



Teaching and Learning Policy

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1. Background

Severe learning difficulties (SLD) schools in Hertfordshire enable pupils with severe learning and complex needs to access education and engage in learning in preparation for adult life. This is provided in a very safe and secure environment. The pupils in SLD schools have significant barriers to learning, which may include medical, sensory, physical, behaviour and emotional needs with the potential of regularly putting themselves and others at risk.

All the children and young people who attend Amwell View School have reduced mental cognitive ability, which is life-long. Many have a recognised medical diagnosis or congenital condition such as Down's syndrome or other lesser known specific diagnoses, whilst others have a non-specific diagnosis of Global Developmental Delay. There is a growing population of pupils with a diagnosis of Autistic Spectrum Disorder (ASD). Staff recognise the need for autism specific strategies to support pupil engagement and understanding. There are also many children and young people who have a sensory impairment, either singularly or dually affected. This means that they may have a visual difficulty and/or a hearing difficulty. An added complication for some children and young people can be when their brain damage impacts on the cortical pathways of the brain, resulting in cortical visual impairment^[LM1]. Some pupils have reduced mobility and are dependent on a wheelchair for any opportunity to move around the school.

Children and young people with Severe Learning Difficulties operate at very early stages of development. Many of the pupils in the school are not able to speak, read or write and therefore rely heavily on the opportunities that are provided for them to learn, which includes alternative methods of communication. Many of the pupils use visual timetables, real objects, photos, symbols, tactile cues and specialist communication aids. The complexity of communication difficulty creates frustration and anxiety, which needs greater creativity on the part of staff to provide specialist and flexible responses for the pupils to make their needs known.

2. Purpose

Who was consulted?

This policy was initially developed through consultation with teachers and support staff. Pupils learning needs were central to the process.

This document is now reviewed by the middle leaders on a termly basis.



We have a 'Teaching and Learning' policy so that everyone within our school knows that teaching and learning is our core purpose. It is the means through which we empower our pupils to reach their maximum potential.

Therefore, this policy should serve to enable all staff to know and promote a shared belief encouraging practices which fulfil school aims ensuring progress and achievement for all.

The aim of the policy is to identify the principles and strategies used within our school to maximise teaching and learning opportunities and to identify how we reflect and improve.

To learn successfully our pupils and students need:

- a positive, caring, well structured environment
- an ethos of value and respect for all
- motivation
- clear expectations of learning and behaviour
- a broad, balanced and appropriately differentiated curriculum, which reflects the school aims, and their own Statement of Special Educational Need
- opportunities to work individually, in small groups and as part of a larger group
- ongoing support, encouragement and feedback
- access to appropriate therapeutic provision

3. Responsibility of staff

All members of the school community are encouraged to promote the principles of this teaching and learning policy by:

- valuing pupils as individuals and respecting their rights, culture, opinions and beliefs
- fostering and promoting good relationships and a sense of community
- providing a well-structured, safe environment in which everyone is aware of expectations of appropriate behaviour
- supporting and encouraging one another
- building partnerships with parents, colleagues and other professionals

By adopting a whole school approach to teaching and learning across our school, we aim:

- to provide consistency of teaching and learning across our school



- to enable teachers to teach as effectively as possible
- to create a culture of continuous professional development
- to enable pupils to learn as efficiently as possible
- to provide an inclusive education for all pupils
- to learn from each other, through the adoption of a collaborative approach to teaching and learning, where good/outstanding practice is shared
- to teach pupils the skills they require to become effective lifelong learners and to find a place within their community and wider society

To achieve this we would expect:

All lessons to have...*Clear Learning Objectives*

- Learning objectives are shared verbally and visually and broken down through the use of formative assessment.

All lessons to have... *Well planned formative assessment*

- Where possible, pupils are aware of what the learning intentions are and they are differentiated appropriately to engage and meet the needs of all pupils
- Learning outcomes are displayed for the pupils and staff to follow during the lesson.
- Where possible and appropriate pupils will encouraged to reflect on their learning through mediums such as success criteria, photos, videos and work scrutiny.
- Staff support pupils to review previous learning at the beginning of activities and how it has led to the learning in the current lesson

All lessons are ...*Clearly differentiated to enable all pupils to access learning*

- All learners are challenged appropriately
- Planning shows clear differentiation
- A range of learning styles are catered for through a VAK approach (Visual, Audio, Kinaesthetic). This may include the use of resources such as e-tran frames, eye-gaze, symbols, VOCAs are used to support learning

All pupils are...*Actively engaged in learning and are encouraged to work co-operatively*

- Pupils are actively engaged during all parts of the lesson – teachers take into account pupils concentration span and ensure pupils are not sitting passively for long periods



- Opportunities for working in small groups features in majority of lessons. This enables pupils to work alongside staff and peers.
- Visuals, artefacts and auditory input are all used creatively as a way to enhance learning
- Everyone participates
- Pupils develop their leadership and communication skills by helping and encouraging each other.

Learning is enhanced through... *effective use of questioning*

Staff help pupils to make sense of information. The frequency and nature of interactions between teacher/support staff and pupils is highly significant. We develop understanding by:

- Using challenging, appropriate and meaningful questions for individuals
- Providing pupils with the communication aids to comment on their learning
- Providing time for pupils to process and the appropriate means for them to respond

All pupils receive regular and clear ...*feedback which enhances learning*

- Assessment for learning (AFL) is embedded in everyday practice and is used to inform teaching and learning
- Where possible all pupils are involved in the process of reflection and identifying what they did, how they did it, what went well and how they need to improve
- Pupils are empowered to take increasing responsibility for their own learning where Formative assessment is used to support review of learning, discussions around learning and supporting planning for the next lesson

Learning is enhanced through ...*The use of IT*

- IT is used to enhance learning where ever possible to develop pupils understanding, level of engagement and learning

Learning is enhanced through the use of... *Effective behaviour management*

- Effective behaviour management is used to foster a positive learning environment in the classroom. For further details, please refer to our Behaviour Management Policy. All staff are Hertfordshire Therapeutic Thinking trained where the emphasis is on de-escalation and providing pupils with strategies to manage their own behaviour.

**Learning is enhanced through the ...*Effective use of Teaching Assistants (TAs)***

- Teaching assistants are clearly directed to support learning
- Teaching assistants are fully engaged with pupils during lesson times
- They are clear about *who* they are supporting and *why*
- Planning is discussed in advance with teaching assistants
- They know/have ready access to learning objectives and understand how to support pupils to engage in learning
- They are involved in assessing pupil's understanding and feeding back to the teacher
- Teaching assistants support work scrutiny and reflection of pupil priority targets

Learning is enhanced through... *Effective use of a plenary and mini plenaries*

- *Review* what has been learned
- *Reflect* on how it has been learned

Reviewing learning is a key to memory and not confined to the end of the lesson. Teachers review throughout the entire lesson and regularly refer pupils back to the objectives of the lesson, reinforcing prior learning. Encourage pupils to reflect on what they have learned and what has helped them to learn.

Learning is enhanced through...*the classroom environment*

Across our school we aim to ensure that all classrooms, group and whole school learning areas are spaces that everyone can access, use to learn and be proud of.

4. Teaching Standards and Performance Appraisal

Staff performance will be monitored through regular observation (formal and informal), weekly staff, team and briefing meetings.

Annual Performance appraisals will set targets and expectations for all staff. This process will relate to the adherence of all school policies, teaching standards whilst taking into account individual expectations linked to pay grade.



Please see Teacher Appraisal and Teachers pay and conditions policies which state the purpose as;

- Appraisals set out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher. The process supports the development within the context of the school's plan for improving educational provision, pupil outcomes, and the standards expected of teachers. It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them

5. The Curriculum (EYFS, KS1-4, Satellite Provision and Post 16)

Curriculum content, organisation and delivery

A far reaching and broad curriculum enables pupils from the Early Years Foundation stage through to Post 16 to engage in education. The curriculum offers clear and extensive differentiation and personalisation, which enables all pupils to engage in the learning process. It follows a primary based model with specialist teachers in the areas of PE, Science and Music.

The curriculum style, model and delivery includes a wealth of exciting avenues for learning and far-reaching opportunities, including lunch-time and after-school clubs, which provide high levels of skilled staffing who continue to educate and support learners in specific areas. A feature of the style of curriculum coverage is repetition, which enables pupils to capture and assimilate the information and skills taught through a kinaesthetic approach. This approach includes the development of life skills through personalised work-related learning, accreditation, travel training and transition to Further Education.

Timetables and lessons are responsive to the needs of the children from Foundation 1 through all four Key Stages, and then through three years in our Post 16 groups. The full National Curriculum offer is achieved through a flexible approach to delivery, style and creative organisation of the two elements of both lessons and timetables. A highly personalised approach achieves this goal. Included in this offer is the assurance that intimate care and attention to all basic functions is guaranteed.

Most pupils make significant progress on entry to school and, more often than not, continue to achieve and leave school as confident young people. Teaching is solution-focused and responsive to the identified needs, conditions and interests of the pupils. Due to degenerative conditions and diagnoses, some pupils may lose skills and progress may look different.



Teaching for these pupils therefore needs to focus on maintaining the skills that they have for as long as possible.

Resources

Staff are the greatest resource in the school and are expert in using strategies for overcoming barriers to learning. SLD schools provide expertise in a number of associated areas which impact on the education of the pupils. There are fully trained staff in Moving and Handling, CPR, TEACHH, Hertfordshire Therapeutic Thinking, and emergency medical interventions (including the management of gastrostomy feeds and emergency medical procedures). These are routine aspects of training for school staff and not considered to be unusual or extreme.

Staff are skilled in the use of a wide range of communication systems to include Alternative Augmentative Communication (AAC – low and high technology), signing (Makaton), Voice Output Communication Aids (VOCA) activity cues and a variety of visual systems to support learning. This coverage enables staff to match and provide each child with access to functional communication. Each class and specialist subject area have an AAC file for reference, to enable consistent use of all communication methods throughout school.

SLD schools are unique in their provision and offer a wide range of specialist resources, which include:

- Specialist Music, PE and Science teaching spaces
- Swimming pool (therapy)
- Sensory Studio
- Dance/drama studio
- Soft Play area
- Fitness suite
- Outside fitness equipment
- Adventure playground
- Sunken Trampolines
- Climbing Wall
- The Dell – Wooded area which provides a cross curricular learning space
- Charity shop



- The Hatch and The Bay – space for careers learning
- The Salon
- Food technology room
- The Library

These areas are supported by specialist expertise to further increase learning opportunities.

Multi-Disciplinary Approach

Within the school a range of professionals work with pupils, parents and staff to ensure that the best possible guidance is provided to encourage and support educational development. These professionals include Physiotherapists, Occupational Therapists (including wheelchair services of technicians, engineers and associated professionals), Music Therapists, Speech and Language Therapists, Educational Psychologists, Clinical Psychologists, School Nurses, Consultant Paediatricians, Orthotists, plus Advisory Teachers for Autism, Attention Autism. Visual, Hearing and Multisensory Impairment. The Educational Audiologist adds to the rich and expert advice that is available in an SLD school.

The interventions and experience of a variety of professionals enable families to be fully supported and consulted, which provides an inclusive wrap around service model with the school at the centre of it.

The Early Years Foundation Stage (EYFS)

Amwell View School has been awarded The Herts Quality Standard Award for its high quality level of EYFS provision. A wide variety of resources are available to the pupils in the classroom and the EYFS outdoor area. This includes resources to support reading, writing, imaginary play and maths, as well as equipment and areas dedicated to supporting sensory regulation.

In the foundation classes, children take part in adult directed activities including Food Technology, stories, Soft Play, Sensory room and visiting the Library. As well as adult directed activities, the children are taught and encouraged to make choices of their own during Child Initiated Learning (CIL). The children use symbols and Activity cues to help them to understand and begin to anticipate the different activities that are made available to them. There is a member of class staff present within each of the chosen areas to support, model and interact with the pupils to maximise learning opportunities. The CIL choices are organised into the



Prime and Specific areas of learning as outlined within the EYFS Curriculum. This means the pupils have access to a broad and balanced curriculum.

The outside play area has a canopy allowing access to outside play provision all year round. Sand, water, bikes, and trikes are available to pupils at all times.

Our curriculum enables the child to learn and develop skills, attitudes and understanding in these areas of learning:

Prime	Specific
- Personal, Social and Emotional Development - Communication and Language - Physical Development	- Literacy - Mathematics - Understanding the World - Expressive Arts and Design

Key Stage 1-4

The school uses all the National Curriculum subjects to provide high quality education for the children. The curriculum is designed and delivered using practical experiences and emphasises these experiences through kinaesthetic learning. This has been a growing feature and outcome of the school's expertise and success, which in turn has proved to be a very positive curriculum model resulting in greater pupil enjoyment and achievement.

Tonwell Satellite Provision

The Tonwell satellite is based in the small village of Tonwell in the Bengeo Rural parish in East Hertfordshire which is bypassed by the A602, a short way north of Ware and Hertford. From September 2025 there will be 21 secondary age pupils at this satellite site.

Pupils access the National Curriculum subjects and have the opportunity to complete their learning with all of the resources, equipment and space they may need. We have resourced the new site with everything essential to provide the same level of outstanding provision that Amwell View provides. Pupils will have the opportunity to use the different areas of the school within their learning. For example; the PE hall, cooking area, playground and field, their classroom, library area and nature reserve area.

The environment is risk assessed, maintained and utilised in the same way as the main site.



The specialist curriculum is delivered through outsourced companies and individuals:

- Inclusive United deliver a weekly sports session
- Amy Gregg continues to deliver the Dance curriculum
- Sally Squiggles delivers a weekly topic session
- Ranger Stu delivers an animal care session each week as part of the Science curriculum

Pupils also access Mudlarks allotments/forest school, off-site swimming at Hartham, and local Libraries as part of the English curriculum.

Pupils also have access to two nights of after-school clubs (Monday and Tuesday).

Post-16 Provision

Amwell View's Post 16 curriculum is designed to provide an emphasis on transferable skills which are used in future provision and adult life. This includes developing important life and social skills needed for becoming members of the community. Students utilise the school charity shop where they can practise work related skills along with visiting local shops to practise money handling, shopping, road safety and travel training where appropriate. Students are not expected to wear school uniform from when they join Students 2 and the Community Classroom. This is to help with a gradual transition towards college and adulthood.

Pupils based within the Community Classroom will be located in the satellite classroom in the local village. Pupils will be encouraged to be as independent as possible and utilise skills they have learnt throughout their school career in multiple contexts. Pupils will be provided with the opportunity for work experience, being a part of their local community throughout the school day, as well as learning social and interaction skills.

The curriculum includes:

Following the principles of the Gatsby Benchmarks. The objectives for the careers programme which the Post 16 curriculum is based upon, are as follows:

- Helping students to understand the changing environment
- Facilitating meaningful encounters with employers for all students
- Supporting positive transitions post-16 and post-19
- Enabling students to develop the research skills to find out about opportunities



- Helping students to develop the skills, attitudes and qualities to make a successful transition into the next steps in life
- Encouraging participation in continued learning, including further and higher education and apprenticeships
- Supporting inclusion, challenging stereotyping and promoting equality of opportunity
- Contributing to strategies for raising new opportunities, particularly by increasing pupils confidence

Community Classroom

The Community Classroom is a satellite provision based in the local village of Stanstead Abbots. Located next door to our existing charity shop, the Community Classroom allows its pupils to be in the heart of their local community. The space consists of a large classroom, fully functioning kitchen, a social diner area and an art studio. The newly renovated building contains all new equipment with vibrant colours and resources. By being off-site, pupils are granted with a sense of trust and responsibility, where they know they are representing their school whilst in the community. The Community Class curriculum comprises of areas that are important for the transition from Amwell View to life after school. Pupils are given the opportunity to complete work experience placements, learn home management skills, cater lunches for themselves and peers, allow their creative capabilities to shine and generalise these skills in various off-site contexts. The Community Classroom still remains closely linked to the main site; Music, Science and Dance lessons are delivered at school and pupils return for assemblies. The Community Classroom frequently hosts classes from the main site in their village classroom to share what they have been up to and practise new skills they have learnt. Pupils arrive and depart from the main school building for continuity, with transport to and from the village classroom and to any off-site trips being provided for in the new Community Class minibus.

AQA Unit Award Scheme

For all pupils in Post 16, they are enrolled onto the AQA Unit Award Scheme (UAS). It is not a qualification, but UAS allows all pupils to have their achievements formally recognised. Pupils are rewarded with a certificate of achievement each time they successfully complete a unit of learning. This allows us to build up a portfolio of certificates to evidence their skills, knowledge and experience over time. We then share these portfolios with college to help them identify a starting point for when the pupils join them at Post 19. The UAS we use



alongside our bespoke curriculum and teachers identify units in which pupils have achieved the necessary criteria as part of their day to day learning.

Amwell Enterprise (as part of Careers Week)

Amwell Enterprise aims to inspire students to work together as they set up and run their own company. Activities are differentiated for all students to access and the activities aim to encourage students to work together, interact with each other and adults, building their confidence as they set up and run their own business out of the classroom or the Hatch. Pupils both make and sell the items as part of the whole process.

Mudlarks

All students have the opportunity to work with 'Mudlarks Forest School at Panshanger Park. Some pupils access the Mudlarks Community Garden in Hertford. Mudlarks is employed by the school to deliver a weekly horticulture programme of active learning to the students. Students visit Mudlarks once a week throughout the year to gain further experience outside of the school environment, further developing their community links for life beyond school. Students enjoy maintaining and creating new features and resources in their own part of the allotments at Mudlarks. They have opportunities to weed, prepare and water several flowerbeds, as well as plant and grow their own vegetables and seeds. At the Forest school, pupils learn creatively about wildlife, cooking outdoors, making artwork using the environment and also how to find and identify different things from the natural environment. It is also a great opportunity for students to make links with a community group who can support them in the future. The Mudlarks team has extensive experience of working with young people with learning difficulties. They develop relationships with each of the students and take great pleasure in supporting their learning.

School Allotment Plot – Town allotments in Stanstead Abbots Village

Amwell View have recently gained their own allotment in Stanstead Abbots. A community day was held where volunteers came and supported the initial development of the allotment by weeding, painting, cutting grass etc. Following this, the Community Class and Tonwell satellite pupils access the allotment to develop gardening skills through planting, nurturing and harvesting the fruit and vegetables that they grow. It also creates an opportunity for pupils to use what they grow within their own cooking lessons.



Work Experience and Community Links

Additional opportunities for work experience have been created through the careers curriculum which utilises Amwell View Charity Shop and the curriculum opportunities created both on the school site and at the shop itself. Students also use Food Technology, The Hatch and The Salon to provide creative and challenging learning opportunities linked to the world of work.

Pupils are encouraged where possible to generalise skills learnt within the school environment off-site in context. For example, pupils that are confident navigating the school library can be challenged to transfer these skills in a community library. Work experience and community links that have been made with local business/services include;

- Local care home- Boccia, delivered cards and sang, delivered dance workshops
- Digswell Garden Centre
- Appleby Cottage
- Alliance Cleaning
- Carpentry workshops
- Balloon shop
- Talisman CrossFit gym
- Anytime Fitness Hertford
- Van Hage Garden Centre
- Leaflet delivering with Peter Cuffaro Estate Agents
- Amwell View Charity Shop
- Crews Hill Garden Centre
- Community Libraries- Hoddesdon, Goffs Oak, Cheshunt, Welwyn, Ware
- Hosted Christmas table setting workshop for local business owners
- Hosted wreath making for transition services and parents
- Waste not Want not Community Nursery

6. Triangulation

Whether conducting assessment *for* learning or assessment *of* learning, a teacher must have sufficient proof of a pupils' learning. By using a process known as triangulation, teachers can obtain data of pupil learning from three different sources, thereby ensuring sufficient data is collected in order to evaluate student learning. By collecting data from multiple sources, teachers can verify the data they collect against each other thus allowing them to gain an accurate portrayal of pupil progress.



This evidence is collected from three different sources which in our case are:

- 1. Quality of Teaching and Learning**
- 2. Formative assessment of pupil learning/progression**
- 3. Summative Assessment**

7. Quality of Teaching and Learning

The school ethos encourages practitioners to continuously reflect on the quality of teaching and learning and to strive to improve practice. Regular professional dialogue and peer observation helps to create a reflective supportive culture where all practitioners support each other to improve the quality of teaching and learning and in turn the outcomes, progress and achievement of pupils. The quality of teaching and learning is monitored from a leadership perspective through the use of formal observations and regular learning walks carried out by senior and middle leaders. Senior leaders will monitor teacher effectiveness using a template to identify key strengths and areas for development.

8. Progression

Teachers are required to provide evidence of pupil progression for each academic year across all subjects (progression from a starting point – September-July). Specialist teachers assess pupils across the school in their subject.

Teachers plan half termly across the curriculum subjects to ensure differentiated learning outcomes for all pupils. Teachers will use formative and summative assessment to inform planning and ensure SMART and challenging learning outcomes are linked to planning and delivery. Teachers and TAs will use assessment for learning strategies to assess pupil progress throughout each lesson and the school day. The use of formative assessment for each child supports the monitoring of ongoing progress across a sequence of lessons. Evidence of progression will be added to Tapestry and shared with parents and carers.

All teachers use a consistent formative process to regularly set and review priority objectives for pupils. Priority objectives will be taken from the planning process above to ensure SMART and personalised learning outcomes. This process ensures that learning is meaningful to



individuals and progress is made. The review of priority objectives provides detailed qualitative evidence of pupil progression across all subjects and informs annual reviews and Education, Health and Care plans (EHCP). This process also ensures that pupils continue to be motivated and challenged within lessons as it will inform future planning and areas of practice that need to be developed to meet the needs of pupils.

Setting priority objectives: A reflective annotation is written on Priority Objective sheets to provide a context to an individual's learning explaining;

How, What, When - Context – How they have approached learning, the level of support the pupil has had, generalisation of skill, time frame. This is supported by media evidence which is shared by teachers and with parents and carers.

Teachers complete the formative evidence of pupil progress form half termly. This form will provide pupil progress data highlighting how many priority targets were set and achieved. This enables the teacher and SLT to analyse the quality of the target and the progress made. This in turn will provide an insight into the quality of planning and differentiated delivery.

Evidence may take the form of a case study to summarise specific situations or events that have impacted an individual's education, such as, for example a significant trauma or illness that a pupil may have experienced during that academic year resulting in little or no progress. As our chosen best fit summative tool, teachers will assess at two points during the academic year using B Squared Engagement and Progression Steps. Information and data is held at school.

As a result of the data gathered, teachers may use other tools that are more appropriate for individual pupils alongside which currently include the use of B Squared progressive criteria and or Routes for Learning (RFL).

Other assessments may include visual assessment tools, Childhood Autism Rating Scale (CARS), reading tests, receptive and expressive language tools (e.g. REEL) and Teacher Assessment. This data may determine movement to different educational provision, but consideration is given to the needs of the whole child and not just focused on assessment results. The functionality of pupils, their ability to regulate behaviour and to maintain skillsets



is as much an aspect of attainment within the assessment and placement process as assessment results.

9. Priority Objectives – Formative Assessment of Pupil Learning/Progress

Teachers are required to provide evidence of pupil progression for each academic year across all subjects (progression from a starting point – September-July). Specialist teachers assess pupils across the school in their subject.

Priority objectives are informed directly from each pupil's EHCP teacher report outcomes. These inform the step by step process within each half termly objective, building towards the overarching EHCP outcome. Each objective is worked on in multiple lessons and contexts throughout the term, ensuring that learning is meaningful to individuals and progress is consolidated. The review of priority objectives provides detailed qualitative evidence of pupil progression across all subjects and informs the outcomes set in the next annual EHCP review. This process also ensures that pupils continue to be motivated and challenged within lessons, as it will inform future planning and areas of practice that need to be developed to meet the needs of pupils.

Teachers complete the formative evidence of pupil progress form termly. This form will provide pupil progress data highlighting how many priority objectives were set and achieved. This enables the teacher and SLT to analyse the quality of the objective set and the progress made. This in turn will provide an insight into the quality of planning and differentiated delivery.

Evidence may take the form of a case study to summarise specific situations or events that have impacted an individual's education, such as a significant trauma or illness that a pupil may have experienced during that academic year, resulting in little or no progress.

As our chosen best fit summative tool, teachers will assess bi-annually using B Squared Engagement and Progression Steps. Information and data is held at school.



10. Summative Assessment - B Squared (Progression and Engagement Steps), Routes For Learning, CARS, Visual Impairment Assessments.

As our chosen best fit summative tool, teachers will assess bi-annually using B Squared Engagement and Progression Steps. Information and data is held at school.

As a result of the data gathered, teachers may use other tools that are more appropriate for individual pupils alongside, which currently include the use of B Squared progressive criteria and or Routes for Learning (RfL).

Other assessments may include visual assessment tools, Childhood Autism Rating Scale (CARS), reading tests, receptive and expressive language tools (e.g. REEL) and Teacher Assessment. This data may determine movement to different educational provision, but consideration is given to the needs of the whole child and not just focused on assessment results. The functionality of pupils, their ability to regulate behaviour and to maintain skillsets is as much an aspect of attainment within the assessment and placement process as assessment results.

Routes for Learning (RfL)

Routes for Learning (RfL) is used as an additional tool to plan for progression for some identified pupils. RfL is a Welsh initiative developed by teachers to improve and assess social, communication and cognitive skills of learners with profound and multiple learning difficulties, and additional disabilities.

Route Maps offer a number of pathways for learning, encompassing early developmental milestones. Each pupil following RfL has their own personalised RfL Route Map.

RfL complements our existing B Squared assessment tool by providing additional breadth to the early P-Level descriptors.



11. Pupil Case Studies

Case studies are an effective tool to evidence the story of individual pupil's academic progress or lack of progress within an academic year. Alongside summative data they bridge the gap between data and practice. The case study method is based on the principle that real education consists of the cumulative and unending acquisition, combination and reordering of learning experiences.

As mentioned above in Section 1 (Background), pupils in SLD schools have significant barriers to learning. The barriers include medical, sensory, physical, behavioural and emotional needs, all of which can present themselves as more significant at different times during pupil's education. Pupils are potentially at Amwell View School for 17 years and as they progress through the key stages through adolescence into adulthood, all of these barriers, in addition to other factors such as social deprivation, separation of parents, grievance etc., can significantly affect pupil progression and at times attendance.

12. Developing Practice (Reflection)

Teachers engage in regular professional dialogue and peer observation which helps to create a reflective supportive culture where all practitioners strive to improve the quality of teaching and learning and in turn the progress and outcomes for pupils. The following regular meetings occur:

- **Class communication time:** Teaching Assistants are employed for 15 minutes extra before and after school to allow time to plan, share and reflect as a team.
- **Weekly briefing** – 10 minute weekly briefing for all staff to inform and share.
- **Weekly Teacher staff meeting** – Time for professional dialogue between teachers and to share key information with each other. Teachers share the minutes of the staff meeting with their Teaching Assistants during their class communication time.
- **Two Key Stage meetings each half term** – Key stage team meeting meetings provide regular opportunity to discuss teaching and learning, behaviour management, formative assessment, carry out moderation, plan subject focus days and share ideas.



- **Peer Observations (learning walks)** – Teachers are open to other practitioners informally observing each other's practice which helps to gain ideas and strategies, supporting a consistent approach.
- **Sharing Resources** – A system has been created on the staff computer drive to allow teachers to share lesson resources that have been created. This also helps as a bank of ideas that teachers can refer to when planning.