



CSS

Children's
Support
Service

Children's Support Service Teaching, Learning and Assessment Policy

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| Statutory/Non-statutory | Non-statutory |
| Reviewed in school | October 2023 |
| Ratified/reviewed by the Management Committee/FPP | 9 th November 2023 |
| Reviewed | Annually |

CSS aims to create lasting, meaningful and positive outcomes for children.

Our Values

Compassion and Kindness

Hope

Connection and Belonging

Vision and Mission

Every child is given the opportunity to maximise their potential, enabling a lasting, positive difference to their life.

To achieve our vision we will:

- Position every child at the heart of all that we do
- Provide every child with individually-tailored learning programmes
- Create positive, safe, caring and supportive relationships – developing a sense of connection and belonging
- Inspire every child to maximize their potential – giving hope for the future
- Value and respect every child, building their self-esteem and confidence - using compassion and kindness
- Collaborate with those who need our professional support

We aim to educate and support children through a **curriculum** that:

- Responds to the needs of our students, and which provides a range of opportunities to maximise potential (INTENT)
- Follows a progression and sequence of skills and knowledge through structured programmes of study (IMPLEMENTATION)
- Enables learners to move successfully onto their next stage of learning, training or employment, equipping them with skills for life. (IMPACT)

At times, when an onsite curriculum is not accessible, a remote curriculum offer will be offered in substitution. The remote offer will reflect, as much as possible, an onsite offer.

- *See Remote Teaching and Learning Policy*

The following policy is designed with the CSS vision in mind and has two clear functions:

1. To provide a broad, balanced and purposeful curriculum
2. To challenge and promote each student's intellectual, physical and personal development.

The aim of this document is to set out clear and high expectations, with a common approach to teaching and learning, so that every stakeholder is aware of, and can work towards, the highest possible standards of education. It is designed in such a way that whilst teaching staff are encouraged to adopt a style of their own and are not expected to teach in any specific way, regular monitoring of teaching and learning takes place to ensure that high standards are always met and therefore, the best outcomes for the students are gained.

Provision

Key Stage 1 and 2

The Primary Department aims to provide a caring, safe, welcoming environment within which pupils can learn and develop to their full potential. It gives all pupils access to a broad, balanced and differentiated curriculum, taking into account their age, aptitude, social, medical, psychological and any special educational needs.

Lessons are based on the National Curriculum, which provides pupils with an introduction to the essential knowledge that they need to be educated citizens. There are high expectations of pupils, with aims to provide plenty of opportunities for learning.

Key Stage 3

Core subjects, including PSHE, as well as a range of other subjects, are taught in order to provide students with a broad and balanced curriculum. There is an emphasis on skills for learning, as well as curriculum knowledge, with a focus on returning back to school.

Key Stage 4

Bespoke programmes are developed according to each student's individual needs. These will include core subjects in addition to a range of optional subjects, resulting in accreditations according to the ability and needs of the student. This can also include an alternative education placement at one of our quality assured providers. In some cases, we endeavour to identify other providers to meet more specific needs of our students.

There is a focus on skills for learning, Post 16 preparation, with opportunities for career guidance and engagement with work and training providers.

Environment

Promoting our values of 'compassion and kindness', 'hope' and 'connection and belonging' is key to establishing a calm, well-ordered environment of mutual respect, where teaching and learning for all is enhanced.

Teaching and planning

In order to teach and plan effectively, teachers will be expected to produce or refer to the following:

- **Programmes of Study** (National Curriculum and/or exam syllabus) – this will act as a reference point for all planning.
- **Long term plans** (curriculum maps) – a half termly plan of ‘headlines’ for what will be taught for each year group/key stage over the year.
- **Medium term plans** (scheme of work) - a guideline that defines the structure and content of a series of lessons on a specified topic, as determined from the long term plan. Medium term plans should include the following;
 - objectives and outcomes (including success criteria) **for progress over time**
 - core skills and knowledge
 - suggested tasks and resources
 - reference to ‘support and challenge’ (differentiation/adaptive teaching)
 - literacy, numeracy and SMSC opportunities
 - assessment opportunities
 - learning outside the classroom (LOC)

Lessons

Lesson should be adapted and planned to engage, support and challenge learning.

- **Use of assessment in planning** - Information from assessments should be used to set tasks that are appropriately matched to students’ prior attainment.
- **Level of challenge** - Work should be pitched at a level that is appropriate to the individual.
- **Use of teaching assistants/adult support** – Should be highly effective in promoting learning for groups of students regardless of their aptitudes and needs.
- **Opportunities to develop literacy, numeracy, and communication skills** – Teaching should include opportunities to develop reading, writing, communication and numeracy skills that are highly effectively taught and cohesively planned as part of the lesson. Where difficulties are determined in these areas, effective interventions should be used to improve attainment.
- **Use of strategies and tasks to engage students** - Strategies and tasks should enthuse students so that they persevere when faced with difficult problems and are keen to succeed and to learn more. Building resilience is a key factor in promoting engagement in learning and securing successful reintegration into the Mainstream school environment, or post 16 education.
- **Pace and depth of learning** - The pace of learning should be optimised throughout the lesson to sustain engagement and enjoyment.

- **Use of questioning** - Questions should be designed to gauge students' understanding so that the teacher is aware of the degree to which pupils are secure in their knowledge and understanding.
- **Assessment of learning during lessons** - The work for each individual student is shaped and adapted in the light of any misconceptions that are brought to light through questioning or checks on students' work.
- **Reflection** – time should be allocated over a series of lessons and/or topic in order for students to reflect, assess and comment on their own learning. This will also offer an opportunity for teachers to address any misconceptions, or needs to re-visit and consolidate learning.
- **Marking and feedback** - Marking should be frequent and regular, providing students with very clear guidance on how work can be improved. Students need to be engaged in the process.
- **Progress** – Ultimately, all students should make sustained progress, over time, in their learning relative to their ability and starting points. This could be demonstrated in one lesson, or over a number of lessons.

Assessment

Assessment refers to the wide variety of methods or tools that teachers will use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

The main phases of assessment:

1. Starting point (diagnostic)

Initial or baseline assessments will be carried out on entry to CSS and form the **starting points** for all pupils.

These assessments will also inform the expected progress for each pupil.

2. RAG ratings (formative)

These can be used to indicate each pupil's RAG rating against a key skill/concept. This assessment can be carried out at any point throughout a lesson or topic. This type of assessment should be a continuous process.

Midpoint tests, students' work, levels of engagement and teacher assessment should all be used to inform the level of progress made.

RED – novice

AMBER – developing

GREEN – Secure

3. Steps of Progress (summative)

These will indicate the current attainment for each student, at a given point, and will be recorded in steps of 1-9 (EL1, EL2 and EL3 for below step 1). 1-9 assessments are in line with GCSE gradings.

Evidence will be recorded to support each summative judgement. Examples of evidence recorded include:

- Initial or previous assessments
 - Completion of tasks/syllabus, showing accomplishment of skills
 - Mock results
 - Attendance to lessons
 - Record of previous accreditations achieved
4. **Personal progress (ipsative)** will be tracked against pupils' own initial assessment, skills and levels of engagement. This progress will also be benchmarked against the 'starting point' of each pupil, and where available, measured against standardised KS2 results (KS1 for Primary progress).

'Go Green'

As teachers plan, deliver and assess, RAG ratings will change according to progress. They should be reviewed frequently. For those students who are 'stuck' on RED, or AMBER, at least once a half term, there will be a 'go green' focus, with the aim of targeted intervention to enable progress to secure understanding. However, these 'gaps' or 'insecurities' can be addressed at any point in the learning journey.

Where a student has displayed a **secure** understanding of a key concept or skill, this work can be identified with **a green outline/box** – this can then clearly be referred to as evidence for assessment.

Progress and Attainment

Pupils will be expected to move on approximately 1 step per academic year, which is broken down into 10 increments, in order to show progress within the year.

| | | Progress over an assessment period (3 per year) | Progress over the year if maintained |
|--|-------------------------|---|--------------------------------------|
| | Above expected progress | 0.4 | 1.2 |
| | Expected progress | 0.3 | 0.9 |
| | At risk | 0.2 | 0.6 |
| | No progress | 0 | 0 |

Progress will be reported to parents/schools on a termly basis.

Progress is tracked in two ways:

1. **Current Progress** – progress is tracked over a one term period, 3 x per year.
2. **Cumulative Progress** – progress is tracked, over time, against expectations from the initial assessment and over three terms.

Tracking progress against a baseline recognises that a pupil's learning does not necessarily need to be 'linear'. Assessment of a pupil's progress may 'plateau', but results may still indicate that the pupil is on track to reach, or exceed their potential.



TARGET TRACKER - assessment tool (Primary)

Target Tracker is the Primary Assessment tool used to support the entry, analysis and sharing of pupil progress and attainment data through Key Stages 1 and 2.

Pupils are judged against key skills on whether they have:

Mastered, Achieved, Worked Towards, or Not Begun

Judgements are benchmarked against ARE (Age related expectations).

Academic Action Plans

Where assessments indicate a fall below the expectation of a pupil, or a 'plateauing' of progress, an action plan will be recorded on a SIMS markbook/Pupil Passport. The information recorded will include: **Reasons, Action and Impact** (on review), indicating strategies and/or interventions to support improved engagement and progress.

MARKING AND FEEDBACK

The Teachers' Standards state that teachers should '**give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback**'.

It is important that teaching staff provide constructive feedback to students, focusing on success and improvement needs against learning outcomes. This enables students to become reflective learners and helps them to improve learning and show what they can do currently and what we would like them to do.

Each subject has carefully structured and well tested methods of monitoring the student's level of work. On entry to the Service, each student completes initial assessments in each subject area. The results are recorded and form the basis of individual projection.

Marking and feedback should be:

Meaningful – Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable - the frequency and complexity of written feedback will be considered, as well as the cost and time-effectiveness of marking in relation to the overall workload.

Motivating – it should help to motivate pupils to progress.

Feedback should:

- Relate to the learning objective.
- Give recognition and praise for achievement (**What Went Well - WWW**) and clear strategies for improvement (**Even Better If - EBI**).
- Allow specific time for children to read, reflect and respond to marking where appropriate.
- Respond to individual learning needs
- Inform future planning.
- Use consistent codes (see appendix)
- Ultimately be seen by children as a positive approach to improving their learning.

Verbal Feedback

It is important for all students to have verbal feedback, and it is particularly successful with students at CSS. This dialogue should focus upon successes, areas for development and plans for future learning.

Self-Assessment

Each student will regularly respond to feedback, at least half termly, (**Reflect and Respond - R+R**) their own learning. Progress reports will provide termly information but other opportunities, such as 'go green' week, can be used as a mid point of reference for a **learning dialogue**.

Academic Review Days

Each term, Personal Tutors will meet with their tutees to look at their books/folders, across all subjects, and discuss progress and learning. Pupils will be encouraged to comment on their engagement and progress. Key points and adaptations will be fed back to all teaching staff.

Presentation of work

All students' work (book/folder/project) should demonstrate the following:




- Date and title for each piece of work, which should be recorded as a learning objective.
- Neat presentation, according to individual need.



Marking procedures

- What Went Well (WWW) – indicates successes related to the learning objective/success criteria
- Even Better If (EBI) – indicates an area in need of development, with regard to the learning objective/success criteria
- All marking to be completed in a **PURPLE** pen
- Next steps – students should be given a 'next step' to support progress. This could be in the form of a task, correction or question, that the student needs to respond to. Students should respond in **GREEN**.
- Teaching staff should indicate if the student worked independently (I), with support (S) or collaboratively (C). See appendix 2.
- When addressing errors in written work, all staff to use agreed symbols. See appendix 2.
- Respond and Reflect (R+R) – indicates self-assessment and can incorporate RAG ratings
- Initial and Progress data will be available for every pupil to access e.g at the front of their folder or book.
- Go Green – indicates a focus on areas in need of further attention/re-visits

Appendix 2

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| WWW | What Went Well - Indicates a success related to the LO/success criteria |
| EBI | Even Better If - Indicates an area needing development related to the LO/success criteria |
| Next steps | Students should be given a 'next step' to support progress. This could be in the form of a task or question, that the student needs to respond to. Students should respond in GREEN. |
| R+R | Respond and Reflect - Self reflection |
| Go Green | Time given to address areas in need of re-visiting |
|  | Pieces of work showing secure understanding can be indicated with a GREEN border on the page or around the work. |
| I | Indicates the student has worked independently (could be after initial teacher instruction) |
| S | Indicates the student required a significant level of support to complete the task. The teacher should expand with details of this support. |
| C | Indicates a level of collaborative work with other students |
|  | Indicates incorrect word order or letter order |
| // | Indicates a new paragraph is needed |
|  | Indicates a word has been left out, or to show where to add more detail |
| * | See comment next to * or below |
| VF | Indicates verbal feedback has been given |
| sp | Indicates a spelling mistake (with correction provided where appropriate). Where possible, the incorrect letters, within the word, should be indicated. |
| ? | Indicates that this part is confusing |
| p | Indicates an error with punctuation. Correct punctuation will be provided where appropriate. |
| ~ | Indicates an error in grammar. Correction provided if appropriate. |
| ✓ | Indicates something that has been done well. |

Note the error and provide the correction or provide suggested strategies for progress.

Non engagement or non-attendance can be indicated through the EBI, with reminders of the learning focus missed.