



Redbourn Park School

Planning, Teaching & Assessment

Also see, Who We Are & What We Do policy

Our vision is to provide students with the best opportunities possible to be positive and successful members of their communities. We do this by developing the whole student as well as focusing on their academic development. We do this through high quality, positive teaching and support and three core beliefs underpin everything we do:

Everyone has the potential to achieve

We have high expectations of ourselves and others

We respect ourselves and others

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This policy was created on: October 2020

Introduction

This document outlines the processes and expectations around planning teaching and assessment, including but not limited to, using the curriculum pathways.

Planning

Curriculum & Scheme of work

Our scheme of work is based on the subjects and expectations in the national curriculum. In theory, it plans for the levels that each student should reach by the time they leave us, at the end of key stage 2 (year 6 / 11 yo). In practice, many of our students have significant deficits either through specific learning difficulties, anxieties or because of time out of school due to challenges they have faced. As such, we have a scheme of work that identifies high expectations and plans around areas of learning that should be reached. The curriculum that consists of learning objectives in the form of progressive 'I can' statements in the form of 3 pathways, covering learning ages 4-14 (pre pathway, pathway 1, pathway 2) to allow for deficits, adaptations and accelerated learning. We can use the statements to assess prior learning, plan bespoke next steps and review progress short and long term.

Initial Assessment - Baseline

When each student is placed, they are formatively assessed against the pathways for evidence of prior learning. This is important because students with complex profiles have often missed out on parts of their education so assessing for strengths and deficits is key. Often, we see accelerated progress as a baseline will only be signed off if clearly secure, so early objectives may be building on previous, nearly secure, learning.

Termly planning & student development plans

Once a baseline assessment is complete, teachers plan for each student on a termly basis. The plan identifies all learning objectives from each area of learning to be completed during that term. This is specific to each student's strengths and deficits and is arranged in order to maximise learning. It is reviewed in depth at each half term with a view to update and adapt planning to meet overall targets for each student.

Each plan is input into a student development plan alongside EHCP and any other professional assessment targets.

Teaching

Teaching is expected to a high standard against both the teacher's standards and specialist expectations within specific SEN expertise and our own ethos. All planning should be specific to each student/group and is based around each student's needs and preferences.

Evidencing learning

Students' work is recorded in learning records. All work is monitored but only progress against the learning objectives is recorded in learning records, whether this be by logging worksheets or taking pictures of activities and

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Quality of Teaching

Teaching development cycles are implemented half termly, with learning walks identifying strengths and areas for improvement in teaching and then with planned teaching improvement interventions, teaching is robustly supported and expected to be reviewed and impacted on as part of a half termly cycle and Teaching Improvement Plan (TIP).

Assessment

Daily review

Engagement, progress and evidence of learning is reviewed each day with a view to update and adapt learning for the following session. Reviewing a student's progress towards an objective is key to maximising progress, ensuring teacher push more able learners on and adapt lessons for those who need more input.

6 week review

A deeper review of each student and the school as a whole is completed each half term to identify progress over time. For each subject, we are able to calculate the number of objectives that should be completed for 'age related progress' and can use half termly assessment figures to project progress but more importantly adapt planning to ensure progress across the curriculum is to a high level, consistent across the curriculum and also in line with termly, annual and key stage targets.

Any shortfall is adapted for over the next half term, ensuring progress is maximised and balanced right across the curriculum.

Termly Assessment

Each term progress is measured. The main program for planning and assessment is on the pathway and each subject has a set number of objectives to complete for each term so that the program is completed in line with age related progress. However, reading is done via a reading scheme so has an adapted system for planning and measuring progress.

Using the pathway, 'expected progress' is considered anything within 10% of each subject's target achievement. Above this is considered 'more than expected' progress and less than this is considered 'less than expected' progress. Under 50% of the target is considered limited progress.

Reading has three stages: phonics program, reading scheme, free readers. During the phonics phase, progress is planned and measured using the pre-pathway whilst others are measured against a reading scheme, with expected progress at 2 levels per year.

Reading

Students will be assessed in reading via phonics screening and reading assessments to allow teachers to effectively plan a reading program. This assessment will dictate whether the priority is to focus a phonics program or a specific level on the reading scheme. Opportunities to read are regularly reviewed with the aim of maximising engagement and progress, whilst acknowledging the barriers some of the students have in this area.

Reading scheme progress is expected at 2 levels per year and broken down further into 3 sub-levels: walking, running and sprinting. Each half term, a student should make 1 sub level progress (3W to 3R or 3S to 4W) to achieve expected progress.

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Robust reflection

Each session, or at appropriate intervals (perhaps at the achievement of an objective), teachers review learning and next steps. This, in comparison to written feedback, is intended to give a deeper reflection on learning and progress with students. Taking the opportunity to have a conversation around learning not only accounts for students who have communication issues but robustly embeds learning further, offers a positive experience around success and gives the students a clear understanding of how they can improve and take ownership for their own progress.

Annual review

Every student at Redbourn Park has an EHCP and will be subject to an annual review in which their levels, academic progress and other developmental targets will be reviewed.

Remote learning

Where a student is restricted from attending school through unavoidable circumstances, such as isolating due to an illness, potential illness or other reason supported by government guidance or best practice.

The school will put in place appropriate learning programs on a case-by-case basis, considering a few key factors:

- Nature of absence
- Current home situation
- Available resources, technology and support at home
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The school will do everything possible to fulfil a full timetable but acknowledge the challenges of learning within the home environment. Depending on the situation the school may suggest:

- Online tutoring
- 1:1 home visits & tutoring
- Home working packs
- Sending resources, technology and other necessities home
- Wellbeing check ins
- Online social groups

It is important to consider each situation individually, balancing the challenges with high expectations. SLT should review any home learners each week to ensure potential is maximised.

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