Oakleigh School
& The Early Years Centre

Assessment, Teaching and Learning Policy

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Statement of intent:

At Oakleigh School, we inspire our pupils to challenge themselves at all times. We provide a positive atmosphere where everyone is encouraged to achieve their personal best. We provide opportunities for our pupils to be capable of making personal choices and to be lifelong learners. We aim to involve families, pupils, young people, staff and other visiting professionals to ensure every learner achieves their best.

We provide inspiring lessons that build upon the prior assessment of the pupils, and aim to provide a safe environment where all learners achieve. There is a broad and balanced curriculum, which is differentiated to suit all our pupils.

Teaching and learning is a priority at our school, as is the care and welfare of all our pupils. We have high expectations for behaviour and all our staff use positive behaviour management strategies.

Staff are asked to identify their own training needs based on the cohort they are teaching. The senior leadership team will update staff training as required, but staff are encouraged to stay up-to-date with new research concerning teaching.

Our school uses a 'total communication' approach to learning. This includes the use of symbols, signing, and visual aids. We make good use of ICT, including augmentative and alternative communication devices. Challenging and measurable targets are set which are designed to stretch our pupils.

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The purpose of this policy is:
The purpose of this policy is to outline how the school provides:

- The best quality learning and teaching for all pupils.
- Equality of opportunity for all pupils.
- A safe and positive environment for all pupils which supports their welfare, safety and personal development.
- A supportive and challenging environment which holds high expectations for pupil progression and attainment.
- Accessible learning resources and methods that can appropriately cater to the educational needs of pupils.

1 Legal framework

- This policy has due regard to statutory legislation including, but not limited to, the following:
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- This policy also has due regard to statutory and non-statutory guidance including, but not limited to, the following: DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- This policy operates in conjunction with the Behaviour Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Overseeing the school's educational provision, including monitoring the ways in which the educational provision meets the needs of pupils.
- Monitoring and maintaining oversight of pupil progress and attainment, and ensuring that high expectations are established for all pupils.
- Ensuring that the school's budget and funding is effectively used to support pupils.

The headteacher will be responsible for:

- Ensuring that all SEND within the school is identified and addressed.
- Ensuring the effective deployment of resources to cater for the needs of pupils.
- Ensuring that all staff receive sufficient ongoing training to support pupils to succeed and thrive in the school environment.
- Overseeing the implementation of this policy.

Teaching staff will be responsible for:

- Holding high expectations for all pupils that are specific to their individual needs and capabilities.
- Ensuring that all teaching methods and learning activities used are accessible for the needs of the pupils in the class, and that pupils' needs are considered when planning lessons.

- Informing the headteacher where there are any resources or materials that would be beneficial to support pupils' learning.
- Planning lessons in such a way that caters to a variety of learning styles.
- Evaluating the impact of teaching methods and lessons on pupil progress and attainment.

Equal opportunities

The school will ensure that all pupils have access to all aspects of educational life at the school, The school will provide reasonable adjustments wherever necessary to ensure that pupils with particular support needs can access the same opportunities as pupils without those needs.

The school will ensure that all teaching is made accessible for all pupils, and appropriate additional learning resources will be provided to ensure this wherever this is necessary, e.g. support from TAs or sensory materials.

Teaching staff will ensure that pupils' needs are assessed and reviewed where necessary in response to their behaviour, progress and attainment, and that these needs are catered for wherever reasonably practicable.

The school uses a 'total communication' approach to teaching to ensure that all pupils can access the lessons – this includes the use of signing, symbols and objects of reference where needed.

Staff will maintain high expectations of all pupils and will be expected to provide an environment where all pupils feel included, supported and challenged, and can achieve their best outcomes.

The school will implement a whole-school approach to the promotion of the fundamental British values, and will ensure that these values are taught throughout all relevant areas of the curriculum.

3. Assessment

3.1. We recognise that the national curriculum age-related expectations are not appropriate for many pupils with special educational needs and disabilities (SEND).
3.2. The curriculum is frequently reviewed to ensure that is meets the needs of all pupils.
3.3. The school curriculum is bespoke to meet the needs of the children who attend the school; developing communication and life skills, alongside literacy and numeracy are at the core of all teaching.
3.4. The curriculum is delivered using a thematic approach, and there is a three year rolling program of themes, to allow pupils time to revisit, practice and embed skills and concepts
3.5. All teachers have good knowledge of the school's assessment system. Assessment is an ongoing process with annual data collection, using Connecting Steps, BSQ assessment system.
3.6. Routes for Learning and SCERTS, and the Progression Steps are also used to assess the children's' learning, where appropriate
3.7. Teachers and learning support assistants (LSA's) provide feedback for our learners. Pupil learning is constantly monitored and evaluated.

4. Personal Learning Plans

4.1. Personal Learning Plans (PLP) targets are set as part of the annual review process and reviewed twice a year (December and July). PLP's may be updated following the Annual review
4.2. Targets are originally taken from the EHC plan and are monitored twice a year. Targets are scored as followers—Achieved Partially Achieved Not Achieved

4.3. Targets are set in the following areas, Communication and Interaction, Personal, Social and Emotional, Cognition and Learning and Physical Development.
4.4. All PLP targets are SMART targets (specific, measurable, agreed upon, realistic and time-related) and are monitored regularly.
4.5. PLP targets are set together with class teachers and therapists, where needed.
4.6. Parents are sent updated copies of PLP's twice a year. Parents may receive an addition PLP following annual review

5. Lesson planning

5.1. Planning is overseen by SLT and expected to be up to date and visibly presented to all staff at the start of each week
5.2. Parents are sent a termly letter which describes an overview of lesson planning termly
5.3. The leadership team observe lessons delivered by all teachers on a regular basis.
5.4 LSA's are strategically placed to support learning as directed by class teachers and the leadership team.
5.5. Lessons include a combination of whole-class, small group and individual teaching.
5.6. Clear routines and strategies are used throughout the school and understood by all pupils and staff.
5.7. Expertly differentiated, personalised lessons are delivered in all classes.
5.8. Opportunities to improve literacy and numeracy are provided throughout all lessons.
5.9. Targets for outdoor lessons are planned including in the playground areas, or local parks, shops and cafés
5.10. Resources may be created for specific pupils – this might include the use of symbols, Eye gaze, switch access, computer programs and/or access technology.
5.11. All staff present themselves as a positive role model for our learners.
5.12. Enrichment activities and Personal Development curriculum including swimming sessions, visiting theatre productions and inclusion opportunities with local schools are offered where possible, with clear targets for children appropriate to their needs.
5.13. The staff team includes a Drama and music therapist. Children are referred via their class teacher
5.14. Speech and Language Therapists, Occupation Therapist and Physiotherapist are provided by NELFT to support with learning and well being
5.15 The school may commission additional OT and SALT to support children's communication and self-regulation skills
5.16 Should pupils be unable to attend school due to medical difficulties, teachers will also plan remote learning activities as appropriate to the needs of the child.

6. Behaviour management

6.1. The school has an ethos of positive behaviour management.
6.2. Staff are trained by Team Teach to support pupil behaviour and wellbeing. Two members of the SLT Team are Team Teach trainers.
6.3. Behaviour Support Plans are written to support pupils to communicate their needs effectively and to ensure strategies are appropriate, consistent and effective.
6.4 Please see Behaviour Policy for further details.

7. Classrooms

7.1. All classrooms are clean, clutter free and have clear learning zones.
7.2. All classes make use of visual timetables, key rings or objects of reference to help pupils make sense of their day.
7.3. We build the self-esteem and confidence of our learners through their time in the classrooms so that they feel equipped to address new challenges.

7.4. The TEACCH approach is used to support pupil learning. Attention Autism is also used where appropriate
7.5. Tables are height adjustable for wheelchair users and maximum space is created for all the equipment required by pupils with SEND.
7.6. We maintain a very high ratio of LSAs to pupils –1 adult to two pupils.
7.7. We aim to have no more than eight pupils in any one class with one teacher, and three LSAs.
7.8. All LSA's are effectively inducted, trained and highly skilled.
7.9 Pupils also have access to individual teaching rooms to maximise learning opportunities and to allow for sensory regulation

8. Health and Safety

8.1. The health and safety of our pupils is paramount.
8.2. We regularly conduct health and safety audits to ensure that the school building and playground is as safe as possible.
8.3. All staff members will act in accordance with the school's Health and Safety Policy and associated procedures, including undertaking risk assessments where necessary.

9. Parents

9.1. At Oakleigh School, we aim to work in partnership with our parents/carers
9.2. In the start to school pack Parents are informed as to how to contact teachers.
9.3. Parents/carers are able to monitor their child's progress and achievements through Tapestry (online learning journal). Teachers upload 1 to 2 photos or a video once a week for parents/carers to view. Tapestry also allows parents to upload their own video and photos to give a complete picture of children's progress.
9.4. We aim to hold coffee mornings throughout the year where parents are invited to attend.
9.5. We also offer a range of different workshops and courses (Early Bird +) across the school year to support Parents and carers.
9.6. There is a leavers' assembly in the Summer term for the parents of those pupils who are leaving the school.
9.7. Parents are invited to attend annual reviews, collaborative meetings and meetings with other professionals as appropriate. Appointments are set in advance to allow arrangements to be made. Annual reviews can be face to face or via ZOOM
9.8. The family Support Team are available to support parents with a range of strategies/teaching ideas and support with financial difficulties
9.9. The family Support team also extends to parents having access to psychotherapists who can meet with parents on a 1:1 basis

10 Attendance

10.1 Attendance at school is mandatory for all pupils; however, the school recognises that some of our young people may have medical and/or support needs that present additional barriers to attendance.

10.2 Parents will be expected to call and inform the school of their child's absence by **8:00am** on the first day of this absence and each day thereafter.

10.3 While the school is mindful of, and sensitive to, these additional barriers, we are also aware that these pupils' right to a full-time education is the same as that of any other pupil. For this reason, the school will maintain high attendance ambitions and targets for all pupils, and will provide additional support to pupils whose circumstances make this more difficult.
10.4 The school will work on a continuous basis with the parents of all pupils whose attendance drops below **90 percent** to identify specific barriers to attendance and to work out strategies to

address those barriers and to ensure that the risk of pupils falling behind in their education is mitigated as far as possible.

10.5 Holidays will not be taken during term time unless in exceptional circumstances; the decision to grant or deny term-time holidays is solely at the discretion of the headteacher and the headteacher's decision cannot be appealed. Parents must complete a Leave of Absence form and submit this to the Headteacher if they wish to take their children out of school during term time

Please see our 'Attendance and absence policy for pupils' for further detail.

11. Monitoring and Review

This policy will be reviewed every two years.

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