



# Quality of Education Handbook 2021-2022

## **Planning:**

### **Expectations-**

Teachers must produce weekly planning for every subject. These plans must include lesson outcomes, individual pathways statements for each pupil per day, lesson activities, resources and staffing.

Weekly Planning must be uploaded to 365 by Monday of each week and available for supply to pick up in the event of teacher absence.

Teachers must produce a Medium-Term Plan for Enriching Subjects for each term. These should be produced ready for the first week of every term (The exception being in September where existing teachers should submit their planning by the end of the first week and ECTs or new teachers to school should submit their planning at the end of two working weeks).

Medium Term plans should include the All, Some and Few statements for each subject.

Teachers should produce an Implementation overview page along with a 'home learning ideas' page that should be submitted via Class Dojo on the class story.

Key Stage 4 accreditation must follow qualification specifications where appropriate

### **Early Years**

Children must have access to a rich learning environment where opportunities and conditions allow them to flourish in all aspects of their development. The learning environment should provide balance across the areas of learning. Integral to this is an ethos that:

- respects each child as an individual
- values children's efforts, interests and purposes as instrumental to successful learning

In our Early Years Class, all pupils will have specific outcomes identified each week that will be worked towards in both child and adult led learning, identified on a weekly planning grid. All adult led activities will be planned for on a weekly basis, with a minimum of 3 adult led activities planned for each day. There will be a minimum of 3 planned activities set up each week within the classroom provision for pupils to access either independently or alongside an adult, with at least one of these activities linked to the Foundation Department topic. Adult led activities in the summer term should be designed to support pupils in developing skills to enable them to transition to their next class. All planning will be uploaded to 365 every Monday.

## Planning Template Examples-

### Weekly Planning

<b>Monday</b>				
<b>Time</b>	<b>Individual Pupil Passport Outcomes (colour coded to match EHCP area)</b>	<b>Individual Pupil Learning Intentions</b>	<b>Individual Pupil Lesson Activities and Staffing</b>	<b>Resources</b>

<b>Tuesday</b>				
<b>Time</b>	<b>Individual Pupil Passport Outcomes (colour coded to match EHCP area)</b>	<b>Individual Pupil Learning Intentions</b>	<b>Individual Pupil Lesson Activities and Staffing</b>	<b>Resources</b>

<b>Wednesday</b>				
<b>Time</b>	<b>Individual Pupil Passport Outcomes (colour coded to match EHCP area)</b>	<b>Individual Pupil Learning Intentions</b>	<b>Individual Pupil Lesson Activities and Staffing</b>	<b>Resources</b>

Class:            Term & Week:

	Monday	Tuesday	Wednesday	Thursday	Friday
9:15 – 9:30					
9:30 – 9:45					
9:45 – 10:00					
“					
“					
“					
“					

- This example planning grid needs to include:
  - Pupil Passport Outcomes and Individual Learning Intentions – these need to be **colour coded** (e.g. C&L – blue, SEMH – green)
  - Staffing
  - Resources

**Class:**

**Term & Week:**

**Pathway Area/subject:**

	Individual Pupil Passport Outcomes	Individual Pupil Learning Intentions	Individual pupil lesson activities + staffing	Resources required
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

## Communication, Language and Interaction

**Activities:**

- X



Department  
Class/ Term

## 'Topic Title/ Preparing for Our Future in KS4'

## Social, Emotional and Mental Health

**Activities:**

- X

## Cognition and Learning

**Activities:**

- X

## Sensory and/ or Physical

**Activities:**

- X

## Self Help, Independence and Preparing for Adulthood

**Activities:**

- X

## Ideas for how to support learning at home

- X

## **Learning Approaches:**

### Classroom Environment-

Learning Environment – Staff led by teachers will:

- ensure learning environment is appropriate to child's needs and allows them to develop academically, socially, physically and emotionally, and prepares them for the next stage in their education, training or employment
- ensure tasks are differentiated, stimulating, challenging and purposeful
- provide opportunities for children to be independent and active learners
- make good use of class staff/support staff/parents/outside agencies
- continuously monitor and review all aspects of the school day

### **To promote an effective learning environment, all classrooms must:**

- Display an up-to-date timetable in an appropriate format.
- Ensure that pupils' work and photos of pupils at work (in subject specific books/files and learning journals) are dated, marked and annotated in line with the school's Marking & Annotation policy, link to their individual learning outcomes and identify progress over time, where appropriate.
- Display photos (in widget grid) of pupils and staff in the class on the classroom door (visible from the corridor).
- Display class charter.
- Display school ethos.
- Ensure that displays focus on pupil learning and include clear learning outcomes in appropriate format.
- Ensure that merit/star charts (if used) are displayed appropriately and are in line with the Behaviour Policy.
- Ensure that the classroom environment is conducive to learning
- Ensure that there is clear vision into the classroom through at least one internal window.
- Individualised Total Communication approached are evidenced in everyday practice, including visual timetable.
- A dedicated reading corner/area (where appropriate).

For display expectations see appendix - curriculum coverage

### TEACCH Environment-

The TEACCH approach responds to the needs of autistic people using the best available approaches and methods known so far, for educating and teaching autonomy. It is not a single method and can be used alongside other approaches.

Some of the TEACCH Autism program priorities are:

- Focusing on the person, their skills, interests and needs.
- Understanding the culture of autism and identifying differences based on individualised assessments
- Using visual structures to organise the environment and tasks when teaching skills
- Being broad based i.e. support people at work, teach skills but also ensure that people are supported during leisure and social activities
- Being flexible and teaching flexibility

The TEACCH principles and techniques may always need to be in place for someone, but they may look very different at different stages of the person's life.

### PMLD Approach-

See Complex Needs Curriculum Document

### EY/ Continuous Provision Approach

Continuous Provision refers to the resources, activities and areas offered through an enabling environment that provoke learning through play, exploration, collaboration and self-chosen purpose. Continuous provision provides an experiential and holistic learning approach that provides opportunities for children to apply their knowledge to self-chosen activities, and to expand that knowledge through their interactions with the adults supporting them.

Continuous Provision is planned, although not necessarily in the traditional sense of the word. Thought is given to what is provided to the children, through an enabling environment, as well as to adults' roles in learning, through collaborative, positive relationships. Reflecting on the observations that adults make influences how the environment is frequently adapted to extend and enhance children's learning and development, to ensure that Continuous Provision continues to challenge, and meet the emerging learning needs, of all children.

## Topics

Topics are used from Early Years to Key Stage 3 to give deeper understanding of the content being taught and allows pupils to transfer what they have learnt from one subject to the next. It is more child-centred, skills focussed and allows for more creativity in the classroom.

## Timetable Expectations-

Assemblies, Readiness for learning time (e.g. emotional check-in, group, circle time, golden mile, individualised activities, doodle books), daily reflection should all be evident.

Morning play timetabled for 15mins (department timings can be flexible)

Lunchtime timetabled for 1 hour 30 mins in Foundation

Middle and Senior 1 hour

## Early Years:

Expectations for our Early Years learners are for pupils to access both child and adult led learning over the week. There will be a minimum of 3 adult led learning sessions per day.

## Chunk 1:

Expectations for our 'Chunk 1' learners are for pupils to access 3 discrete lessons per day.

This should include core subject pathway coverage, individualised interventions and contextualised enriching subjects.

## Chunk 2:

Expectations are three discrete sessions of Maths and Literacy (Communication, Reading and Writing) per week.

Expectations for our more able learners are for the pupils to access 4 discrete lessons per day.

Daily physical activity should be provided (e.g. wake and shake, daily mile or go noodle). With 1 discrete PE session timetabled per week.

One discrete PSHE lesson timetabled per week.

Every class should have 3 timetabled story sessions per week.

There will be classes that have pupils who will fall across multiple chunks, the expectation is to make an informed decision on which timetable will be a 'best fit' for their class as a whole.

## **Assessment:**

### Pupil Passports-

Every child will have an individual pupil passport. Each pupil's individual EHCP outcomes will be clearly stated at the top of this document and will be set and reviewed annually. These will be produced at the start of each academic year using the relevant core subject pathways.

The expectation is that these will be produced each half term, whole term or annually based on specific pupil needs and progress.

Teachers will track progress using the 4-star system on SOLAR.

### SOLAR-

(Val to send out dates for Assessment)

We recommend that every term SOLAR is updated inline with Pupil Passports.

### Expected Progress-

*Tom Lovell and the SOLAR data manager are currently working on formalising this.*

### Enriching Subjects-

Progress in Enriching subjects through All, Some and Few statements will be tracked each term using SOLAR.

## **Monitoring:**

Weekly/Daily, Implementation Overview and Timetables will be spot-checked on 365 at regular intervals.

If connections are not clearly evident a deeper planning scrutiny will be required.

Shared practice and moderation will be on-going through phase meetings with opportunities for teachers to visit other classes in their phase group.

There will be 3 formal Deep Dives carried out by SMT/TLRs.

There will also be supportive informal drop-ins by subject/curriculum leads each term.

SMT Monitoring – will be carried out as performance management observations and a combination of planning, delivery and evidence.

Curriculum TLRs will be monitoring the implementation and impact of this document.

Moderation Meetings – Whole school – *dates to be confirmed*

Enriching Subjects: Medium Term planning will be monitored each half term to ensure there is breadth and coverage linked to All, Some and Few statements.

Subject Leads will monitor as appropriate

Learning Walks – throughout the year by Curriculum TLRs and SMT

Book Looks – amount of evidence collected and identification of progress from starting points using marking and feedback that is relevant for pupils.

## Appendix 1

### **Display Boards Expected Standards**

Displays MUST include:

- Title
  - Which class it refers to
  - I can / We can statements
1. Make sure that spelling and grammar are correct – visitors will see these boards!
  2. Think about the audience and the pupils who have created the display – make sure the display is appropriate.
  3. Ensure consistent use of “I can / We can” statements to make clear what the pupils learned as a result of the activity.
  4. Keep things simple and eye-catching. Don't over-complicate or put too much information on.
  5. Ensure that displays reflect a breadth of curriculum coverage over the year, e.g. Maths, Art, Literacy, Humanities.
  6. Ensure written information is at a height that is accessible to the pupils.
  7. Ensure labels aren't too complex and that vocabulary is appropriate.
  8. Use Writing with Symbols / Widgit consistently.
  9. If putting displays up on a window, consider what it looks like from the other side and make it double-sided wherever possible.
  10. Where possible, signs, notices etc on rooms should be laminated and not put into plastic wallets.
  11. Check displays on a regular basis and make sure they are kept tidy.