.
- learners have time to discuss and follow up on their answers.
- the answers are not always clear-cut.
- learners feel safe to answer.
- questions stimulate more questions.
- questions stimulate thinking.



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So how do we know that we are doing this effectively?

1. Any teacher/adult leading learning in school can answer the following questions about their learning during monitoring sessions and use these to inform weekly planning

- What are the targets for the class – what are the new age appropriate expectations: how well are the Learners performing against these? How do you know?
- What are the School Development and Improvement Priorities – what is my role and responsibility within this?
- Which Learners are underperforming and how are you supporting them?
- Who are your vulnerable Learners, what provision are you offering to support them in core subjects/in other areas of the curriculum?

2. Learners in the class can answer the following questions

- What are you learning about today?
- What are you doing? (This is a different question to the one above!)
- What do you need to do to meet/achieve the learning objective/outcome for this lesson?
- What do you need to improve your work and how do you know this?
- What does your teacher do to help you with your learning?
- What do you enjoy about the lesson?
- What ways do you learn best?
- What do you do if you get stuck? (Evidence of independent learning)

What we all look for to ensure makes an outstanding lesson

- Staff's excellent subject knowledge and approaches to learning inspire the Learners to learn exceptionally well.
- Learners working harder than the teacher/support staff
- There is effective dialogue between the Learners and staff
- The lesson includes assessment for learning (ongoing), personalisation, core skills developed alongside other knowledge, Learners are engaged in their learning
- Learners are challenged through high aspirations for all and stretched through targeted questions and pupil led activities – **exceptional progress is made by all**
- The lesson is fully personalised to ensure all learning styles and individual needs are met: the staff are able to anticipate problems and intervene to ensure all Learners make progress and deepen their understanding and confidence as a learner.
- There is a clear purpose/objective to the lesson that is shared and understood by all Learners
- Resources, including ICT have a positive impact on learning.
- ***There is evidence that all Learners make progress and are actively engaged throughout – there is evidence of deepening understanding, where Learners are reviewing previous learning.***



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Marking

Marking should provide constructive feedback to every Learner, focusing on success and improvement against learning objectives and success criteria. Marking should help Learners to become reflective learners and give them strategies to be able to improve their work and take the next steps in their learning.

We aim to provide a system of marking that is consistent and continuous, across each stage within our school, that informs and influences our planning and which enhances Learners learning.

Aims:

Effective marking should:

- Give feedback to Learners, informing them of their achievements and the next steps in their learning
- Relate to learning objectives and success criteria for each lesson
- Give Learners specific praise for the success of their work, showing it is valued
- Give Learners clear strategies on how they can improve their work
- Help teachers evaluate teaching and inform future planning and next steps in learning
- Show consistent procedures throughout the school
- Provide a tool for teacher assessment
- Help parents to understand the strengths and areas to develop in their Learners work

Quality marking:

Marking should be completed as promptly as possible after the Learners have completed the work – this could mean marking takes during the lesson and is completed by the teacher or the teaching assistants working with the Learners. The marking should always be carried out in a different colour to that in which the Learner is working so that it can be seen clearly – agreed colour being GREEN. Staff need to be clear about how well individual children and young people cope with others writing on work – it may be that marking is made on a copy of learning; staff will be aware of the individual approaches that best suit every child.

When giving a written comment the marking should take the form of a positive comment about the work (related to the Learning Objective) followed by one or two next steps. The next steps could be taken from the differentiated success criteria shared with the Learners during the lesson, where appropriate.

Example 1:

I really like the alliteration you used to describe the tiger as it creates a very powerful image.

Next steps:

- *How can you improve the sentence "The tiger walked through the grass." making it as strong as the previous sentence?*
- *Aim to use a variety of sentence starters to maintain the reader's attention.*

Example 2:

Well done, you have successfully used the number line to help you add two single digits.

Next steps:

- *Try to use the same strategy to help you add a two-digit number to a single digit number.*

Underneath all marking there should always be a response from the Learners to show that they have understood the comments and have used them to extend their learning. This could be done during the main session, if marking is carried out as a part of group work, or at the start of the following lesson.



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Marking Improvement Prompts:

When marking pupils work you may need to provide prompts to help them improve further. These could include:

- **Reminder prompts:** linked to success criteria and L.O. e.g., say more about..... Explain this for me....
- **Scaffolded prompt:** A sentence given by teacher with missing words or an open ended question e.g., Could you try and make the ending more interesting? Describe the...
- **Example prompt:** giving two or more alternatives or asking the Learner for an idea of their own.

Marking of planned sustained writing pieces with a “Writing” focus (Primary and Secondary):

Each Learner will be expected to complete a piece of independent writing once a fortnight. The marking of this work will be based around the use of a mark ladder, which will include the success criteria/ main features of the genre being studied. Staff should tick where a bullet point has successfully been achieved in the writing and provide an asterisk to highlight in the writing where the evidence for this is.

Comments about the whole piece of writing are also to be noted, including at least two next step boxes – the first is for a genre specific next step to be written and the second is for a general writing next step, which could be applied in a wider range of text types. The staff need to ensure that children respond to these.

Correcting spelling:

Where Learners mis-spell High Frequency Words (HFW) these should be underlined and written in the back of their English books so that the Learners can copy them out to practice the correct spelling. The Learners should not be expected to copy out every mis-spelt word but a small number of words, appropriate to their age group and ability. The words that are to be corrected could also be key technical vocabulary for the topic being covered e.g. evaporation in Science.

More challenging vocabulary, that is not used frequently and, therefore may not be spelt correctly, may be highlighted and the correct version written in the margin – staff are encouraged to provide access to vocabulary banks/word mats for key subject specific vocabulary.

Pupil Response and marking for children with Autism:

Distance marking lacks purpose unless the children and young people are actively supported to respond to comments. For many children with Autism, dealing with perceived criticism is challenging – they may require significant support to see the purpose of editing or improving and learning from this process. Language used in marking needs to be clear and unambiguous, building on positive reinforcement of learning demonstrated and next steps need to be achievable.



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Assessment

We assess children formally and informally throughout their time at The Wherry School. This provides all staff, teachers and other professionals with clear information when planning appropriate work, and enables them to give feedback to the children and their parents and carers about attainment and progress. Assessment also enables teachers to set short and longer term targets for children to move forward in their learning. End of Key Stage assessments also inform the transition process within the school and as children transfer to their throughout the phases of the school, from the Early Years through to Key Stage 4 and beyond.

The Assessment for Learning approach permeates all areas of the curriculum with children and staff referring to learning objectives and intentions, supported by success criteria and challenge, within lessons. Children and Young People have the opportunity for self and peer evaluation and are encouraged to reflect on their learning in each lesson.

Children are more formally assessed at key points during each term of the school year to provide baseline information in the Early Years or on entry to the year groups (where such school based information does not currently exist) and to identify progress and areas for development. Assessments are carefully tracked to ensure children's progress is consistently good and to identify any need for further intervention or support.

Assessment across the Primary Age Range (Year R to Year 6) – see also Appendix 2: SEN assessments

- At the end of Reception, an Early Years Foundation Stage Profile is completed for each child, which gives information about achievement in each area of learning, as well as the characteristics of effective learning they display; Early Years Foundation Stage curriculum may need to be used to support the learning development for pupils with limited pre-school and early years Reception experience due to their specific needs linked to Autism.
- Throughout Year 1, children's phonic knowledge is assessed, this is screened at the end of Year 1, in relation to a national standard. A child not meeting the national screening level in Year 1 may required to be re-assessed at the end of Year 2, following suitable interventions.
- End of Key Stage 1 assessments take place at the end of Year 2 through teacher assessments and the use of standardised assessment tests and tasks (SATs) in English (speaking and listening, reading and writing), Maths and Science; national assessments are available for Spelling, punctuation and grammar, however, these are not statutory as of 2017.
- At the end of end of Key Stage 2, children also sit SATs, which are externally marked and accompany teacher assessment levels. These older children have also been assessed in grammar, punctuation and spelling.

We analyse these end of Key Stage assessments carefully against national results and use this analysis to raise our standards and expectations further and to highlight any areas that may need particular attention within our curriculum provision.

Test:	Schedule:	Analysis/Outcomes/Reporting
Baseline – Year R: use of Early Years Foundation Stage Profile	<ul style="list-style-type: none">• Baseline assessments undertaken by Classteacher – within 5 weeks of entry• Update – half termly to end of June of Year R	<ul style="list-style-type: none">• Review by Assistant Principal and Principal – by October half term• Review half termly with teacher



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		<ul style="list-style-type: none"> • Submit data to LA/DFE June end of Year R • Reporting to Parents/Carers – October Academic Review
<p><u>Baseline core skills assessments:</u></p> <ul style="list-style-type: none"> • Spelling – Single Word Spelling Test – spelling age • Salford Reading – Reading Age • BPVS – British Picture Vocabulary Screening – vocabulary age • NARA II – Neales Analysis of Reading – comprehension, reading fluency/speed and accuracy • Phonic knowledge/phoneme development • National Curriculum Spelling Lists Year 1-6 	<p>All Years 1 – 6</p> <ul style="list-style-type: none"> • Within 4 weeks of entry of year group or school entry • Review January of academic year • Final review – June/July of academic year 	<ul style="list-style-type: none"> • Inform Individual Learning Plan/EHCP (Education Health and Care Plan) review • Review by Phase leaders with Principal/Vice-principal • Reporting to Parents/Carers – October/February and July Academic Review – also EHCP Review information
<p><u>Target Tracking</u> Reading Writing Maths – all assessed against Key Performance Indicators (KPIs) relating to age related Curriculum Year group bands – use of Target Tracker (Primary Key Stage 1 -3) – Essex Target Tracker</p>	<ul style="list-style-type: none"> • Half termly review – Classteacher review • Half Termly – professional review and challenge – SLT • Termly Pupil Progress meeting with Vice-principal, Assistant Principal – SLT overview with Principal – termly 	<ul style="list-style-type: none"> • Target Sheet shared with: • Children – forming individual targets • Parents – shared targets and progress monitoring • SLT/Governors – review of in-year progress • Reporting to Parents/Carers - Termly Academic Review Meetings
<p><u>In Year Core Curriculum Assessment:</u></p> <ul style="list-style-type: none"> • Reading • Writing • Maths (Calculations/Reasoning) 	<p>All year groups Year 1 – 6 November/June assessments – as appropriate – use of standardized assessments</p> <ul style="list-style-type: none"> • Rising Stars • GL assessments • To be confirmed 	<ul style="list-style-type: none"> • Bi-annual assessment to support teacher assessment • SLT review • Governor review • Reporting to Parents/Carers – January/July Academic Review meetings
<p><u>Foundation Subjects:</u> As above – use of Target Tracker –</p>	<p>At least termly</p>	<p>SLT review</p>



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termly/end of unit review of progress and subject knowledge		Subject/Phase leadership review – termly – December/May/July
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Assessment across the Secondary Age Range (Year 7 to Year 11) – see also Appendix 2: SEN assessments

- FFT Proof of Progress (PoP) Tests – Upon entry to the Secondary School students will sit an FFT PoP test for English and Maths. Student performance in these tests will be internally judged and data uploaded to FFT to generate flightpaths charted against GCSE 9-1 target grades. At the end of Year 7 up to the conclusion of Year 10 further PoP Tests will be sat in English and Maths and flightpaths updated based on the results.
- Literacy Ages (Reading and Spelling) and Numeracy Ages will be tested using Access Reading Tests (ART) software and Access Mathematics Tests (AMT) once a term.
- There will be two windows for formal assessment in November and June each year to assess student progress in all subjects and results uploaded to Target Tracker for Years 7 to 10. Assessments will be graded against FFT 20 generated GCSE target grades. There will be a data collection every Half Term for which staff will be expected to use completed work and any additional assessments to reach a professional judgement on student progress and attainment.
- At Key Stage 4 it will be the expectation that students will be working towards GCSE examinations at the end of Year 11. In some cases the curriculum will be individualised and alternative qualifications delivered. GCSEs are externally marked and in a minority of subjects are accompanied by teacher assessments.

Test:	Schedule:	Analysis/Outcomes/Reporting
<u>Baseline</u> – Year 7: Use of FFT PoP Test in English and Maths.	<ul style="list-style-type: none"> • Baseline assessments undertaken by Classteacher – within 4 weeks of entry • Update – half termly. 	<ul style="list-style-type: none"> • Review by Vice Principal and Principal – by October half term • Review half termly with teacher • Submit data to LA. • Reporting to Parents/Carers – October Academic Review
<u>Literacy and Numeracy assessments:</u> <ul style="list-style-type: none"> • Access Reading Tests. Assesses reading comprehension: Literal Comprehension, Vocabulary, Comprehension requiring inference or prediction and Comprehension requiring analysis. • Access Mathematics Tests 	All Years 7 – 11 <ul style="list-style-type: none"> • Within 4 weeks of entry of year group or school entry. • Retested once a Half Term. • Review January of academic year. • Final review – June/July of academic year. 	<ul style="list-style-type: none"> • Inform Individual Learning Plan/EHCP (Education Health and Care Plan) review • Review by Phase leaders with Principal/Vice-principal • Reporting to Parents/Carers – October/February and July Academic Review – also EHCP Review information
<u>Target Tracking</u> Attainment and Progress tracked against 9-1 GCSE grades generated by FFT Aspire for all subjects using	<ul style="list-style-type: none"> • Half termly review – Classteacher review • Half Termly – 	<ul style="list-style-type: none"> • Target Sheet shared with: • Children – forming individual targets



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FFT20. Data collection completed every Half Term.	<p>professional review and challenge – SLT</p> <ul style="list-style-type: none"> • Termly Pupil Progress meeting with Vice-Principal, Assistant Principal – SLT overview with Principal – termly 	<ul style="list-style-type: none"> • Parents – shared targets and progress monitoring • SLT/Governors – review of in-year progress • Reporting to Parents/Carers - Termly Academic Review Meetings
<p><u>In Year Core Curriculum Assessment:</u></p> <ul style="list-style-type: none"> • English • Maths • Science 	<p>All year groups Year 7 – 10 November/June assessments – as appropriate – use of standardized assessments</p> <ul style="list-style-type: none"> • FFT PoP Tests • ART/AMT • GCSE or equivalent qualifications assessment materials 	<ul style="list-style-type: none"> • Bi-annual assessment to support teacher assessment • SLT review • Governor review • Reporting to Parents/Carers – January/July Academic Review meetings
<p><u>Foundation Subjects:</u> As above – use of Target Tracker – termly/end of unit review of progress and subject knowledge</p>	At least termly	<p>SLT review</p> <p>Subject/Phase leadership review – termly – December/May/July</p>

The Role of the Governing Body in the Success of our schools:

Purpose	Critical Friend	Accountability
Aim and values of the school are supported by the whole school community and evident in the daily operation of the school and through the framework of policies	Governors monitor and evaluate progress against the School Improvement and Development Plan and noted within the SEF	The governing body promotes high standards educational achievement to parents/carers and to the wider community through consultation, representation and reporting
Resources are directed to school priorities	Monitoring of teaching, staffing levels and purchased resources takes place as part of the monitoring programme and expectation of at least Good teaching and learning – where standards are not as expected this is explored	The Governing Body, through the direction of the Principal are accountable for overall performance
Systems are in place to check progress made towards the agreed development targets	Policies and practice are effective; there is an uncompromising approach to safeguarding and behavior	The governing Body is able to explain decisions and actions to anyone who has a legitimate interest.
Evidence is gathered review progress against targets	Data is analysed – national anonymised data is scrutinized by governors and outcomes and development areas agreed	



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DRAFT



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Appendix 1: Pedagogic Styles and Methodology including TEACCH

One of the factors affecting the educational development of learners, indeed people in general, is their preferred style of learning. We each have preferences for particular ways of receiving information that helps us best process it. The tendency of ASD learners is that they are more likely to rely on only one style of learning. A process of observation will be used to determine his/her primary style of learning. For example, if an autistic learner enjoys looking at books (e.g., picture books), watching television (with or without sound), and tends to look carefully at people and objects, then he/she may be a visual learner. If an autistic learner talks excessively, enjoys people talking to him/her, and prefers listening to the radio or music, then he/she may be an auditory learner. And if an autistic learner is constantly taking things apart, opening and closing drawers, and pushing buttons, this may indicate that the learner is a kinaesthetic or 'hands-on' learner. Our chosen methodologies need to reflect these different ways through which learning takes place. The Wherry School has adopted a technical eclectic approach that is conceptually grounded, incorporates evidence based focused intervention practices and is designed and implemented to meet the challenging needs of our learners. Consequently we've chosen the methods/programmes outlined below.

Treatment & Education of Autistic and related Communication-Handicapped Children (TEACCH)

Autistic individuals often have difficulty with receptive and expressive language, sequential memory, and handling changes in their environment. The TEACCH method provides the individual with structure and organization to respond to these difficulties. It concentrates on five key areas: Physical Structure, Scheduling, Work System, Routine, and Visual Structure.

Once established the TEACCH system is primarily used to assist the autistic individual in better understanding his/her environment. Rather than be faded out over time the system works by consistent application across a variety of environments. The Wherry School adopts the TEACCH method in five key ways:

- Understanding the culture of autism
- Developing an individualised person/family-centred plan for each learner, rather than using a standard curriculum
- Structuring the physical environment
- Using visual supports to make the sequence of daily activities predictable and understandable
- Using visual supports to make individual tasks understandable

In using the TEACCH approach The Wherry enables learners to overcome the following difficulties that they commonly experience and that prevent them from becoming successful learners:

- relative strength in and preference for processing visual information (compared to difficulties with auditory processing, particularly of language)
- frequent attention to details but difficulty understanding the meaning of how those details fit together
- difficulty combining ideas
- difficulty with organising ideas, materials, and activities
- difficulties with attention (some individuals are very prone to distraction, others have difficulty shifting attention when it is time to make transitions)
- difficulty with concepts of time, including moving too quickly or too slowly and having problems recognizing the beginning, middle, or end of an activity
- communication problems, which vary by developmental level but always include impairments in the social use of language (called "pragmatics")
- tendency to become attached to routines, with the result that activities may be difficult to generalise from the original learning situation and disruptions in routines become upsetting, confusing, or uncomfortable



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- very strong interests and impulses in engaging in favoured activities, with difficulties disengaging once engaged
- marked sensory preferences and dislikes

Appendix 2: Assessment and data tracking for special needs

The Wherry School will use the following assessment tools to closely track, monitor and evaluate the provision for learners on their ECHP's, and these will be used as the basis for planning teaching and learning opportunities to meet needs specified and identified.

- B Squared – produce assessment procedures across the curriculum for P Levels, National Curriculum, Foundation and the Pre-Entry Level and Entry levels of the Adult Curriculum.
- CASPA (Comparison and Analysis of Special Learner Attainment) – CASPA offers a means of determining how learners compare with others of a similar learning level in other institutions across the UK.
- Sensory Profile - The Sensory Profile enables teachers and their learners to identify potential areas of difficulty and may enable them to understand why the difficulties exist. The profile considers each of the seven areas of sensory processing.
- PEP- 3 (Psycho-educational Profile third edition) – PEP-3 is a revision of the popular instrument that has been used for more than 20 years to assess the skills and behaviours of learners with autism and communicative disabilities who function between the ages of 6 months to 7 years. The profile resulting from the PEP-3 graphically charts uneven and idiosyncratic development, emerging skills, and autistic behavioural characteristics. This test meets the need for an assessment tool to assist in the educational programming for young learners (ages 3 through 5) with disabilities and is particularly useful in planning for older learners' IEPs (Primary Baseline assessment).
- TEACCH Transition Assessment Profile (TTAP) – teachers use this tool to assist individuals with ASC to prepare for a successful, semi-independent adult life (i.e., personal development, recreational living, adult integration into employment and residential arrangements, etc.). TTAP will also help the school identify the individual's principle transition goals, strengths and weaknesses. Second, a "Cumulative Record of Skills" (CRS), along with two data collection forms, provides an efficient method of ongoing assessment in community-based instruction. The TTAP can be used to facilitate educational and transitional planning.

These processes will be monitored by the SLT, headed by the Principal. The Deputy Principal will be responsible for the secondary elements, KS3 and 4. The Head of Primary School will oversee Foundational Stage (FS), KS1, and KS2. The Head of Further Education will oversee the post 16 learners. A half termly pupil progress meeting will identify assessments required and report on those completed. A chart to explain the assessments process in more detail is shown below.

Name of assessment	When?	How often? Who is overseeing?	Key Stage	Details
Pre-placement assessment (primary & secondary)	Before entry in to Wherry School	Once Principal	All Key Stages	To assess learner in their current setting –all paperwork received
PEP-3	On entry in FS, KS1/2	Bi-annually Principal	KS1/2	Will assess each learners needs across a range of areas to allow individual planning based on emerging skills. Reports on programmes given to teachers and parents



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Name of assessment	When?	How often? Who is overseeing?	Key Stage	Details
Sensory Assessment	On entry to all Key Stages and then annually	Annually Heads of Departments	All Key Stages	Used to plan and review an individual 'sensory diet' for each learner. Report and programmes to teachers'
Baseline curriculum assessments and teacher assessments	Termly assessments conducted by class teams, involving input from learners and parents	3 is this '6' to fit in with 6 entry points in B-Squared? times per year Heads of Departments Principal		IEP and Annual Review
B-Squared	Teachers to input data 66 times per year	6 times per year Heads of Departments Principal	All	Will track progress individually for each learner across curriculum areas
SATS	Formal tests at KS1 and KS2	Once per year in Years 2 and 6 Heads of Depts & Principal	For learners who are KS1 & KS2	For learners working at appropriate levels to be tested e.g. KS2 to be working at a level 3 or above
Phonic screening check	Once Unless learner has not reached standard	Once Principal	KS1	A national check on development of phonics for all learners
TTAP	Once	Deputy Principal		Will provide an assessment to plan transition to KS4 and adulthood.
CASPA	Once	Principal	KS 1/2/3/4 & 5	Will feed back to SLT, teachers, and Principal/Governors

Critical to meeting the above KPIs is the careful and rigorous assessment and tracking of individuals, groups and cohorts of learners. This will allow the SLT, Governors and the Principal to ensure staff accountability and to revise individual learner provisions and intervention strategies as appropriate. The process will begin in the Foundation Stage with on-entry assessment and continue six times a year throughout the school. Assessment data will be an integral part of the IEP reviews to ensure any gaps in learning are addressed promptly. The IEP Reviews will take place regularly and frequently during class progress meetings. When a target is achieved a new one will be set in consultation with parents and other professionals. Marking will be linked to learner-friendly descriptors of each level. External moderation will be sought as often as possible and teachers will jointly moderate learners work to assess levels.

The Wherry School believes that effective assessment practice will involve both formative and summative approaches. The learner will be kept informed about the standards of attainment they have reached. They will



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be taught to communicate their understanding and evaluate their learning through the effective use of formative assessment. Learners will also be encouraged to reflect upon their own learning needs and experience, indicating what new targets would help them mark their progress and what needs to be in place for successful achievement. This would link summative and formative approaches in the learner's conception of their learning pathway. All markers of progress will be shared regularly with parents to enable the partnership between home and school to be optimized for the learner's benefit. Assessment data will form the basis of the learner's Annual Review and towards the Education and Health Care Plans.

Assessment data will also be scrutinised 3 times per year by the SLT and be sent to parents. It will be presented formally via a report to parents, the governing body, DfE and the local authority at least once per year. Governors will receive information at least termly.

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