

## **Addington Valley Academy – Teaching and Learning policy**

*Procedure date – May 2020*

*Reviewed – January 2021*

*Review date – September 2022*

This document outlines simply, efficiently and clearly the key things we do at Addington Valley Academy to ensure that our students access an outstanding quality of education and make accelerated progress. All students at Addington Valley Academy have an EHCP and a diagnosis of Autism.

### **What is Autism?**

Autism is a lifelong developmental disability that affects the way a person communicates and relates to people around them. Making sense of the world and everyday social interaction can be difficult for children with autism.

Problems are experienced with these main areas of development:

- Social interaction
- Social communication
- Flexible thinking and behaviour
- Children may also have sensory difficulties.

There are different forms of autism which are collectively referred to as Autism Spectrum Disorders (ASD).

Our curriculum is offered with an emphasis on communication, social communication and understanding, and regulation. Skills for independence, problem solving and community participation are developed through our specialised curriculum pathways.

## **OUR CURRICULUM INTENT**

Addington Valley Academy will specialise in providing a high quality learning environment, curriculum and support for students with autism and a range of complex needs. We recognise that children and young people with autism have a range of other needs, including social communication, cognitive, sensory and social, emotional and behavioural and our new school and its staff will have the expertise to support these students.

Our provision and curriculum will be underpinned by a communication and positive behaviour based model that includes therapeutic approaches to incorporate sensory integration, supports our learners to access the core and wider curriculum and understand their world.

Our vision for Addington Valley Academy is to provide a positive environment where children and young people access specialist support so that they can learn and achieve.

### ***Our Vision:***

- To work with students, families and the community to provide a kind, caring and collaborative environment that engages, inspires and challenges

- To ensure and develop independence, communication and meaningful outcomes for all students
- To ensure everything supports the students prepare for adulthood
- To ensure everyone is valued and respected

### ***Our Aims:***

At Addington Valley Academy we strive to develop the full potential of everyone within our community. We aim to:

- enable our students to achieve their full potential
- create a happy, kind school where students and adults work hard and enjoy their school life in a secure and caring environment
- provide each child with access to the National Curriculum within a broad, balanced, differentiated, supported and relevant curriculum
- emphasise the development of communication, literacy and numeracy within the curriculum
- foster respect for the rights of individuals irrespective of their race, disability, gender, age or creed
- create a school ethos which supports all of its members
- develop students' self-knowledge, self-esteem and self-confidence to enable them to become independent and to prepare them for adult life
- foster respect for the rights of individuals irrespective of their race, disability, gender, age or creed
- create a school ethos which supports all of its members
- develop students' self-knowledge, self-esteem and self-confidence to enable them to become independent and to prepare them for adult life
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This is underpinned by our values which are to:

- provide a service which offers equality of opportunity and respect to all children, young people and staff
- build quality relationships and interactions which respect an individual's potential to learn
- provide real life learning opportunities within a framework that is flexible, safe and responsive to individual needs
- enable and empower children and young people to identify and work towards their personal aspiration

Our core belief is that structure and positive intervention, with built-in opportunities for change and risk-taking, achieve the best results for students with autism. Through the joint working of well trained and experienced staff, the school is able to provide an environment that recognises the difficulties autism can present. The school promotes and supports the development of independence, self-esteem and confidence for each young person.

Our general approach involves:

- A high level of structure
- Low arousal environment with clearly defined areas for group and individual work
- Visual strategies
- Embedded therapeutic support and approaches from specialist SALT and OT.
- Specific communication programmes

- Positive behaviour support
- Person-centred learning
- Specialised curriculum which is delivered in a 'pathway' model – this means our curriculums meet the needs of our pupils, we do not expect our pupils to 'adapt' to access our curriculum.
- Provide real life learning opportunities within a framework that is flexible, safe and responsive to individual needs
- Enable and empower children and young people to identify and work towards their personal aspirations and their long term, EHCP outcomes.

## ***CURRICULUM IMPLEMENTATION***

At Addington Valley Academy we believe that high standards result from an emphasis on child-centred, creative, cross-curricular and skills-based learning. We strive to provide a curriculum that is flexible, exciting and personalised that fits each and every one of our pupils rather than making our pupils fit the curriculum. We are preparing our students for adulthood and to be active citizens, so we ensure that everything we do has this outcome in mind.

Our curriculum will consist of three curriculum pathways. These curriculum pathways support our recognition that pupils with severe and complex learning difficulties face learning challenges that can't be supported unless they are immersed within a curriculum that demands us to provide a personalised and varied approach to our teaching, in order to prepare them for life after Addington Valley. A standardised form of teaching and assessment cannot be applied to support them in making progress; we embrace a personalised approach instead.

We use the EQUALS curriculum as the core framework for our teaching at Addington Valley Academy. The EQUALS curriculum is a curriculum designed specifically for SLD and ASD pupils. It acknowledges that progress for our pupils is often lateral rather than linear, and enables teachers to plan teaching around what the pupils are able to do as much as what they can't. It provides an approach that ensures that a learning journey at Addington Valley can be thought of as a map with different paths to reach the required outcomes and achievements that best suit the child, rather than a ladder that can only be climbed in one way. It enables a highly individualised approach without losing the breadth of experience that is so important for our pupils.

We facilitate learning using a wide range of activities and strategies borne out of in-depth knowledge of our students. We are an Autism specialist school so we ensure that autism-specific approaches are fully embedded within our curriculum and support. For examples, TEACCH, PECS, Attention Autism. We ensure our classrooms are attractive learning environments which support our students to feel safe and confident. We believe that a stimulating yet calm environment sets the climate for learning, and that an organised classroom promotes focus and independent use of resources, which results in high-quality learning

We also firmly believe that parents and carers have a fundamental role to play in helping students learn which is why we provide weekly updates, set targets together at the start of the year and review overall progress through a detailed Annual Review.

### **Curriculum Pathways – KS1 to KS4.**

Our offer is divided into three pathways, reflecting the differing needs of our ASD/SLD (Severe Learning Difficulties) cohort. It caters for our most vulnerable and complex pupils to pupils who are

able to access school and life a little more independently.

Personalised curriculums are devised from individual long term EHCP outcomes, as such, all learning is carefully planned from 6<sup>th</sup> Form to early years; ensuring that pupils make good progress and leave with the skills and independence that is required for their next steps, post Addington Valley.

The EQUALS curriculum offers formal, semi-formal, informal and pre-formal curriculums which our teachers adapt to meet the needs of their pupils. We ensure pupils are regularly observed and assessed for progress within the 5 Areas of Engagement, to guarantee our curriculum is meeting their needs and developing their learning skills.

We have implemented a themed approach within our pathway curriculums. A thematic approach ignites pupils' motivation to learn and supports them in making links within their learning in order to consolidate it. It has capacity to inspire a highly personalised, broad and balanced curriculum with stimulating cross curricular links as well as support a skill based learning approach. We know that it is through these themes that our learners have opportunity to make connections from one area of learning to another as well as deepen and transfer skills learnt at school to their home and local community.

Teachers plan personalised units of work in correlation to a pupils' curriculum pathway. Learners will also have their own 'personal learning goals' (PLG) which will be devised from their EHCP, further ensuring that all dimensions of learning are explored and developed.

## **Pathway 1 – Preformal/ Informal curriculum**

### Our core curriculum:

- My Communication
- My Independence
- My Physical Wellbeing
- My Creativity

### Additional Areas:

- My Outdoor School
- My Sensory Play
- Attention Autism

## **Pathway 1 – Informal Learners**

This is for our most complex and vulnerable pupils. They are primarily non-verbal with complexities around processing, memory retention, personal care and forms of communication that can be expressed through behaviour. The adult to student ratio is high, generally 1:1, so that we can best support our young people. These pupils follow individualised timetables with an emphasis on EHCP outcomes including speech and language and occupational therapy targets that best suit their particular needs. They work from a low arousal classroom, with easy access to an outdoor space. Transitions are kept to a minimum and teaching approaches are tailored to suit their needs. The curriculum approach is a primary model and topic based so as to ensure all our pupils are part of the greater whole. However, the individual curriculums, work set and the structure of the day is highly differentiated to ensure that good progress is made by every student. Most academic work is done with 1:1 support and group sessions are kept small so as to help the pupils regulate effectively.

With this cohort, a highly structured school day is of paramount importance, however we also recognise that in a child led environment, learning can take place at anytime and anywhere.

Our pupils may not be ready to, or willing to abide by an external structure so learning opportunities can also be grasped at any point during the day, with flexible materials and lessons that can take place anywhere necessary.

## **Pathway 2 – Semi-formal Pathway**

### Our core curriculum:

- My Communication
- My Independence
- My Thinking and Problem solving
- My Physical Wellbeing

### Additional Areas

- My Citizenship – RSE
- My Outdoor School
- My Art/Dance/Drama/Music
- The World About Me
- Attention Autism

This is for our pupils who are a little more independent. They may have limited speech with complexities around processing and memory retention. Personal care and forms of communication that can be expressed through behaviour are skills that are being developed by this cohort. They will require some support but are working towards independence. The student to adult ratio is high, generally 2:1 or 3:1. These pupils follow individualised timetables with an emphasis on speech and language and occupational therapy targets that best suit their particular needs. They work from a more traditional classroom, with easy access to an outdoor space. Transitions are kept short and part of a highly structured day. Teaching approaches are tailored to suit their needs.

The curriculum approach is a broadly primary model and is topic based, so as to ensure all our pupils are part of the greater whole. However, the individual curriculums, the work set and the structure of the day is very highly differentiated to ensure that good progress is made by every student. Most academic work is done within small groups or 1:1 support, some independent work is possible. Group work can be classed based or small group.

With this cohort, a highly structured school day is of paramount importance, we encourage these pupils to work mainly within the classroom and other learning areas.

## **Pathway 3 – Formal Pathway**

### Our core curriculum:

- My Communication
- My Independence
- English / Literacy
- Mathematics / Numeracy
- My Physical Wellbeing

### Additional Areas

- Adapted National Curriculum
- My Citizenship – RSE
- My Outdoor School
- My Art/Dance/Drama/Music
- The World About us
- Attention Autism

This is for our most independent learners. They may present with more developed communication skills but with complexities around processing and memory retention. Personal care and forms of communication that can be expressed through behaviour are more developed in this cohort. They will require some support but are working towards independence. The adult to student ratio is high, generally 2:1 or 3:1. These pupils follow a class timetable with opportunities for individualised and targeted work. They work from a traditional classroom, with easy access to an outdoor space. Transitions are manageable and part of a highly structured day. Teaching approaches are tailored to suit their needs.

The curriculum approach is a primary model and is topic based, so as to ensure all our pupils are part of the greater whole. The work set and the structure of the day is differentiated to ensure that good progress is made by every student. Academic work is taught as a class and then pupils do independent work. High levels of support are always at hand.

With this cohort, a highly structured school day is of paramount importance, these pupils work mainly within the classroom and other learning areas.

### EYFS

We follow the Early Years Foundation Stage Curriculum (2021) for our pupils at a level which is appropriate for them. Our pupils are supported in working towards their long-term Education Health Care Plan (EHCP) outcomes, as well as make progress through the EYFS framework.

Our prime areas of focus are:

- Personal, Social and Emotional Development
- Physical development
- Communication and Language

We then support learning and provide a broad curriculum in which our pupils can strengthen and develop in these prime areas. One way we do this is by supporting pupils to develop and progress in the specific areas;

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Regular observations, as recorded in their online portfolios on Evidence 4 Learning, monitor the characteristics of effective learning and ensure our Reception pupils are developing as learners. We ensure that positive relationships with our specialist staff and enabling environments within our specialist provision, maximise opportunities for our pupils to develop as learners.

### **Key Stage 5**

Students in the Sixth Form follow a personalised curriculum, around their Pathway. Students work towards a range of BTEC qualifications and appropriate external community based projects/opportunities.

### **PERSONAL, SOCIAL, HEALTH EDUCATION (PSHE) AND SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC)**

Developing our students' social skills and teaching them about healthy living, preparing them for life in modern Britain and enabling them to make positive life choices is of considerable importance. This will include the importance of careers education and independent preparing for adulthood work.

Although relevant across the curriculum, PHSE will also focus on developing knowledge, awareness and understanding of 'protected characteristics'.

Students have a number of "RSE", Relationships and Sex Education lessons each week, alongside Tutor Times and Assemblies. We will track SMSC across the curriculum.

We aim to develop all students':

### ***SPIRITUAL DEVELOPMENT (S)***

- ability to be reflective about themselves
- develop use of imagination and creativity
- willingness to reflect on their experiences

### ***MORAL DEVELOPMENT (M)***

- understanding of right and wrong
- respect for the rule of law in modern Britain
- develop an understanding of the consequences of their behaviour and actions

### ***SOCIAL DEVELOPMENT (S)***

- use of a range of social skills in different contexts
- willingness to participate, cooperating well with others and being able to resolve conflicts effectively
- understanding of, and engagement with, the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Develop an understanding, knowledge and awareness of the nine protected characteristics under the Equality Act 2010, i.e. age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.
- NOTE:
  - AVA will ensure that there is no promotion of partisan political viewpoints in the teaching of any subject in the school and that a balanced view is always presented to students.
  - We will take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils while they are in attendance at the school, while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, they are offered a balanced presentation of opposing views.

### ***CULTURAL DEVELOPMENT (C)***

- understanding and appreciation of the range of different cultures within the school, the local area, the United Kingdom and overseas by:
  - students participating through assemblies in celebrations of different cultures
  - students learning about costume and food from around the world and their links to

- different religions
  - the school menu being varied to take account of cultural foods of the season or to celebrate a festival
- knowledge of Britain's democratic parliamentary system
- positive participation to artistic, sporting and cultural opportunities
- improving understanding of and showing respect for different faiths and cultural diversity
- arranging visits from the police and fire fighters to develop the students' knowledge and understanding of what it means to be a British citizen.

We formally teach a Relationships and Sex Education (RSE) scheme of work to all our students which aims to:

- help students develop an understanding of the different types of relationships, including family relationships and protected characteristics
- help students to develop skills in forming and maintaining relationships with others, including their peers
- teach students about the changes to their body that occur during puberty
- introduce students to reproduction.

We formally teach e-safety to students of all ages across the school, according to age and ability.

- Formally and informally teach through RSE lessons, Tutor Times and Assemblies:
  - the development of social skills, including managing anger and emotions, building relationships, dealing with conflict and making positive choices, including online as part of e-safety education
  - the development of anti-discriminatory understanding including knowledge and understanding of bullying, cyber-bullying, racism, sexism, homophobia, transphobia and religious tolerance
  - preparation for life in modern Britain and knowledge of fundamental British values, including cultural diversity, mutual respect, the rule of law, democracy, right & wrong, consequences and the range of faiths, religions and values in Britain and London
  - providing opportunities for reflection, thinking, discussion and formal argument
  - helping our community, supporting charity and helping others
  - personal health and how to stay healthy with specific focus on nutrition and exercise
  - the development of the understanding of risk and keeping safe in everyday life
  - an understanding of the world of business and consumers through enterprise projects and fundraising for projects and/or charities.
  - Wider focus on careers, preparing for adulthood and the Gatsby benchmarks

## **THERAPY AND SUPPORT**

We embed therapy within the curriculum and learning environment; ensuring therapy provision is constant and relevant to our pupils.

### Therapies:

- Speech and Language
- Occupational Therapy
- Drama Therapy
- Music Therapy

- Lego Therapy
- Canine Therapy

### ***Who can access therapy?***

All of our students may benefit from having some form of therapy. SaLT and OT provision will be specified on students EHCPs. Other therapy is accessed following a request from staff, parents or students.

The support can be accessed on a day-to-day basis or through more regular one-to-one or group sessions. Our range of therapies is not entirely dependent on spoken language. For example, sessions in which art, play, drama and movement are a primary means of communication, can be helpful to students who find it difficult to express their thoughts, emotions and feelings verbally.

While pupils will receive their allocated therapy input, as per their EHCP, we believe that in an embedded therapy model ensures that all staff are carrying out therapy in every interaction and teaching opportunity that they engage in.

### ***How can therapy help?***

Students who have endured (and continue to endure) adverse childhood experiences and/or associated mental health difficulties will likely have high stress levels and low self-esteem.

Therapy works to:

- provide students with an opportunity to express and reflect on their thoughts, feelings and experiences in a safe environment
- allow students to build a positive therapeutic relationship with the therapist, which raises self-esteem and can alter negative attachment strategies
- enhance students' emotional well-being and encourage creative problem solving
- improve self-esteem, confidence and self-worth
- help to develop students' emotional vocabulary, encouraging and enabling them to identify and name their emotions
- help to develop effective strategies for students to manage their behaviour and their ability to self-regulate their emotions
- help to remove barriers to learning and facilitate better engagement with the curriculum.

### ***Who can benefit from therapy?***

Students who may benefit, include those:

- who have experienced adverse childhood experiences and/or high levels of stress
- who have social, emotional and mental health difficulties
- with social communication difficulties
- who experience low self-esteem and fear of failure
- who are struggling with life events, such as grief and loss, changes within the family or home, illness
- who have suffered abuse, bullying or other trauma

### ***Confidentiality***

Typically, therapists ensure that all sessions are kept confidential in order to maintain trust within the

therapeutic relationship and to create a space that feels safe to explore sensitive and meaningful aspects of the student's life.

A therapist may break confidentiality if they become concerned about a safeguarding risk. The decision to break confidentiality is subject to the professional judgment of the therapist but will always be made with the best interests of the student in mind and with full consideration given to the full context within which the disclosure was made and the foreseeable risks surrounding the concern. Where possible, the therapist will seek consent from the student before making an external disclosure or reporting a concern, unless there is an immediate risk of harm.

### ***Sharing of Information***

Therapists keep records securely and confidentially. Records are kept in order to ensure that actions are conducted in a timely manner and that an ongoing chronology is maintained. Information about students' progress in therapy sessions (in terms of their social and emotional wellbeing and development) is provided to the leadership team on a regular basis.

## **IMPARTIAL CAREERS INFORMATION, ADVICE & GUIDANCE**

The Careers programme is part of the AVA planned curriculum and is designed to provide students with a range of qualifications and skills to lead successful and worthwhile lives when they leave AVA. The programme includes these elements:

- learning derived from current career and labour market information
- addressing the specific needs of each student in the form of personal guidance
- placing careers education within the curriculum as a whole
- mapping careers activities to evidence meeting the statutory requirements of the Gatsby career benchmarks:
  - o encounters with employers and employees
  - o experiences of workplaces
  - o encounters with further education
  - o personal guidance.

In addition, the careers programme promotes and develops the confidence and skills that will benefit the young people in their future careers. It enables students to participate in real-life working environments, for example to garden centres or local cafes. Visits from guest speakers from industry and local businesses give pupils opportunities to learn about the specific skills and qualities required for different types of work.

Our Careers Leader works closely with local authority officers and the Careers Enterprise Advisor to ensure that the school is compliant with the Gatsby benchmarks.

Key stage 3 students investigate possible future career paths in timetabled careers lessons.

As they move through the school, older students access additional careers experiences such as the opportunity to attend careers fairs in order to make contact with future potential employers and to find out about the world of work.

### ***National Careers Service (NCS)***

Each student is required to complete the NCS skills and health assessments. These enable students to find out about themselves and the different career pathways open to them.

## ***CURRICULUM IMPACT***

### **ASSESSMENT, MARKING AND FEEDBACK**

Promoting learning is a principle aim of this school and we believe assessment is at the heart of this process. Assessment is collecting information and evidence about that which has been learnt and using this to plan next steps for the student. It forms the basis for making decisions about learning and enables us to:

- acknowledge, record and celebrate progress in learning
- plan the next steps in learning and improve progress
- report progress, strengths and areas of development

### ***Guiding Principles***

- Assessment is an integral part of the teaching and learning process informing our decisions and our planning and identifying learning objectives and intentions for the children.
- Assessment will always be continuous and undertaken by different members of the school community in a variety of appropriate ways.
- Assessments will be shared with the learner where appropriate and all those involved in his/her learning.
- Assessment will provide information about progress for discussion with parents/carers and evidence to be considered at the annual education, health care plan review
- Assessment information will be used to support the progress of individuals, groups and the whole school.
- Assessment opportunities will be both planned and informal and will always be objective and time efficient
- Assessment will provide information to evaluate whole school performance e.g. teaching, planning, and resourcing.

### ***What is Assessed***

We believe that each student comes to us as an individual, with different areas of strength and need and different ways of learning. We understand that for our cohort of students, lateral progress is just as valuable as cumulative. This means that we recognise and embrace the fact that the repetition of a skill, or the ability to carry out a skill in a different setting is just as important as 'climbing the ladder' and building on what has already been learned.

All teachers will assess against a number of personalised targets set for each student each term. Targets are taken from the student's Education Health and Care Plan (EHCP) and target setting is supported by the Mapping and Assessing Personal Progress (MAPP) assessment tool which correlates with the Equals curriculum. MAPP includes Milestone statements which teachers use to inform target setting along with their own knowledge of the student based on prior assessment.

Alongside progress towards student’s short term, personal targets, teachers also assess against the Equals curriculum learning intentions or Development Matters (for EYFS.) Progress towards these intentions supports students in achieving their personal targets but also enables them to progress through a broad and balanced curriculum.

**How it is Assessed**

Addington Valley Academy uses the Evidence for Learning (EFL) Assessment Platform.

Evidence of student’s learning and achievements is uploaded regularly to their learning portfolio. This evidence can directly be linked to their personal targets to demonstrate progress towards them, or can be evidence of progress towards curriculum learning intentions. Evidence includes photographs, videos and comments from staff; it identifies the learning made, the child’s voice and the next steps for the child. This is shared with parents through the E4L platform and parents are also actively encouraged to upload their own evidence of their child’s progress and achievement.

Assessment is made using the MAPP Assessment of Lateral Progress (ALP) criteria. This criteria allows us to assess the development of four crucial aspects of the skill /intended learning, using a ten-point rating scale.



Each of these aspects has descriptors which represent progress from emergent behaviours to competence along a ten-point rating scale. The grade (1-10) for each of these 4 aspects is recorded on the EFL Platform, providing a baseline and subsequent end of term assessment, for each aspect and also an overall score of achievement for the target. The score for each aspect should then contribute to the writing of the next target e.g. If the score is lowest for generalisation then next target should prioritise generalising the learning.

<i>from dependent</i>		<b>INDEPENDENCE</b>						<i>to</i>	
<b>independent</b>		<b>Learners complete tasks independently</b>							
The task is carefully scaffolded and the learner is fully prompted throughout.	Some elements of the task are completed without support (or the overall level of support is lighter, for example physical help is replaced by gestural help).	The learner performs the task with minimal support. Encouragement may be given, and prompting may be needed to <i>initiate</i> the relevant skill(s).	The learner initiates the appropriate action and completes the task independently without prompts or other external cues.						
1	2	3	4	5	6	7	8	9	10

<i>from</i> <b>approximate accurate</b>		<b>FLUENCY</b>						<i>to</i>	
<b>Learners reach a level of mastery combining speed and accuracy</b>									
The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task. Performance is slow and halting.		The learner's performance is increasingly purposeful and coordinated, but it is not yet sufficiently accurate to effectively accomplish the task.			Performance is sufficiently accurate to meet the requirements of the task which is completed with little faltering or hesitation.			The skill is smooth, swift and accurate. No further refinement is needed.	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

<i>from</i> <b>inconsistent consistent</b>		<b>MAINTENANCE</b>						<i>to</i>	
<b>Learners maintain competency over time through repetition. They remember how to do a task after a break</b>									
The skill has been observed on a single occasion or, at most, on sporadic and isolated occasions.		The skill is demonstrated on repeated occasions. Performance is not yet sufficiently consistent to be reliably anticipated.			Performance of the skill is consistent and can be reliably anticipated. The skill needs refreshing after a break.			The skill is consolidated and maintained over time. It is remembered after a break and any loss of quality is quickly recovered with practice.	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

<i>from</i> <b>single context many contexts</b>		<b>GENERALISATION</b>						<i>to</i>	
<b>Learners achieve mastery in different settings or contexts, with different stimuli or with different staff</b>									
The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff.		The skill is repeated but with some variation in setting, context, materials or staff.			The skill is demonstrated in different settings or contexts, with different stimuli or materials and with different staff.			The learner applies the skill to meet the demands of a new situation.	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

Assessment is collaborative; the multi-disciplinary team of therapists and teaching staff work collaboratively to carry out assessment of a target, based on the review of evidence from the term.

Staff are also supporting and assessing students' engagement in learning. The Engagement Model is used, in addition to the assessment tools described above, to capture pupil engagement and this, combined with reflective practice supervision, encourages all staff to evaluate their practice and ensure that their pedagogy and use of affect is interesting, motivating and enjoyable for the pupil.

The progress against the student's targets provides information of individual children progress and informs next steps in planning over the year. The progress information also provides whole school data to analyse progress within ALP aspects, subjects, classes etc, using an addition to the Evidence for Learning (EFL) platform called 'Insights.' While the data is not and should not be strictly comparable, it provides evidence for broad trends across student profiles and groups and ensures that the curricula taught is fit for purpose.

### ***Moderation***

Moderation is key to making valid, accurate and robust judgements about a student's learning. Addington Valley Academy provides opportunities for teachers to moderate teacher judgements through regular staff meetings. Addington Valley Academy works closely with similar ASD/SLD provisions in the area to externally moderate and share best practice.

### ***Annual Review Meetings***

Each student will have an Annual review meeting to be carried out at the school. The principal will be responsible for setting the date of each review meeting, and for issuing invitations to interested parties. Teachers will complete and update the relevant sections of the EHCP in order for it to be circulated two weeks before the review. They will use the information from the assessment of the EHCP targets from the EFL platform, built up over the year, including the overall score of Assessment of Lateral Progress and any comments recorded. In preparation for the meeting a pupil contribution will be completed for circulation in a format that is appropriate for the child, which for many children will be a selection of photos which evidence progress over the year, from the EFL platform.

The class teacher should be prepared to comment on progress made and also draft objectives for the coming year, in areas of cognition and learning, Communication and interaction, social and emotional and physical/sensory, which will be decided upon during the review meeting. The objectives agreed for the coming year will be added to the EFL platform.

### ***Responding to work/marking***

Any piece of physical work must be dated and annotated as to the level of support the child received. If it is felt that the piece of work is an indication of progress in relation to a particular objective the work will need photographed and added onto the Evidence for Learning platform. Marking is also a form of communication to the child and must only be used where appropriate and understood by the child. For many children verbal feedback/use of recognised code/symbol will be more appropriate.

If it is felt to be appropriate marking should:

- Relate to a focus which will vary according to the planned learning objectives.
- Have regard to the ability of the child so the approach is appropriate and supportive
- Pay particular attention to the child's reading ability and receptive level of understanding e.g. can they read what is written and is it at an appropriate word level.
- Be a prompt response to a child's efforts so as to provide effective feedback
- Encourage and motivate the child
- Help to set targets and inform planning of future teaching and learning
- Where appropriate identify errors and misunderstandings
- Achievements should be recognised and celebrated.

Fundamentally, marking is a form of assessment, a way of showing we value a child's efforts and a record of our evaluation of their learning. At Addington Valley Academy, marking utilises the 10 point MAPP scale within the 4 areas of assessment described above.

### ***How progress is evidenced***

Class teachers will upload photos of a student's progress towards a target on the EFL platform. Every half term, we expect at least 3 pieces of evidence for each target, for each strand of the MAPP system; independence, fluency, maintenance and generalisation.

### ***Monitoring of assessment and progress***

Leaders monitor the quality of education through learning walks, lesson observations, learning portfolio scrutiny, student progress meetings, student, teacher and parent interviews and feedback to staff with constructive developmental targets.

The progress of every child in the class will be discussed with the member of the senior leadership team as part of each teachers' performance management reviews. Any child whose progress is causing concern will regularly be discussed with the teacher and the leadership team, closely monitored and any barriers to learning addressed wherever possible. Teachers are required to write a case study for any students who are not making expected progress for them; this must review why, what has been put in place and what needs to happen next.

### ***Annual Report to Parents***

The class teacher produces an annual report for each pupil informing parents of their child's level of attainment, in the areas of learning appropriate for the child Reports should be written in a style that is accessible to parents and should celebrate success, indicate areas of achievement and some specific targets for action.

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'



