Policy - Teaching, Learning and Assessment

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Crowdys Hill school values and ethos

We value equality. We believe that all pupils should have the best education that allows them to access all activities, participate fully in school life, and achieve their goals.

We value education. We believe that learning is essential for a happy life. Learning should not stop due to age, ability or achievements.

We value collaboration. We believe that the school community should work harmoniously with each other. We believe that the school community should be part of the local community and beyond.

Our motto is '**Learning for life**'

Learning to enable us all to live our best lives, and learning throughout our lifetime.

Our ethos is to ensure that all members of the school community have the tools they need to carry out their roles successfully, becoming a valued member of the school. Whether these are the teachers having the expertise to perform to high standards, caretaking staff having the knowledge needed to maintain the safety of the school, teaching assistants understanding the needs of individuals, or pupils learning how to regulate their emotions to be able to access learning.

Rationale

- To set out the ethos of our school and the expectations for our teachers, instructors and teaching assistants.
- To set out the aims for our pupils, from the start to the finish of their journey with us.
- To ensure that assessment processes are clear for staff to follow.
- To ensure that assessment is used to identify gaps in learning, and for planning lessons.
- To ensure that assessment is integral to high quality teaching and learning.

Audience: Teachers, Instructors, Teaching Assistants, Supply teaching staff

Review: As necessary

Approved by Governors on 18/01/2023

Signed: Chair of Governors

Headteacher

Review date: As necessary

Teaching and learning expectations

At Crowdys Hill, we expect all teachers to present mostly aspirational and quality teaching and learning. We value time spent in lessons, and appreciate that every learning minute should be used to progress pupils' learning.
We have set these expectations based on a variety of research and experiences, including: the 2021 NPQ teaching guidance; OFSTED framework 2022; ECF research 2022; EEF guidance; The Principles of instruction, Rosenshine; Autism Education Trust frameworks; and our own knowledge of SEN teaching and learning.

Aspirational teaching and learning- all learners included in activities and learning opportunities are used to the maximum; every moment is aimed at teaching for learning; planning is sequential, coherent and progressive; learning is progressive and based on starting points for individuals; SEN support in place to reduce barriers; EHCP outcomes are used to lead the planning.

Quality teaching and learning- all learners are included in activities and learning opportunities are accessible to all; time is well managed in a lesson, teacher uses every opportunity to progress the learning of most pupils, from their starting points; all learners are progressing over time; all planning is sequential, coherent and progressive; SEN support in place to reduce barriers; EHCP outcomes are used for planning.

Developing teaching and learning- most learners are included in activities; most learners are progressing over time; teacher is aware of SEN support but is not embedded in practice; teacher is aware of how learners learn but teaching for this is not yet established; teacher has sequential planning but pedagogy doesn't always match the expectations; EHCP outcomes are known but not leading the planning.

Low expectations of teaching and learning- Teacher has no/ little sequential planning; teacher is aware of SEN but has not put support in place to reduce barriers; some pupils can access activities; some pupils can access learning; no/little evidence of progression over time; EHCP outcomes may be known but not used for planning; many opportunities for learning are lost in the lesson.

1. Classroom expectations

All sessions will have evidence of:
Intent: Detailed medium term planning- showing a sequenced, progressive scheme, led by EHCP outcomes. Objectives will be clear and pupil focused. Opportunities for challenge and support evident.

Implementation: Access for all, building on starting points. Repetition, chunking, retrieval skills. Contextualising and generalising.

Communication is valued, developed and explored at all levels.
Literacy standards are the same across subjects, teachers, and activities.

Impacts: Pupils reach their goals, at any stage of their education, e.g. participation, socialization, independence, employment.
Good attendance and participation in school life.
As independent and employable as they can be.
Through Learning for Life curriculum, the young person should be prepared for adulthood.
Pupils will be part of their communities, whether that is school, local neighbourhood, or beyond.

2. Across the curriculum

Staff will strive to develop pupil resilience.
Building resilience

1. Building resilience through a whole school Thrive approach. Developing strategies to overcome barriers, celebrate struggles, and gain strength to try again. Supporting each other in class.
2. Through effective teaching, research and evaluation. A school needs to self-evaluate at every level.
3. Through modelling English and communication skills, at every opportunity. Regular staff training on supporting communication from the SALT team ensures we are up to date with new strategies.

Classrooms will:

Have readily accessible equipment for pupils to use.

Be Autism friendly- In line with AET 'Environment' framework.

Be welcoming and have a positive atmosphere.

Have displays of pupil work and their achievements

Be adapted to the sensory and physical needs of the pupils

Be clutter free

Pupil voice
Will be valued and sought.
Staff should seek to gather individual and group views from pupils across the phases. This may be used to assess support, offer ideas, gather views on effectiveness of aspects of the school curriculum, etc.
We may gather views through school council, questionnaires, class discussions, open forums, specific workshops or other means.

Expectations of pedagogy

We want all of our pupils to be able to live and work as independently as they can, and live a fulfilling life. This is evident through our whole school Learning for life ethos. This should be aimed at preparing young people for adulthood.

Here at Crowdys Hill School all of our teachers and instructors follow the teacher standards as set out by the Department for Education. This is monitored through quality assurance processes termly, and through the performance management processes. (see Up to date Teachers Standards Pay and Conditions Document for details). In addition we have our own high standards of teaching and learning expectations, see previous section 1.

In addition, as SEND teachers with SEND allowances, we expect all of our teachers and instructors to:
- Ensure all pupils can access their lessons at all times, through thorough knowledge of pupils' needs and differentiated planning.
- Ensure that all medical and physical needs are supported, through knowledge and keeping up to date with changes.
- Ensure that all other needs are supported through knowledge of pupils and knowledge of disabilities and how this can be a barrier for their learning.
- Keep up to date with SEN knowledge, through self study and attending courses.
- Be able to access EHCPs and use for planning

4. Roles and responsibilities for teachers and teaching assistants to work effectively together.

The teacher is responsible for the teaching and learning of all pupils in their classes. This is supported by the Teaching Assistants in the classroom.

The teacher is responsible for ensuring that all pupils can access the lesson successfully; and should ensure that the teaching assistants are aware of the needs of all pupils in their classes.
The teacher is responsible for ensuring the teaching assistants know what is expected of them whilst in the classroom.

The teacher should try to ensure the teaching assistant knows how to progress the pupils on to the next step. Planning will be displayed in the classroom for reference.

The teaching assistant should ensure they know the needs of the pupils, and ask advice from the teacher if they haven't worked with the pupil before. All pupils have up to date pupil profiles for guidance.

The teaching assistant should use questioning techniques to ensure the pupil they are supporting understands the concepts/ tasks before moving them on.

Teaching assistants should not be asked to:
- Photocopy during lesson time
- Prepare worksheets or booklets during lesson time
- Work with pupils/ pupil throughout the lesson without instruction from the teacher
- Find work for pupils to do
- Work with the same pupil for each lesson
- Work outside with a pupil without regular checks from the teacher

Teaching assistants should be:
- Working with pupils in lessons
- Working under the guidance of the teacher
- Helping with differentiating tasks, through support
- Supporting the teacher to ensure all pupils can access the lesson, eg. Through supporting practical activities, and using their initiative to pre-empt needs
- Ensuring the medical needs of the pupil are met in the lesson
- Supporting a variety of pupils

Recommended strategies for teaching assistants, taken from Making best use of teaching assistants, guidance report. Sharples,J. Webster, R. Blatchford, P. EEF, 2015
Avoid:
- Repeating what the teacher said
- Giving answers/ words to pupil without scaffolding
- Closed questions, ie. Yes/ no.   Use blank level questioning.
- Rushing
- Aiming for completion at the expense of understanding

Try:
- To encourage the pupil to communicate about the task, using medium suitable for child/ young person
- Check the pupil knows the sequence of learning steps
- Discuss the pupil's views and understandings with them
- Use of visuals to help with sequencing, visual difficulties, and literacy
- To refer to EHCP outcomes and use strategies to support
- To use/ support pupils in using their communication aids

The deployment of teaching assistants in the classroom is the responsibility of the teacher.

The deployment of teaching assistants across the school is the responsibility of their line manager, who will deploy teaching assistants to areas based on the following priorities: Medical and physical needs; emotional needs; practical activities and trips; dynamics of groups; and classroom needs.

For additional Role descriptors please see appendices
- The role of the UPS Teacher
- The role of the Tutor
- The role of the Subject coordinator

5. Assessment processes and feedback

Assessment provides the basis:
- For acknowledging achievement (academic and personal)
- For planning and learning
- For recording experience, developing knowledge and skill
- For reporting a range or purposes

Our method of quantifying progress through assessment:
The main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning to support progression.
Our descriptors are short, discrete, qualitative and concrete descriptions of what a student is expected to know and be able to do with clear links to life skills and individual EHCP targets.

Assessment criteria are derived from our school curriculum, which is composed of;
- the National Curriculum, with amendments that allow us to better meet the needs of our pupils,
- Individual EHCP targets that focus on developing functional skills and essential life skills
- Knowledge of pupils and their needs

The achievement of each pupil is assessed against individual targets. These targets are specific to individual needs and tailored around EHCP targets. Evidence of progress is recorded on a day to day basis and formally reported 3 times a year via Evidence for Learning and B squared platform.
- Assessment judgements are made regularly throughout the term as outcomes/targets are met. Planning is based around subject specific criteria and EHCP outcomes.

- Formal data assessment judgements are recorded on B squared platform. These judgements are supported by evidence in class books. This evidence

can be pupil work, photographic, video, teacher observations in the classroom and out in the community and/or written and formally assessed. Photographic/video evidence capture on Evidence for learning is used where evidence cannot be shown in books. EHCP outcomes captured on EFL.

- Data is readily available for reporting and analysis at any point in the academic year but is formally analysed 3 times a year, at the end of terms 2, 4 and 6.

- School reports to parents 3 times yearly in the form of interim reports and final end of year report

- EHCP outcomes progress is reported to parents during annual reviews, and during PEP meetings for looked after pupils

- The leadership team and subject leads review assessments made through EFL and B squared termly, and seek to identify where support is needed

- Governors view teacher assessments three times yearly

Marking and feedback expectations

Books/ folders

- Books should contain pupil work which shows progression of subject and/or learning

- Books- recommended to have EHCP outcomes and/or subject targets in the inside front of books or at the start of new topics or terms. Targets and next steps can be highlighted to allow other adults or pupils to use them.

- KS2+ books should have sticker on front stating reading and comprehension ages; Blank levels

- EHCP stickers to be used to signpost work linked to these.

- Floorbooks can be used for some subjects and classes where there is limited written work

- Books should be sent home with pupils when they are full.

Feedback

- Pupil work should be acknowledged/marked by the teacher at the end of a topic or the end of a lesson, as appropriate so that feedback is effective. Ticked and corrected if required. Marking should not be excessive, and should show that the teacher has observed the pupils' work, and addressed pertinent mistakes or misconceptions. This may be verbal, so use a VF notation. Work should be marked with an I (independent) or and S

(supported) to reflect the student's ability at completing the task and any feedback given acknowledged with VF. VF feedback does not need to be cited in the books.

- Self-assessment/peer assessment should be encouraged where possible.

- Vocational subjects are assessed and marked in line with examination board guidance.

- Feedback should be productive and effective. Feedback should be used to address misconceptions, or move the pupil onto the next step, or deepen their understanding. The best feedback is instant and should suggest how to improve. This can be written or verbal.

Target setting

EHCP outcomes are at the heart of what we do. Pupils individual needs are catered for to ensure they are able to address the targets set for them in their EHCP. Subject specific targets/goals are set by the class teacher. These are expected to be realistic yet challenging and reviewed on a regular basis.

It is important that we are aware of the age related expectations (ARE) for our pupils. Our pupils are working well below age related expectations in most subjects, but may well have a very spikey profile, so the teacher should set high expectations for attainment. This judgement is supported by the average reading and comprehension age; and blank levels. We test reading and comprehension, and Blank levels, once a year. This information is shared with staff and used to support and develop individual reading and comprehension skills. Academic targets are set individually by the subject teachers.

Long term EHCP outcomes are formally reviewed yearly, and changed at the end of Key Stages. They are assessed at the end of phase transfers. They are reviewed by tutors termly, and plans adapted to support. EHCP outcomes are set by the tutors and the parents.

Attendance targets are set, and good attendance is encouraged. Please see Attendance policy for details.

Social skills outcomes are frequently set for our pupils, due to the nature of their needs.

Blank Levels are tested each year, and teachers use these to focus questioning.

Reading and comprehension ranges are tested each year, and this information is used by all teaching staff to develop their skills as needed. Some pupils will be targeted through interventions.

The outcomes of all our measures of testing when combined with academic achievement, provide us with a complete understanding of each student and what they are truly capable of. Every pupil will experience success and be able to access the curriculum we offer.

6. Progress for pupils at Crowdys Hill

Progress is recorded, tracked and monitored through B squared data collections. English, Maths, PSHE, Project, humanities, and science are analysed and reported on three times a year in primary and secondary. Sixth form uses B squared Life skills and PSHE, along with English and Maths.

Evidence for learning monitors individual progress based on assessment judgements in their EHCPs. Staff do this regularly throughout the term (linked to planning), and this provides us with progress data.

Life skills are addressed through the PSHE, RE, SRE, Careers and Drama curriculum. This is tracked through Evidence for learning and B squared. PSHE/SRE are reported on through the whole school data collection and analysis.

The Speech and Language team set specific SALT targets for pupils receiving this intervention. The SALT team analyse this data.
Subject leads and leadership team monitor and review pupil progress 3 times yearly. They may have discussions with teachers or groups of staff to put support in place as needed.
Reporting on pupil progress

We report to parents 3 times a year, this consists of 2 reports as teacher assessments for interim reports (Term 2 and term 4) and a full written report for term 6

Where a concern is raised about pupil progress then a progress meeting will be arranged with allocated staff to discuss further actions.
EHCP outcomes are reviewed regularly by tutors, and yearly with parents.

What is good progress? How do we know it is good progress?

- Teachers set academic targets for individuals. This is RAG rated by the teacher 3 times yearly. The expectations are reviewed by the leadership team and the subject leads to ensure challenge.

- If there is a concern, the leadership team will arrange a meeting with the teacher and to discuss the best way to support the pupil.

Regular moderation meetings across year groups and/or subjects provide a focus to look at pupil work. These meetings provide discussion opportunities about pupil progress and if there is evidence that pupils are being sufficiently challenged.

7. Merits, rewards and praise

Praise is one of the key ingredients in securing effective learning and we have a reward system called Class Dojo for secondary KS3 and primary. Pupils are rewarded Dojos for effort and achievement live in lessons and theses are collated throughout the year. In KS4 and 5, pupils have a VIP award system which leads to treats at the end of a week.

We issue academic award certificates, via subject teachers, for excellence in a subject.

We issue attendance certificates for pupils with above 95% attendance each term. These are all celebrated in Friday assemblies, and pupils can take their certificates home.

We issue praise postcards, which are posted directly home, for a variety of good achievements, such as being helpful to succeeding at swimming.

We run a House points system. We have 3 houses, Stanton, Lydiard and Coate (named after local parks). Pupils are randomly assigned a house group, which they stay in for the duration of their life at Crowdys Hill. We hold House competitions regularly. The points join together and presented at House assemblies each term.

The headteacher can issue Headteacher Certificates of Greatness. These are given to pupils producing exceptional work, and presented in assemblies.

8. Teacher roles at Crowdys Hill

A) **All teaching staff** are expected to successfully achieve the Teacher Standards set out by the DFE 2012.
In addition, all teaching staff are expected to use the Crowdys Hill Teaching and learning expectations as guidance.

B) **Role of teachers on upper pay range**

- They must demonstrate that his/her achievements and his/her contribution to the school have been substantial and sustained;
- Continue to meet post-threshold standards;
- Have grown professionally by developing his/her teaching expertise post-threshold.

Currently on UPR

- He/she has been a **role model for teaching and learning**,
- Made a **distinctive contribution** to the raising of pupil standards and
- Contributed effectively to the **work of the wider team**.
- Took advantage of appropriate opportunities for professional development and **used the outcomes effectively to improve pupils' learning.**

- The **criteria points towards outcomes** rather than just activities. For example, self-development does not stop after attending events but should result in continuous improvement outcomes for pupils and staff.
- An individual must continue to meet the Pay Standards for UPS – a requirement that gives further insight into what should be expected. It is often said that teachers should ensure that they differentiate the learning needs of pupils. The Pay Standards require a teacher to demonstrate, "**an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential**."
- Pay Standard 3 emphasises the need to, **"have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications".** This reinforces a key requirement – understanding what students need to achieve and their progress towards that based on a range of comparative data.

Evidence in the appraisal should show a **sustained contribution for the past two years or more** as implied by the fact that progression on the scale should only be considered every two years unless there are exceptional circumstances.

Definitions of terms used:

• '**highly competent**' means: performance which is not only good but also good enough to **provide coaching and mentoring to other teachers, give advice to them and demonstrate to them** effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice

• '**substantial**' means: of real importance, validity or value to the school; play a critical role in the life of the school; **provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning**

• '**sustained**' means: maintained continuously over a long period e.g. two school years

C) Performance expectations - UPS3

The following is a guide to performance expectations of UPS3 teachers.

Standards and Achievement (can be evidenced through your role as tutor and subject coordinator)

- ✓ Routinely analyses pupil data, detects variation and develops appropriate intervention for individuals and groups.
- ✓ Provides targeted and positive support for pupils who have particular needs.
- ✓ Uses assessment as part of their teaching to diagnose pupils' needs, set realistic and challenging targets for improvement and plan future teaching.
- ✓ Sets consistently high expectations for pupils in their class and homework.
- ✓ Secures, through their teaching, that pupils show consistent improvement in relation to prior and expected attainment; are highly motivated, enthusiastic and respond positively to challenge and high expectations.

Quality of Provision
- ✓ Demonstrates expertise in their subject or specialism.
- ✓ Understands pupils' perceptions and misconceptions from their questions and responses and is able to spontaneously demonstrate solutions with relevant examples and case studies.
- ✓ Understands and can demonstrate the potential of ICT in their subject or specialist teaching.
- ✓ Understands and uses the most effective teaching methods to achieve the teaching objectives in hand.
- ✓ Displays flair and creativity in engaging, enthusing and challenging groups of pupils.
- ✓ Uses questioning and explanation skilfully to secure maximum progress.
- ✓ Maintains respect and discipline; is consistent and fair.
- ✓ Continuously improves their teaching through assessing the impact of their own practice.
- ✓ Secures, through their teaching, that pupils exhibit consistently high standards of discipline and behaviour.

Leadership and Management (Can be evidenced through role of subject coordinator)
- ✓ Provides an exceptional role model for pupils and other staff, through their personal and professional conduct, that mark them out even amongst post-threshold teachers.
- ✓ Undertakes a significant professional development activity that makes a measurable impact on pupil progress at the school.
- ✓ Shows a consistent track record of parental involvement and satisfaction.
- ✓ Coaches and trains post-threshold and other teachers to help them become more effective in their teaching.
- ✓ Helps post-threshold and other teachers to evaluate the impact of their teaching on raising pupils' achievements.
- ✓ Tackles an aspect of pupil-underperformance that the school wants to address, including narrowing the achievement gap.
- ✓ Leads through their day to day practice, outstanding quality of teaching for a team of teachers.

Performance Management

Finally, performance management is a system designed specifically to enhance the professionalism of the profession. The current teaching and threshold standards were incorporated to ensure that there were clear guidelines to assist teachers in making their own career decisions and the relevant standards should be looked at as a whole in order to help teachers identify areas of strength and areas for further professional development.

To help you with this process we have suggested areas you could use to support your evidence. Information may be written but other forms of evidence may be used for example:-

• data from questionnaires
• interviews with other staff, including support staff and team leaders
• letters and notes from parents and governors
• INSET sessions
• contributions to school improvements planning
• teaching observations
• planning - differentiation – meeting the needs of all pupils
• contributions to SEN reviews
• contributions to staff meetings and departmental meetings
• own professional development
• monitoring and evaluation of your own subject and outcomes –   accuracy and ability to identify next steps
• pupil's work scrutiny.
• Data analysis information – progress made by pupils compared to national/all school data
• Evidence from monitoring and action against action points
• Behaviour records – evidence of behaviour of pupils in your class/es
• Mentoring/coaching notes

References: DfE STPCD 2015; NAHT website; NASUWT website; NUT website

D) Role of tutors

These are the main areas to note, but not exhaustive.

Pastoral care

- Ensure they are the first point of contact for all staff with regard to members of their tutor group
- Be knowledgeable of the needs of members of their tutor group
- Be lead for the pastoral care of their tutor group
- Liaise with the parents of their tutees at least once per term
- Be the first point of contact for the parents of their tutees
- Ensure changes or incidents involving members of their tutor group are disseminated to all staff as needed
- Be pro active in promoting and monitoring attendance

Annual reviews
- Attend and lead the annual reviews for their tutees
- Prepare paperwork for annual reviews, pupil views and school views
- Ensure the outcomes for the Education Health Care Plans of their tutees are kept up to date, electronically, and keep to the deadlines set
- Ensure a recent version of the one page profile is completed and passed to admin a few weeks before annual review (when asked for)
- Complete the tutor section of the school report, meeting the deadlines set, and written to a standard which shows good knowledge of the child and their needs.
- Attend parent evenings, and meet with parents of tutees as arranged
- Liaise with behaviour lead with regard to tutees on a behaviour plan
- Ensure home-school communications are professional, positive, and frequent (termly at least)

E) Role of subject leads
These are the main areas though not exhaustive.
- Promote and develop their subject area to all members of the school.
- Write, develop, maintain and monitor their subject schemes of work, subject overviews and development plans.
- Adapt their programmes of study as needed, in light of national changes, changes to pupils' needs; and ensure relevant staff receive these changes.
- Ensure all staff teaching their subject have the scheme of work, which includes lesson objectives, programmes of study, and subject progress sheets, for the year ahead.
- Ensure all teachers follow guidance given by subject lead, through moderation meetings and monitoring regularly.
- When necessary, direct cover supervisors to suitable resources, schemes of work, and programmes of study for absent staff.
- Check on work completed by supply staff for their subject area, and report to cover supervisors if action needed.
- Monitor marking and feedback for your subject area, and report any actions needed to the leadership team
- Assess and monitor, and enter pupils for exams as needed.
- Monitor data for your subject area, and report to leadership team; put actions/ support in place to ensure pupils make good progress in your subject.
- Lead subject meetings
- Lead in developing teacher knowledge in your subject

F) Planning expectations summary for all teaching staff

Class timetables should be clearly visible..

You only need plans for lessons that you teach.

All staff - should have a daily plan visible in the room. This does not need to be detailed, but should allow a cover teacher to understand what the topic/ task is. It can just be the name of a subject if there is more detail elsewhere in the room, e.g. on a medium term plan (MTP).

Planning boards - an area where plans are kept which is easy to find.
Some staff have their plans electronically. These must be replicated to the staff drive T folder for planning.

Early Years staff
- All lessons taught must be planned for, using medium term planning, and daily planning.

All Key stage 1-5 staff

- Should have MTP for all subjects taught. These should be 2 weeks ahead in detail (lesson objectives/ learning intentions; EHCP outcome links, TA support (if relevant). The rest of the MTP for the term should show the progression and sequencing of the learning objectives, but may not have the detail.
- MTP for subjects may be brief if there is a more detailed plan behind it, such as for PSHE
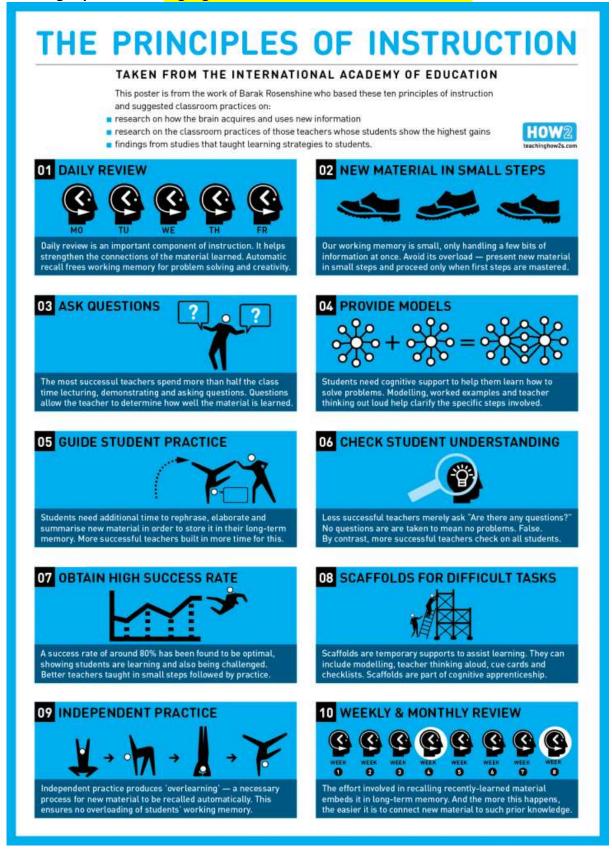
Key stage 5

- As above for English and Maths
- Vocational subject overview for term

General

All schemes of work should have learning intentions, sequencing and should be available on staff drive T. Subject leads are responsible for ensuring schemes are useable and up to date. Subject leads should ensure there is sequencing and cohesion with the intent of their curriculum subject, across the phases. Statutory changes should be led by the subject leads.

Appendix A: Research and excerpts for development of Crowdys Hill Teaching and Learning expectations <mark>Highlighted sections have been used to inform</mark>

Quality of education

Inspectors will make a judgement on the quality of education by evaluating the extent to which:

Intent

- leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life
- the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs
- learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary

Implementation

- teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise
- teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches
- over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts
- teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners
- teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge

Impact

- learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained

- learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.

Behaviour and attitudes

Inspectors will make a judgement on behaviour and attitudes by evaluating the extent to which:

- the provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct

- learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements

- learners have high attendance and are punctual

- relationships among learners and staff reflect a positive and respectful culture.

- leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread

Personal development

Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

- the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents

- the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy

- at each stage of education, the provider prepares learners for future success in their next steps
- the provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

Leadership and management

Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which:

- leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice
- leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time
- leaders aim to ensure that all learners complete their programmes of study. They provide the support for staff to make this possible and do not allow gaming or off-rolling (there is no legal definition of 'off-rolling'; however, we define 'off-rolling' as the practice of removing a learner from the provider's roll without a formal, permanent exclusion or by encouraging a parent to remove their child, when the removal is primarily in the interests of the provider rather than in the best interests of the learner – off-rolling in these circumstances is a form of 'gaming')
- leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services
- leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload
- leaders protect their staff from bullying and harassment
- those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training
- those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of learners

- the provider has a culture of safeguarding that supports effective arrangements to: identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help; manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults

From 11 July 2022 OFSTED

Ofsted Handbook 2022
From OFSTED 2022

253. In special schools, the curriculum may be very specialised. For this reason, in special schools, deep dive areas may not be traditional subject areas. The lead inspector will seek to understand the school's curriculum during the initial phone call with the headteacher. Once the lead inspector has understood the school's curriculum design, the areas for a deep dive will be agreed. These may include national curriculum subjects, may derive from the 4 broad areas of need (for example, communication and interaction or physical development), may be a curriculum area very specific to that school or may be combination of these examples. Inspectors will work closely with leaders and staff to understand how the curriculum area they are looking at is designed and implemented to meet the needs of pupils in the school. Inspectors will evaluate whether pupils' outcomes are improving as a result of the curriculum.

Quality of teaching, learning and assessment

Inspectors will make a judgement on the effectiveness of teaching, learning and assessment in schools by evaluating the extent to which: the teachers' standards are being met

teachers and other staff have consistently high expectations of what each pupil can achieve, including disadvantaged pupils and the most able

teachers and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils

assessment information is gathered from looking at what pupils already know, understand and can do, and is informed by their parents/previous providers as appropriate in the early years

assessment information is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well

except in the case of the very young, pupils understand how to improve as a result of useful feedback, written or oral, from teachers

the school's engagement with parents and employers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve

equality of opportunity and recognition of diversity are promoted through teaching and learning

English, mathematics and the skills necessary to function as an economically active member of British society are promoted through teaching and learning.

In evaluating the accuracy and impact of assessment, inspectors will consider how well:

teachers use any assessment for establishing pupils' starting points, teacher assessment and testing to modify teaching so that pupils achieve their potential by the end of a year or key stage; inspectors should note that Ofsted does not expect to see any particular system of assessment in place assessment draws on a range of evidence of what pupils know, understand and can do across the curriculum teachers make consistent judgements about pupils' progress and attainment, for example within a subject, across a year group and between year groups.

Grade descriptors for the quality of teaching, learning and assessment

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.
Outstanding (1)

- An increasing number of schools are adopting mastery approaches to the teaching of mathematics. Such approaches reflect particular beliefs and pedagogical practices. However, it for each school to determine, in the best interests of its pupils, how the mathematics curriculum is taught.
- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils.
- Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.

- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

Good (2)
- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.

- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

Pupils who have special educational needs and/or disabilities

198. Inspectors will consider the progress of pupils who have special educational needs and/or disabilities in relation to the progress of all pupils nationally with similar starting points. Inspectors will examine the impact of funded support for them on removing any differences in progress and attainment. The expectation is that the identification of special educational needs leads to additional or different arrangements being made and a consequent improvement in progress.

200. For groups of pupils whose cognitive ability is such that their attainment is unlikely ever to rise above 'low', the judgement on outcomes will be based on an evaluation of the pupils' learning and progress relative to their starting points at particular ages and any assessment measures the school holds.
Evaluations should not take account of their attainment compared with that of all other pupils

From OFSTED section 5 2018

Grade descriptors for outcomes for pupils

203. Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)
- Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.
- The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points. Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.

- Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Pupils in Year 1 achieve highly in the national phonics check.
- For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, progress from starting points is above average across nearly all subject areas.
- From different starting points, the progress in English and in mathematics is high compared with national figures. The attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly.
- Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.

Good (2)
- Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.
- In a wide range of subjects, the progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll is close to or is improving towards that of other pupils with the same starting points.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. A very large majority of pupils in Year 1 achieve the expected standard in the national phonics check.
- Pupils' progress is above average or improving across most subject areas. Progress from starting points of disadvantaged pupils and pupils who have special educational needs and/or disabilities is above average or improving across most subject areas.
- From different starting points, progress in English and in mathematics is close to or above national figures. The progress from different starting points of the very large majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally.
- Where attainment overall is low, it shows consistent improvement.
- Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. These pupils do so at a level suitable to meet appropriate career plans.

Excerpts taken from :
https://www.gov.uk/government/publications/national-professional-qualifications-frameworks-from-september-2021

https://www.gov.uk/government/publications/teachers-standards