ENSURING A HIGH QUALITY EDUCATION AT SOUTHGATE SCHOOL

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Contents

ENSURING A HIGH QUALITY EDUCATION AT SOUTHGATE SCHOOL

1   Introduction

This policy, designed to ensure a high quality of education at Southgate, is a combination of policies and procedures that have previously stood alone. For ease of use and to support workload, teachers wanted them combined into one policy that fits together in a more cohesive approach.

The policy is created with the view of fulfilling our **Vision Statement:**

> A personalised, aspirational and specialist offer for every pupil, every day.

Aims:

Ensuring a continued high quality of education at Southgate School will allow our pupils to be:

- Given the **opportunity** to make progress in their learning and achieve their potential
- Effective **communicators** so that they can express themselves fully
- As **independent** as possible to keep themselves healthy and safe
- Able to form positive **relationships** so that they can be happy, reasonable and included members of their community

Note:

Southgate School has a high support staff to teacher ratio. The support staff team is broad and consists of class-based staff under the direction of a teacher, and non-class base staff including the pastoral, intervention and therapy teams.

Throughout this policy, the term 'teacher' can be applied to the class teacher or the member of support staff participating in any given activity. The term 'teaching' can be applied to any adult at Southgate that facilitates learning.

We value and recognise the contributions of our support staff team who are central to ensuring a high quality of education at Southgate.

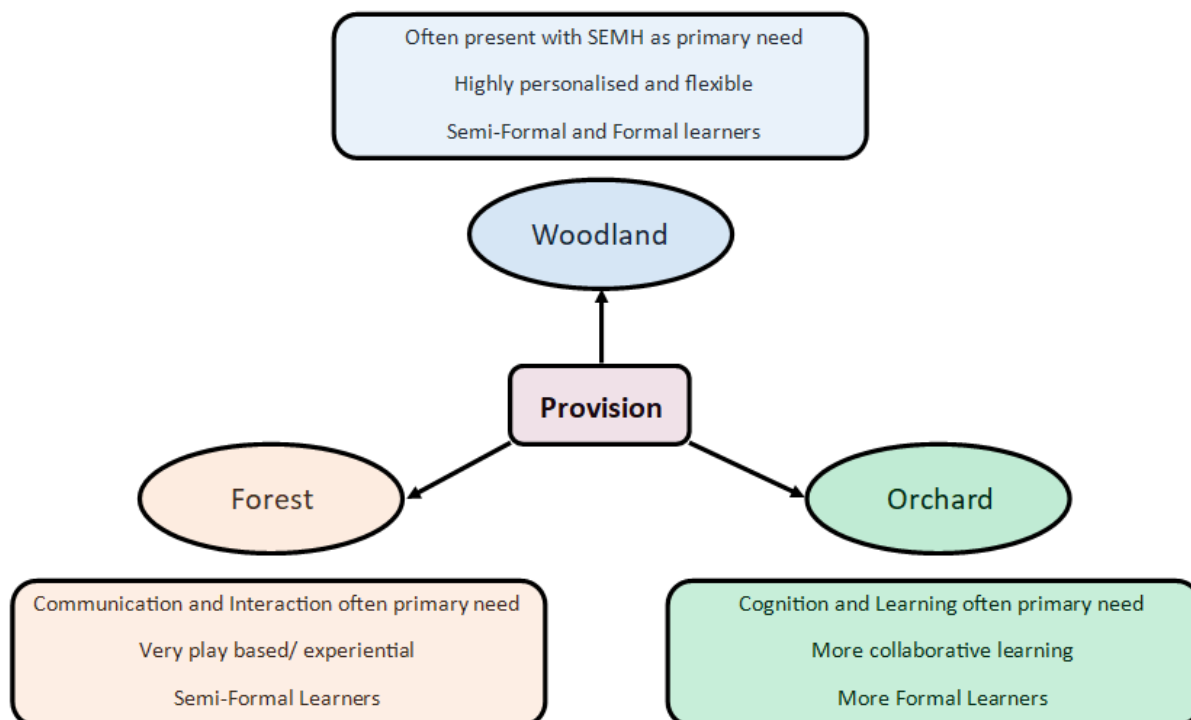# ENSURING A HIGH QUALITY EDUCATION AT SOUTHGATE SCHOOL

2   Provision

<u>What is Provision?</u>

Each child's provision reflects their SEND requirements as specified in their Education Health Care Plan (EHCP). This will meet the description of need in Section B alongside the provision outlined in Section F. It is what is required to create an environment that supports them to learn best. Whilst each child's provision is personal to them, we identify a Provision Pathway for them that is best suited to meet their needs. We do this by working closely with previous schools, families, wider professionals and by meeting the pupils themselves. We consider their past experiences and place a strong emphasis on transition. Following this, we allocate each pupil to a pathway. However, this is via a best fit approach and adaptations will be made within each pathway to meet individual need.

<u>Our Provision Pathways:</u>

The pathways outlined below are not fixed and there is often overlap. Whilst these are pathways to education and life after Southgate, we recognise that pupils' needs change over time, and it may be in their interests to change pathway part way through their Southgate learning journey.

Pre-Pathway (Journey 1 & 2):

Younger pupils not placed in Woodland, and generally up to Year 5, are looked after under the Forest Pathway with a high emphasis on their communication and interaction through play-based learning. Some of these pupils will benefit from a more formal learning environment and this is provided.

3   Curriculum

At Southgate, we have developed bespoke educational curriculums, written specifically for our pupils with complex SEND.

Curriculum Intent:

Our curriculum aims to ensure that each pupil has a meaningful and informed journey based on progression. Whether they are with us for 1 year or 12 years, we prepare them in the best possible way for the next chapter in their education and ultimately adulthood. Our curriculum provides a holistic approach that focusses on developing academic achievement alongside the areas required to make them as independent as possible.

Our Curriculums:

The range of the curriculums are designed to be progressive. Teachers use this to adapt and match learning opportunities to the way pupils learn best at Southgate.

		Key Stage 1		Key Stage 2				Key Stage 3			Key Stage 4	
Rec.	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11
Journey 1			Journey 2 (Semi-Formal)			Semi Formal 1			Semi Formal 2		
			Personalised								
			Journey 2 (Formal)			Formal 1			Formal 2		

Forest	Woodland	Orchard

*This is an approximate guide. Pupils are grouped developmentally using a best fit approach

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Curriculum Subject Areas and Steps:

Our Formal and Semi-Formal curriculums are spilt into a range of subject areas. Each of the curriculum areas has a Curriculum Tree that has been created to show progression through 5 different steps of learning. These steps are linked to each pupil's developmental stage rather than their chronological age. This identifies the key intentions for each area and the skills that we feel are most beneficial to our learners. Step 1 and 3 (Pre-Key stage standards and the Engagement Model through to working towards Year 1 expectations) relates to the Semi-Formal curriculum and Step 3 to 5 (Year 1 to Year 4 expectations) the Formal Curriculum. At Southgate, it is rare for pupils to be working above Year 4. Where pupils are working above this in any area, their curriculum is personalised within the teacher's medium-term plans.

National Curriculum (and other key areas)	Southgate Semi Formal Curriculum	Southgate Formal Curriculum
English and (Drama)	My Communication	English and Communication
Mathematics	My Problem Solving	Maths and Problem Solving
Science History Geography	My World	Our World
Art and Design Design and Technology Music	My Imagination	Creative Thinking
Computing (Online Safety)	Using Technology	Computing and Online-Safety
Physical Education (Food Technology) (Mental Health & Wellbeing)	My Health	Healthy Lifestyles
PSHE SRE RE + Citizenship	Myself and Others	Identity and Wellbeing
(Life and Community Skills) (Careers)	My Independence	Careers and Independence

*The Journey Curriculum uses the same curriculum area names as the Semi Formal Curriculum.

4   Teaching and Learning, Assessment and Planning
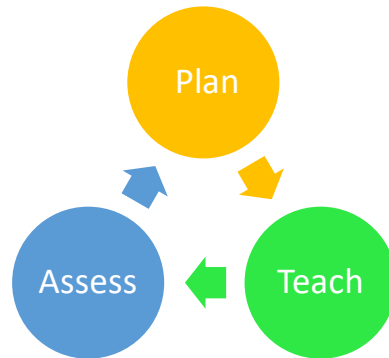
a) Teaching and Learning

Teaching and learning at Southgate:

- Is based on the 6 principles of nurture underpinned by strong relationships
- Is fully inclusive of all learners, where everyone feels part of the learning community and where everyone has equal opportunity
- Is provided in a safe, secure and positive environment for learning
- Is focused on fostering enquiring minds and the development of functional skills promoting independence and practical application
- Is flexible and personalised
- Fosters tolerance and respect for others as part of a multi-cultural society
- Prepares pupils for life beyond Southgate, creating effective links with home and the wider community
- Showcases achievement at all levels, celebrating success and a desire to succeed
- Is engaging, imaginative and creative

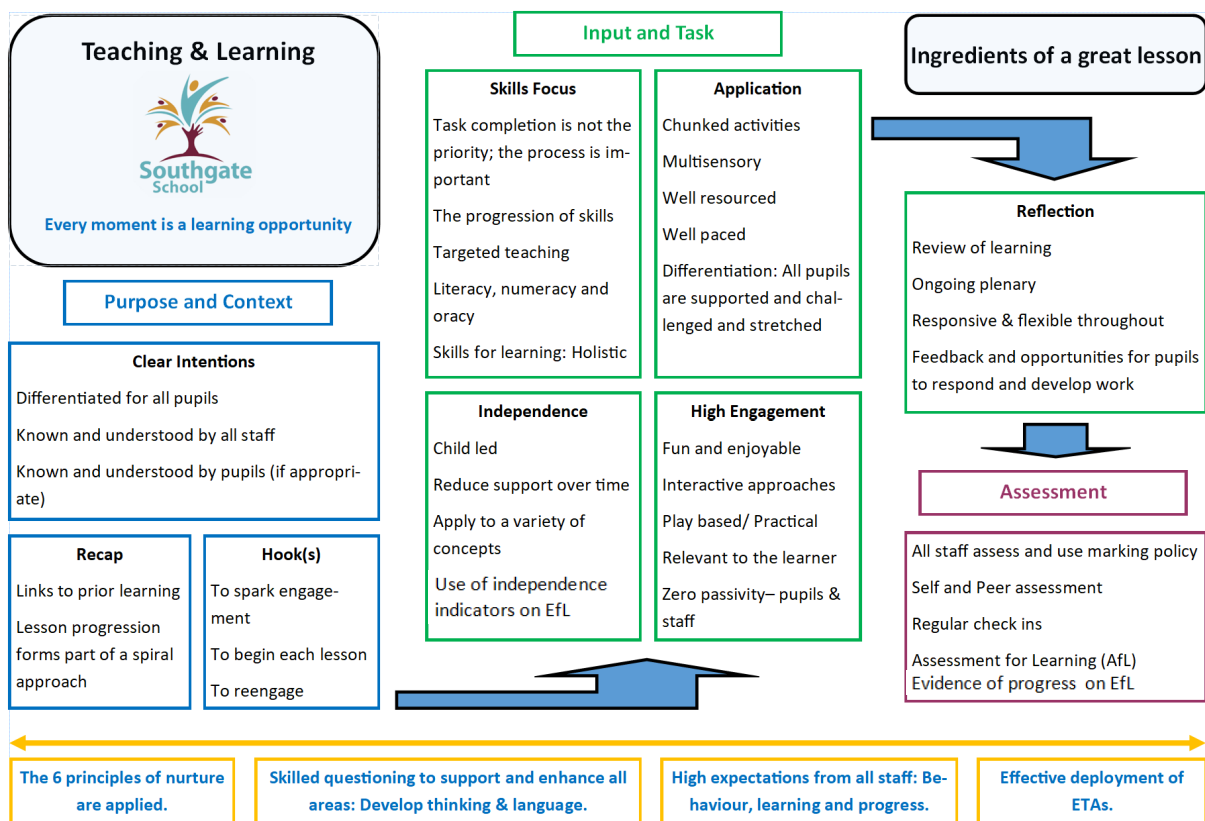# ENSURING A HIGH QUALITY EDUCATION AT SOUTHGATE SCHOOL

The Southgate Way:

The Southgate Way was introduced in 2019 following partnership work with pupils, staff, parents/ carers and school governors. It was revised in 2023.

This aims to create a positive learning environment for pupils to thrive in.

Pupils are expected to always try their best and to develop their independence.

The Southgate Way is visible around school and in all classrooms, setting out high expectations for all our learners.

The Ingredients of a 'Great' Southgate Lesson:

Teaching & Learning

Every moment is a learning opportunity

Purpose and Context

Clear Intentions

Differentiated for all pupils

Known and understood by all staff

Known and understood by pupils (if appropriate)

Recap

Links to prior learning

Lesson progression forms part of a spiral approach

Hook(s)

To spark engagement

To begin each lesson

To reengage

Input and Task

Skills Focus

Task completion is not the priority; the process is important

The progression of skills

Targeted teaching

Literacy, numeracy and oracy

Skills for learning: Holistic

Application

Chunked activities

Multisensory

Well resourced

Well paced

Differentiation: All pupils are supported and challenged and stretched

Independence

Child led

Reduce support over time

Apply to a variety of concepts

Use of independence indicators on EfL

High Engagement

Fun and enjoyable

Interactive approaches

Play based/ Practical

Relevant to the learner

Zero passivity– pupils & staff

Ingredients of a great lesson

Reflection

Review of learning

Ongoing plenary

Responsive & flexible throughout

Feedback and opportunities for pupils to respond and develop work

Assessment

All staff assess and use marking policy

Self and Peer assessment

Regular check ins

Assessment for Learning (AfL)
Evidence of progress on EfL

| The 6 principles of nurture are applied. | Skilled questioning to support and enhance all areas: Develop thinking & language. | High expectations from all staff: Behaviour, learning and progress. | Effective deployment of ETAs. |

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Effective Teaching includes:

- Providing a warm and positive learning environment
- Ensuring that effective displays and visuals are in place
- Creating an atmosphere where children are secure and prepared to take risks
- Planning and preparing thoroughly to meet the needs of all pupils
- Ensuring that learning experiences take place both in and out of the classroom
- Planning and providing community and educational visits to reinforce and stimulate learning
- Fully utilising the available spaces for learning

Effective Learning also requires:

- A mix of independent and collaborative work (paired/ group)
- Opportunities for investigation and problem solving
- Opportunities to carry out research and find things out
- Use of ICT and computing skills
- Opportunities to design and make things
- Visits off site to the community and places of educational interest
- Participation in physical activity
- Cross curricular links and links to real life

Whole School Intervention Culture:

We provide training, support and supervision, including by a wide range of professionals (e.g. Educational Psychologist, Speech and Language Therapist, Occupational Therapist) and our own Intervention and Therapy Teams. It is expected that all classroom staff provide the interventions required by pupils as part of an embedded offer. The aim is for pupils to have their wider needs met with their familiar adults and within their safe space.

Engagement and Attitudes to Learning:

All staff at Southgate are expected to:
- Promote high engagement with learning
- Promote positive attitudes to learning
- Proactively manage any unwanted/ inappropriate behaviours and anxiety

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This is specified in the areas titled in green below:

High Engagement with Learning:	Poor Engagement with Learning:	Negative Attitudes to Learning:	Positive Attitudes to Learning:
Interested & focused	Off task	Unwilling to engage	Resilient and confident
Curiosity & exploration encouraged	Passive or bored	Low self-esteem or high stress	See challenge & difficulty as part of learning
High expectations	Unwilling to communicate	Demand avoidance or adverse to risk	Proud of achievements & work
Low anxiety, calm & happy	Guessing to pacify rather then answer	Low resilience, giving up or getting frustrated	Intrinsically motivated & see the value in learning
Active, child led learning	Focus on 'finishing' activity	Learning seems irrelevant	Working towards own goals and aspirations
Personalised to engage ALL pupils	Unmet needs e.g. sensory, physical		
Increasing levels of independence			Open to new experiences and ideas
Make connections to prior knowledge or real life			

Engagement and Attitudes to Learning

The Role of Parents/ Carers:

Parents and Carers have a fundamental role to play in helping their children to learn. We work hard to support parents in how they can help further their child's learning and confidence at school. Teachers provide each family with a topic web outlining the learning that will take place each half term.

Teachers maintain regular contact with families and engagement is encouraged and promoted. There are two face to face Parent/ Carer Evenings in addition to the annual review of the Education, Health and Care Plan. Teachers also provide an annual written report of each pupil's academic progress, specifying strengths and areas for development in key areas.

(See 6- Home Learning)

Parents and Carers are responsible for ensuring that children attend school regularly. Holidays during term time should be avoided as these interrupt the child's progress.

The Role of Governors:

Our governors determine, support, monitor and review the school's policies on teaching and learning. In particular they:

- Monitor the effectiveness of teaching through collaboration with link teaching staff (e.g. Pathway Leaders) and through receiving termly Headteacher Reports
- Monitor and review wider school policies that impact on teaching and learning
- Ensure that staff development and performance management processes promote high quality teaching
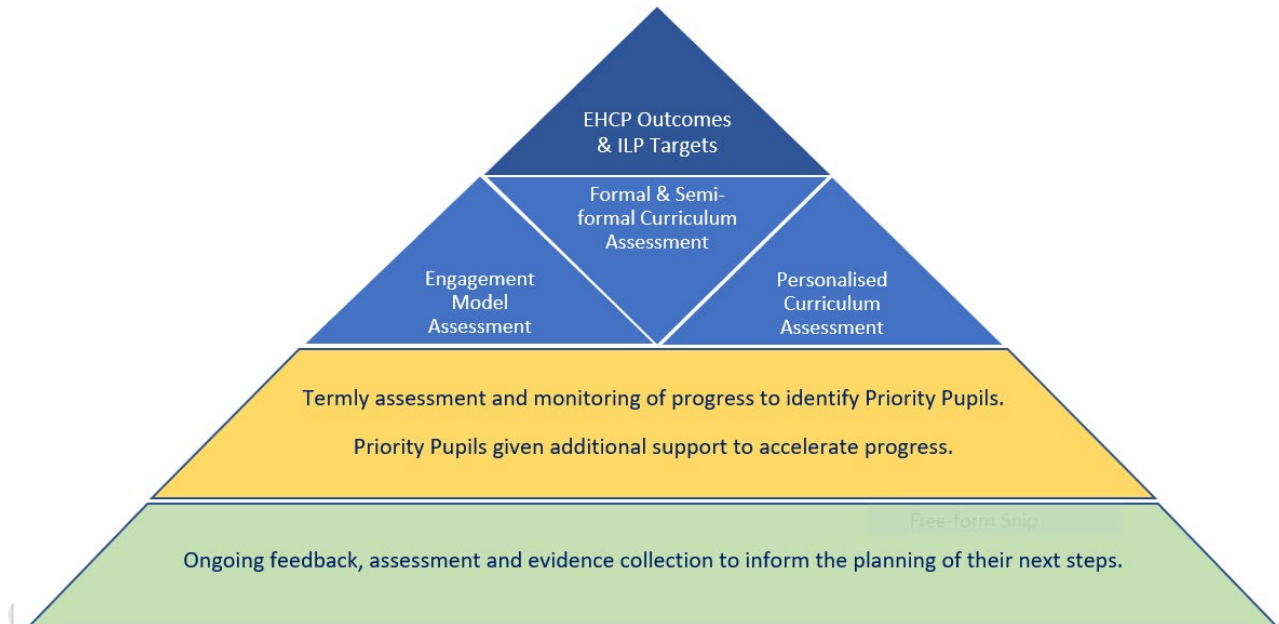
b) Assessment

The Aims of Assessment at Southgate School:

- To be fully inclusive by celebrating and sharing the steps of progress all pupils make, no matter how big or small
- To give pupils meaningful feedback, so they know how to make progress in their learning
- To make assessment a useful and informative process for teachers so they can check what pupils have learnt and plan the next steps in their learning, whilst reducing workload for staff
- To enable leaders to monitor pupil progress and identify priority areas, priority groups or priority pupils, with a relentless focus on high expectations for all and eliminating any disparity in outcomes

The Key Principles of Assessment at Southgate School:

We have ambitious expectations of the progress our pupils can make. Due to the complex needs of our pupils, these high expectations are not just around academic progress but also focus on the holistic progress in areas of their development.

PART 1: Formative Assessment & Responsive Teaching

Formative (ongoing) assessment allows staff to respond to pupil progress and adapt the learning opportunities, addressing any misconceptions or gaps in their understanding. This is done through in-the-moment adaptations and informing the planning of future lessons.

PART 2: Summative Assessment

The assessment tools we use for each pupil are selected to show the progress they are making within the curriculum they follow. The assessment tools include:

- EHCP Outcomes & ILP Targets for all pupils (Page 5)
- Formal and Semi-Formal Curriculum Assessment Tools (Page 6) (Including subject specific assessment for English, Maths and the Wider Curriculum)
- Personalised Curriculum Assessment Tool (Page 8)
- Engagement Curriculum Assessment Tool (Page 9)

PART 3: Primary Statutory Assessments & KS4 Accreditations

Primary aged pupils at Southgate are offered the opportunity to participate in statutory assessments if they are working at the level required to access these, although for the majority of pupils at Southgate this is not appropriate. KS4 pupils at Southgate are offered a wide range of accreditations that are selected through discussion with the pupil, their parent or carer and their teacher. We ensure all statutory assessments and accreditations are appropriate to the level the pupil is working at, the curriculum they are following and their aspirations for further study at Post-16. Pupils' wellbeing is paramount and there is no pressure for pupils to be entered for a particular statutory assessment or accreditation if it is not in their best interest.

Priority Pupils and Accelerating Pupil Progress

Each cycle, teachers and leaders use assessment information to analyse pupil progress. Where pupils are not making the expected progress, leaders explore the reasons for this and identify priority areas for development. Teachers and leaders then select from a range of options to accelerate pupil progress:

- Set a specific target on EfL for the priority area
- Adapt planning to provide additional learning opportunities or class-based interventions in the priority area
- Organise additional support, intervention or therapy from the wider staff team
- Provide support to the teacher e.g. developing accuracy in assessments or setting SMART Targets
- Request CPD for leaders, teachers or the class team in the priority area
- Use the Priority Pupil budget, pathway budget or subject budget to purchase additional resources to accelerate progress in the priority area
- Research other ways to accelerate progress (e.g. for a specific cohort)

PART 1: Formative (ongoing) assessment & responsive teaching:

Formative (ongoing) assessment allows staff to respond to pupils and enhance their learning. Staff adapt the learning opportunities to ensure they closely match pupil progress and address any misconceptions or gaps in their understanding. This is done through in-the-moment adaptations and informing the planning of future lessons.

Evidence of pupil progress is collected throughout each lesson by all staff supporting learning. This evidence is collected on EfL, in pupil work books or through staff observations. For each piece of evidence, assessment judgements are made as to whether the pupil is demonstrating the skill at the level of emerging, developing, secure or applied.

Feedback (Including Marking):

The aim of feedback is to ensure pupils know how to make progress in their learning. It is a positive form of communication based on learning intentions related to specific skills or knowledge.

Feedback is given regularly by staff although how they choose to do this is up to individual teachers. Teaching staff are SEN experts and are trusted to provide feedback in a way that is appropriate for each pupil. For quality assurance on the use of feedback, pupils' books and EfL are monitored throughout the year by Senior and Middle Leaders and Subject Co-ordinators.

Feedback follows the following principles:

- All feedback is accessible and meaningful to the pupil. (There is no requirement for teachers to 'evidence' feedback if this will not support the pupil's learning)
- Feedback is focused on specific skills and knowledge and *not* on task completion
- High-quality feedback can be either verbal, signed, written or pictorial
- Feedback can be given to pupils by teachers and ETAs or through self- or peer-assessment
- Pupils are given opportunity to respond to the feedback to enable them to make progress in their learning. (Pupil response does not need to be 'evidenced' if this will not support the pupil's learning)
- Making mistakes is celebrated as part of the learning process and feedback should promote self-esteem, resilience and confidence
- Feedback encourages pupils to take responsibility for their own learning by checking/editing their work and using the purple pens where appropriate

When giving pupils written feedback or recording formative assessments, staff should use the consistent terminology and codes that can be found in Appendix 1.

Note on Praise:

Personal praise comments or general praise (e.g. good job) are not effective strategies to improve pupils' learning. There may be other reasons you want to use such comments, for example building positive relationships. However, it is important that praise is not perceived as 'dishonest' by a pupil – if, for example, the praise is clearly unmerited (a pupil is praised for working hard but knows that they didn't really put much effort in) this could lead to a feeling of mistrust (Willingham, 2005). Some pupils also find praise overwhelming and so it's use should be tailored to each pupil.

PART 2: Summative assessment:

Summative assessment is carried out in 3 assessment cycles over the year, evenly distributed to allow comparative progress in each cycle. These are used to inform planning, monitor pupil progress and identify priority pupils, groups or areas. There are a number of assessment tools at Southgate and the tools we use are selected to match each pupil's learning journey. These include:

- EHCP Outcomes & ILP Targets (all pupils)
- Formal and Semi-Formal Curriculum Assessment Tools
- Personalised Curriculum Assessment Tool
- Engagement Curriculum Assessment Tool

Baseline Assessments for New Pupils:

Pupils are assessed by their teacher within the first term of being at Southgate. This is to ensure accuracy in curriculum, planning and provision and to ensure that we can 'forecast' the expected progress for the pupil. The baseline process starts with gathering information from their EHCP, adults and professionals who are involved in supporting them and their prior attainment (e.g. Statutory Primary Assessments or teacher assessments from their previous setting). Teachers then select appropriate assessment tools (see below), which are used to provide an accurate entry baseline.

Independence Indicators:

Promoting independence is a core value at Southgate School and underpins this policy. We assess pupils' independence in a skill by using the Independence Indicators:

Emerging → Developing → Secure → Applied

Evidence for Learning (EfL):

We introduced EfL in 2022. This is an online assessment platform that allows us to set targets, create different assessment tools, record evidence of pupils' progress and share this with their parents and carers. All staff at Southgate have access to EfL to capture evidence. Insights is the part of EfL where teachers and leaders can monitor and analyse pupil progress.

EfL provide ongoing CPD for leaders, business support, teachers and ETAs. The 'Help' page on their website has a number of resources that staff can use to develop their skills in using this platform. Ongoing CPD is also provided 'in-house' (e.g. INSET days, teacher meetings and drop-ins). The full program of in-house CPD delivered to teachers during the introduction of EfL is available on Staff Shared.
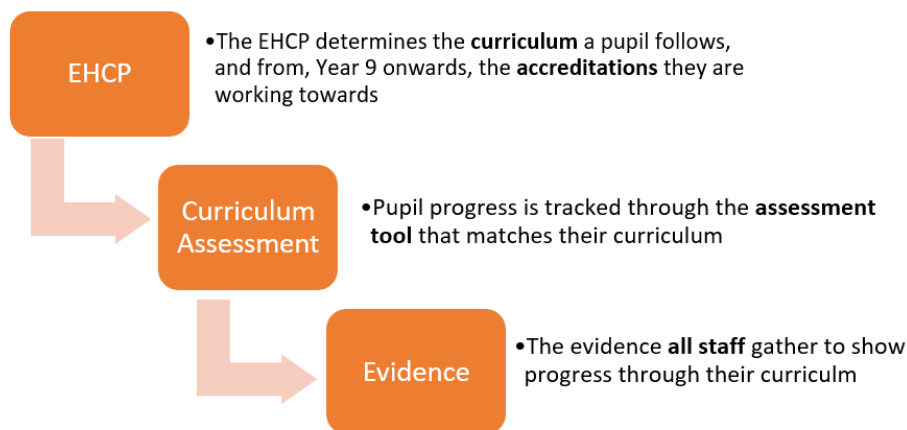
EHCP Outcomes and ILP Targets
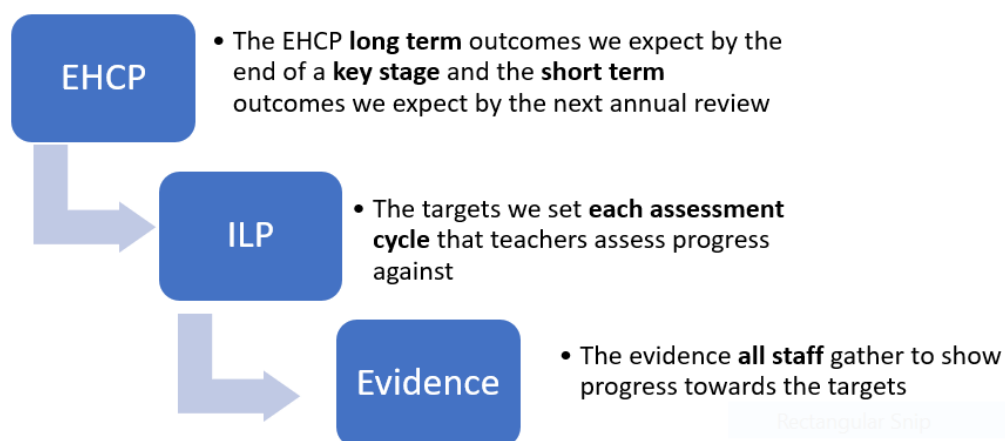
All pupils at Southgate School have an Education, Health and Care Plan (EHCP) and this is written in collaboration with the pupils, parents and carers and professionals. The focus is on their holistic progress in the areas of the EHCP (Cognition & Learning, Communication & Interaction, Social, Emotional and Mental Health, Physical & Sensory, Key Transition and Preparation for Adulthood). The EHCP identifies the outcomes we expect pupils to achieve in the longer term (3 years) and shorter term (by next annual review). ILP targets are the small steps pupils will make over each assessment cycle, with increasing independence, to move towards achieving the EHCP Outcomes.

- **At the start of the assessment cycle, teachers** use EfL to write the ILP targets. They assess the pupils' starting level of independence in that skill and record this as the Baseline. They also set the expected level of independence at the end of the assessment cycle and record this as the Expected Outcome.

- **Throughout the assessment cycle, all staff** collect evidence of pupils working towards the targets on EfL and record the level of independence this is completed with.
- **At the end of the assessment cycle, teachers** use the evidence to assess the level of independence pupils have now achieved for each ILP Target.
- **To analyse pupil progress, teachers** use Insights to compare the actual progress pupils made to the expected outcomes. This analysis of progress allows teachers to either set more ambitious targets for the pupil next term if they exceeded expectations or break the learning down into smaller targets if they did not achieve the expected progress. The **Provision Leaders** moderate EHCPs, ILP Targets and pupil progress against the ILP targets.

Formal and Semi-Formal Curriculum Assessment

EHCP
- The EHCP determines the **curriculum** a pupil follows, and from, Year 9 onwards, the **accreditations** they are working towards

Curriculum Assessment
- Pupil progress is tracked through the **assessment tool** that matches their curriculum

Evidence
- The evidence **all staff** gather to show progress through their curriculm

Curriculum Trees outline the Key Learning Intentions, along with the key skills and knowledge, expected of pupils following the Semi-Formal and Formal Curriculum. The complexity of the content increases as you move up the tree from Step 1 to Step 5. The core subjects of English and Maths have a Curriculum Tree for each aspect of the subject: the English Curriculum Trees are Reading, Writing and Communication and the Maths Curriculum Trees are Operation, Functional Maths and Space, Shape and Measure. The wider curriculum subjects are grouped into curriculum areas, with a Curriculum Tree for each area.

Pupils accessing Semi-Formal Curriculum will usually be working at Step 1 to Step 2 of the Curriculum Tree. They will make progress in concrete skills and knowledge. Pupils accessing the Formal Curriculum will usually be working at Step 3 to Step 5 of the Curriculum Tree, working towards increasingly abstract skills. We assess progress in the individual subjects of Science, History, Geography, Music, Art, Design Technology, Computing, PE, Food Technology, PSHCE, RSE and RE.

Semi-Formal and Formal Curriculum: Assessing Progress in English and Maths:

- **At the start of the assessment cycle, teachers** use the assessment information from the previous assessment cycle to inform planning for the next stage of their learning.
- **Throughout the assessment cycle, all staff** collect a range of evidence, including observations and pupil work, and they record the level of independence this is completed with. Some pupils may also access standardised assessment tools such as Rising Stars.

Currently…

- **At the end of the assessment cycle, teachers** use PIVATs5 to assess pupils' progress in English (Reading & Writing) and Maths (Number, Shape Space and Measure, Using & Applying). Teachers highlight the assessment criteria that pupils have achieved in their assessment folder and then enter the overall judgement into an assessment spreadsheet.
- **To analyse pupil progress, the Leads for English and Maths** use CASPA to compare the actual progress pupils made to their expected progress. They identify whether pupils are making above-expected progress, expected progress or below-expected progress. Pupils who made below-expected progress then become Priority Pupils for the next term.

In the future…

- **At the end of each assessment period, teachers** use the English and Maths Key Curriculum Skills (from the Curriculum Trees) to assess pupils' progress in English (Reading, Writing and Communication) and Maths (Operation, Functional Maths and Space, Shape and Measure). Teachers use EfL to record an assessment judgement of the independence level pupils demonstrate in each Key Curriculum Skill.
- **To analyse pupil progress, the Leads for English and Maths** compare the actual progress pupils made to their expected progress. They use Insights to identify whether pupils are making above-expected progress, expected progress or below-expected progress. Pupils who made below-expected progress then become Priority Pupils for the next term.

Semi-Formal and Formal Curriculum: Assessing Progress in the Wider Curriculum:

- **At the start of the assessment cycle, teachers** use the assessment information from the previous cycle to set a Key Learning Intention for the new cycle for groups of pupils at the same step on the Curriculum Tree. This is recorded on their Medium Term Planning. Teachers assess the pupils' starting level of independence in that key learning intention and record this as the Baseline and set the Expected Outcome.

- **Throughout the assessment cycle, all staff** collect evidence of pupils working towards the Key Learning Intentions and record the level of independence this is completed with. This can be recorded on EfL against the Key Learning Intention. Additional evidence can be recorded on EfL with the correct 'Curriculum Tag' or in exercise books, depending on how the pupil best accesses learning.
- **At the end of the assessment cycle, teachers** use the evidence to assess the level of independence pupils have now achieved for each Key Learning Intention.
- **To analyse pupil progress, teachers** use Insights to compare the actual progress pupils made to the expected outcomes. This analysis of progress allows teachers to either set more ambitious targets for the pupil next term if they exceeded expectations or break the learning down into smaller targets if they did not achieve the expected progress. The **Subject Co-ordinators** analyse progress in their subject area.

Personalised Curriculum Assessment:

Pupils accessing a Personalised Curriculum are not yet ready to engage in the Formal or Semi-Formal curriculum, usually due to their Social, Emotional or Mental Health Needs. Instead, the focus for these pupils is on managing successful transitions and engagement with school, supporting their mental health and wellbeing, increasing access to learning and developing social skills and communication. As pupils make progress through the Personalised Curriculum, they will begin to access some parts of subject specific study to compliment and extend their learning in particular areas and around their interests.

The progress of these pupils is assessed using the Personalised Curriculum Assessment Tool on EfL. These pupils are not assessed using the Formal & Semi-Formal Assessment Tools, unless they are beginning to access subject specific study on their personalised timetable.

- **At the start of the assessment cycle, teachers** use the assessment information from the previous cycle to set a Key Learning Intention for the pupil. This will align with the Step they are working within on the Personalised Journey Curriculum. This is recorded on their Personalised Curriculum Planning. **Teachers** use EfL to assess the pupils' starting level of independence and record this as the Baseline. They also set the expected level of independence at the end of the cycle and record this as the Expected Outcome.
- **Throughout the assessment cycle,** all staff collect evidence of pupils working towards the targets and record the level of independence this is completed with.
- **At the end of the cycle,** teachers use the evidence to assess the level of independence pupils have now achieved.

- **To analyse pupil progress,** the actual progress pupils made is then compared to the expected outcomes. This analysis of progress allows teachers to either set more ambitious targets for the pupil next term if they exceeded expectations or break the learning down into smaller targets if they did not achieve the expected progress. The **Personalised Curriculum Leader** moderates the Personalised Curriculums and pupil progress against the Key Learning Intentions.

Engagement Curriculum Assessment:

Some pupils accessing a Semi-Formal provision are not ready to undertake subject-specific learning as they are working below the level of the national curriculum assessments. Instead, the focus for these pupils is developing their skills in the five areas of engagement: exploration, realisation, anticipation, persistence and initiation.

The progress of these pupils is assessed using the Engagement Model Assessment Tool on EfL.

- **At the start of the assessment cycle, teachers** use the assessment information from the previous term to set Key Learning Intentions for the pupil. This will align with the progress they made previously in each of the 5 areas of engagement. This is recorded on their Medium Term Planning. **Teachers** use EfL to assess the pupils' starting level of independence and record this as the Baseline. They also set the expected level of independence at the end of the cycle and record this as the Expected Outcome.
- **Throughout the cycle,** all staff collect evidence of pupils working towards the targets and record the level of independence this is completed with.
- **At the end of the cycle,** teachers use the evidence to assess the level of independence pupils have now achieved.
- **To analyse pupil progress,** the actual progress pupils made is then compared to the expected outcomes. This analysis of progress allows teachers to either set more ambitious targets for the pupil next term if they exceeded expectations or break the learning down into smaller targets if they did not achieve the expected progress. The **Semi-Formal Curriculum Leader** moderates the planning for pupils accessing the Engagement Curriculum and pupil progress against the Key Learning Intentions.

PART 3: Statutory assessments and accreditations

EYFS & Primary Statutory Assessments:

Pupils at Southgate are offered the opportunity to participate in statutory assessments if they are working at the level required to access these, although for the majority of pupils at Southgate this is not appropriate. Pupils' wellbeing is paramount and there is no pressure for pupils to be entered for or sit a particular assessment if it is not in their best interest. All statutory processes are followed and entries and results are reported to the relevant statutory body.

KS4 Accreditations:

Pupils at Southgate are offered a wide range of accreditations that are selected through discussion with the pupil, their parent or carer and their teacher. We ensure that they are appropriate to the level the pupil is working at, the curriculum they are following and their aspirations for further study at Post-16. Pupils' wellbeing is paramount and there is no pressure for pupils to be entered for or sit a particular accreditation if it is not in their best interest.

We can offer the following accreditations:

- Arts Award Bronze (and Silver for some pupils)
- ASDAN
- DofE Bronze (and Silver for some pupils)
- Entry Level English
- Entry Level Maths
- Functional Skills English
- Functional Skills Maths
- GCSE Maths

We are committed to working with external providers to offer a wider breadth of accreditations. For example, we have worked with Elite to provide BTEC in Motor Mechanics or Construction and an external provider for BTEC Music. This offer varies each year based on the cohort of pupils we have and what the external provider can offer.

c) Planning

Teachers are encouraged to be innovative and creative at Southgate, and can plan in a manner and format that best suits them.

Medium Term plans are expected from each teacher half termly, and these are monitored by middle and senior leaders. Teachers use the long-term plans to inform

the intent (and overarching learning intentions) and content for their sequence of lessons which will be progressive to meet the learning needs of each individual in their class. Teachers will do this by using the full range of assessment and SEND information available. It is expected that planning will remain flexible and under review, adapting to pupil need and able to challenge misconceptions as they arise.

In classes with higher numbers of support staff or personalisation, staffing planning is a significant aspect of daily planning. This can include provision planning for pupils who have a more personalised offer, and can include learning activities that take place off site.

A template Medium Term plan (Appendix 2) is available for new teachers and ECTs. Where the quality of teaching and learning is not meeting expectations, teachers can be directed to use a set planning template as part of the Tiers of Support (see Quality Assurance below). Others teachers can use this template as an option and to support what they can include within their planning.

As a minimum, all medium-term plans should be:

- Differentiated
- Progressive from week to week
- Linked to the appropriate curriculum
- Outline activities and resources to support organisation and preparation
- Include key learning intentions for the assessment cycle for each step of the curriculum tree
- Offer opportunities for AFL (Assessment For Learning)

Pupils following a personalised curriculum will have their own personalised curriculum plan. Teachers will need to use the set proforma to effectively deliver this.

In the event of teacher absence, it is expected that cover staff will be able to follow teacher planning to ensure continuation with class teaching and learning. Therefore, Medium Term plans should show clear weekly progression. As these plans will already be in place, teachers are not required to plan anything additional in the event of a sickness absence.

5   Subject Leadership and Subject Co-ordination

Each National Curriculum area (e.g. History) has a teacher co-ordinator. They are responsible for ensuring that there is a broad and relevant curriculum for that area and that it is being delivered. They review the curriculum area to evaluate impact and progression. For English, Maths and My Independence/ Careers and Independence, this is done by Subject Leaders. Development opportunities are made available for 1

year to lead priority curriculum/ provision areas. The Formal and Semi Formal Provision Leaders continuously triangulate information to review the impact of the curriculum and provision offer for their cohorts.

Subject Co-ordination:

All teachers at Southgate, other than ECTs, are expected to undertake the role of subject co-ordinator. These fall under the professional and statutory responsibilities of teachers as set out in the School Teachers' Pay and Conditions Document (STPCD) and include the following:

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision
- Work with others on curriculum and/or pupils' development to secure coordinated outcomes.

Subject Leadership:

Subject leaders receive a TLR for undertaking a sustained additional responsibility to ensure the continued delivery of high-quality teaching and learning, and for which the teacher is made **accountable**. This:

- Is focused on teaching and learning
- Requires the application of a teacher's professional skills and judgement
- Requires the teacher to lead, manage and develop a subject or curriculum area or to lead and manage pupils' development across the curriculum
- Has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils
- Involves leading, developing and enhancing the teaching practice of other staff.

Overview of Responsibilities for Leaders and Co-ordinators:

- Develop own expertise in area of responsibility
- Produce, review and adapt a yearly action plan for your subject area
- Produce a subject policy and share with staff
- Ensure the website area for the subject is up to date
- Ensure legal compliance with statutory curriculum guidance in the subject
- Identify possible training needs for staff and support in the organisation of CPD
- Monitor, evaluate and enhance the quality of teaching, learning and assessment in your subject
- Support, guide and motivate colleagues as well as build capacity across the school
- Network and liaise with colleagues in other schools in the subject area
- Raise the profile of your subject in the school
- Create extra-curricular and cross-curricular opportunities in your subject

As a staff team, we continually review and interrogate the impact of our curriculum to assess if it is supporting pupils to meet our intentions. We highly value the views of our pupils and their families. Co-ordinators and leaders regularly gather pupil voice about the curriculum and its impact (see 4b- Assessment). We also seek the views of parents and carers through the annual review process.

6 Home Learning

We recognise that learning from home can be challenging for some of our pupils and their families. Our aim is to help parents and carers to support their child's learning and development. Home learning opportunities are available for every pupil but they are not compulsory.

However, Southgate School recognises the research base that supports the benefits of home learning and families are encouraged to engage. Home learning that is linked to classroom work is most effective. At Southgate, the learning that pupils undertake varies significantly, and the type of home learning provided will support this. For some of our pupils, this may include joining on-line lessons, completing tasks set by their teacher on Class Dojo or undertaking learning activities (platforms available on the school website). For other pupils, it may be more appropriate for us to provide physical resources such as sensory bags, story bags and number bags.

Through the annual review process, long term and short-term outcomes are agreed between school and home, and teachers can support families with the strategies to enable pupils to progress towards those outcomes outside of school. For example, this could be ideas to develop communication or strategies to regulate.

We can also offer appropriate specialist provision for pupils at home such as visuals, speech and language activities or emotional wellbeing support. Class teachers can liaise with the Intervention and Therapy Teams to support with this.

7   Quality Assurance

Southgate School has an established coaching culture which includes the key principles of:

- We all have amazing potential!
- People enjoy developing their own ideas.

The Quality Assurance (QA) process aims to support these principles by teachers working together with other teachers, and working together with different leaders as part of a supportive and ongoing professional development process. For example, when feedback is given, much more emphasis is placed on how they feel they could improve rather than being told what they should do.

This process also recognises that all teachers are at different stages of their careers and require different levels of support. Southgate School has a well-developed Tiers of Support process that aims to provide a differentiated level and type of support to meet the needs of each individual. For example, new teachers and ECTs will usually require a higher level of support than the average teacher on UPS. The CPD offered also differs depending on the level of support required, and whether this would be provided internally or externally.

Leaders recognise that each teacher's individual circumstances and general wellbeing can impact on how they manage their workload. This can in turn impact on their teaching performance. An appropriate package of support can be implemented over a fixed period.

QA processes at Southgate consist of a variety of informal and formal methods including:
- Lesson observation
- Learning walks
- Work monitoring
- Planning monitoring
- Use of assessment and pupil progress data
- Moderation
- Behaviour data and engagement
- Wider evidence gathering
- Pupil Voice

QA can be undertaken by senior leaders, subject leaders and co-ordinators. Where formal QA is undertaken, teachers can expect an individual judgement to have been made using the Southgate Scales* alongside receiving feedback. Generally, informal QA is more focussed on patterns rather than individuals with feedback only being provided on request or where specific issues or high-quality practices are identified.

Southgate Scales: ① ② ③ ④ ⑤ ⑥ ⑦ ⑧

Low Support   Medium Support   High Support   High Support Plus

An outline schedule of formal and key informal QA is shared with teachers at the beginning of the academic year. Other informal QA is undertaken as an ongoing and responsive process. Additional formal QA can be arranged where necessary and with appropriate notice depending on individual teacher circumstances.

School QA process fit in with the school's Performance Management processes and wider Kirklees policies. These include:
- Appraisal Policy
- Pay Policy
- Teacher Capability Policy

APPENDIX 1: Assessment Terminology & Marking Codes

Consistent use of terminology in feedback and assessment is vital to gaining an accurate representation of pupil's progress and to ensure accurate assessments and target setting.

Definition of Independence Indicators

Emerging	The pupil is introduced to a new skill/concept and they require full scaffolding or support to meet the learning intention. This may include physical prompts (such as hand over hand), verbal prompts (including guided questioning) or visual prompts (a choice of symbols).
Developing	The pupil will meet the learning intention with growing independence. The adult can reduce the amount of scaffolding or support provided (e.g. verbal encouragement). At this level a pupil may use scaffolds independently to complete the task (e.g. word mat).
Secure	The pupil will independently meet the learning intention with infrequent errors. They are secure in the knowledge and skills needed and don't require the use of scaffolds or prompts.
Applied	The pupil will be able to transfer the knowledge or skill to a different context or setting (e.g. a functional setting).

Marking Guidance & Codes

- All work should be **dated** and **initialled** by the adult marking it.
- Each piece of work should have at least one clear **Learning Intention**, linked to specific skills or knowledge.
- Each Learning Intention should be acknowledged in the marking to indicate the **level of independence** the pupil showed when completing it.

VP	**Verbal prompt –** Pupils given a verbal/signed instruction as what to do.
GQ	**Guided questioning –** Questions that guide the pupil towards meeting the learning intention.
PP	**Physical prompt –** Pupils given a physical prompt as what to do to meet the learning intention.
HOH	**Hand over hand –** Pupils physically supported to meet the learning intention (e.g. letter formation, PECS exchange)
CO	**Choice of –** Pupil will be offered a choice of options (e.g. symbols or words). Number of options presented should be recorded e.g. CO4 would be "choice of 4."
VF	**Verbal feedback**
SA	**Self-assessed**
PA	**Peer assessed**

APPENDIX 2: Planning Template (Available in Staff Shared)

	Class:	Date:	Subject:
Links to the Long Term Plan (E.g. Curriculum, Cycle):			
Other Links (E.g. accreditation, therapy, intervention):			
Curriculum Tree: Key Learning Intention:	Curriculum Step:		Group 1 Pupil (s)
Curriculum Tree: Key Learning Intention:	Curriculum Step:		Group 2 Pupil (s)
Curriculum Tree: Key Learning Intention:	Curriculum Step:		Group 3 Pupil (s)

Lesson	Learning Intentions	Teaching activity	Group 1 Learning Activity	Group 2 Learning Activity	Group 3 Learning Activity	Resources
1	Group 1					
	Group 2					
	Group 3					
2	Group 1					
	Group 2					
	Group 3					
3	Group 1					
	Group 2					
	Group 3					
4	Group 1					
	Group 2					
	Group 3					
5	Group 1					
	Group 2					
	Group 3					
Reflection to inform future planning:						

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils or staff with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.