

Curriculum, teaching and learning and assessment:

1. The curriculum¹ is successfully adapted to be appropriate and ambitious and meets the needs of all CYP which includes their independence, aspirations and the planning of various professionals reflects this.
2. Broad & balanced curriculum is offered and adapted to need & sequentially planned with spiral approach² to revisit core content and skills to prepare CYP for the next stage of education/adulthood
3. Quality first teaching is embedded as the most powerful tool for all pupils to improve outcomes
4. *In schools for the 5-18 age range*, the EEF³'s 5 principles of effective teaching are used as the foundation for classroom teaching for all pupils, including those with SEND. The 5 are: explicit instruction; cognitive and metacognitive strategies; scaffolding; flexible grouping and the use of technology. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs
5. Barriers to learning are identified and planning adapted to overcome them
6. The Gradual Release of Responsibility⁴ of learning from adults to CYP is evident in schemes of work, lessons, targets and the deployment of additional adults
7. All staff make a positive contribution to the education of all children. No one group of CYP is routinely deployed with additional adults as their prime educator
8. Transitions are smooth with well established routines
9. Regular formative assessment informs teaching and overcoming barriers as part of the assess, plan, do review cycle
10. Feedback⁵ supports learners to make progress and evidence increasing independence in their learning
11. Targets⁶ are understood by all learners and they are equipped with the knowledge and skills to meet them

¹Curriculum refers to all activities that are offered within the setting; from choosing the music played to 2 year olds to our choice of syllabus at A level psychology. It refers to activities at lunchtime and beyond the timetabled school day

²The spiral approach means that crucial knowledge/skills are revisiting regularly to support CYP to practise and retain these skills/knowledges.

³The Education Endowment foundation. Please refer to their Guidance document SEND in mainstream, recommendation 3

⁴The Gradual release of responsibility; this can be thought of as 'I do; We do together; Your do with my help: You do by yourself' and can range from feeding with a spoon to knowing how to prepare a good exam answer. All learning activities can be thought of as moving the learning from the adult to the child through these series of steps.

⁵Feedback here refers to all forms of feedback from an adult to a child/young person that helps them to see what they are doing well and what they can do better. This is not limited to feedback on academic progress but also soft skills such as 'use your words' to help a child calm themselves better or 'really well done because you really worked hard to get your coat on yourself and you did it' alongside written feedback such as 'this is really well written because you have improved your argument by using really persuasive language in the opening sentence'.

⁶Targets here refer to what the child is working towards in that moment of learning rather than long term academic targets such as GCSE grade or end of key stage reporting. A target can be based on 'soft' skills such as using a technique they have been taught to self regulate or an outcome such as writing a whole sentence by themselves with out support in that lesson. Targets are clearly related to the age of the child and their comprehension of language and are not expected for children aged under 2.



Personal development

- All CYP feel valued and full members of their school and community
- All CYP have positive relationships with adults and their peers
- The social and emotional wellbeing of all CYP is a priority for all staff working

Environment and resources:

- The physical environment is adapted and resourced appropriately to allow all CYP to participate
- Safe, calm, secure and orderly environments are created and maintained
- Resources that support access to the curriculum for all CYP through scaffolding are prepared in advance and available during learning

Partnership and co-production:

- CYP are actively involved in their own reviews and understand their targets and next steps
- Parents and carers are full partners with schools and settings in the education of their children
- Communication with parents and carers is clear, timely and helpful

