



# **Firwood Learning Handbook**



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## **Display / The Learning Environment Guidance at Firwood**

Our environment here at Firwood should continuously reflect the daily practice that our pupils receive and that we are aspirational in our commitment to them. The environment is also often the first impression that our visitors will have and indeed comment on. Our school needs to reflect the aspirations we have for our pupils and part of that is having an outstanding meaningful learning environment and so with this in mind here are some guidelines to displaying pupil's learning / signage / information boards etc.

Every classroom should have:

- **An ILP board:** Students ILP's should be displayed clearly. Please ensure they are current and up to date every term. They should be all in one place that can be easily identified. Best practice will have these as a working document with opportunities for staff to use/annotate.
- **A communication board:** where communication profiles are visible, alongside the blank level questioning documents and support. Communication profiles and supporting question mats should be used and referred to. Communication boards for Maths, colours, shapes, choice boards etc should be visible, alongside symbols to support Teaching and Learning.
- **Firwood Essentials in place:** E.g. school rules/reading essentials.

Other things to keep in mind:

- Please do not take down a display until another is nearly ready to go up.
- Student's work should be displayed. 'WOW' boards of students learning and excellent pieces of work to be present where possible. Please ensure that all annotation is in line with marking policy.
- Where possible and appropriate symbols are to be used. Symbolised writing is preferred to normal text.
- Positive behaviour strategies boards to be displayed where appropriate. Individual student IBP's to be printed and visible.
- Please use original pieces of work where possible.
- Pictures of students should be large and accessible – A4 size.
- Interactive displays are encouraged – to engage and appropriately support the learning environment in the classroom. This could include the use of questions/ post cards/ interactive tasks.
- Ensure that your displays are current and that they reflect our calendar of events.
- Links to SMSC would be preferred. The use of an SMSC symbol to highlight any excellent examples is encouraged.
- Use staple guns sparingly and for 'heavier' pieces of work in favour of blutack. No displays should ever use 'press studs'
- Every member of staff is responsible for their corridors/hygiene rooms around their classroom – maintaining them to a high standard.
- Any damage should be reported to site immediately for repair or removal.
- Learning hubs (side rooms) should be purposeful, engaging and tidy. Students should be able to access these to support with learning.
- Personal belongings of staff should be labelled and returned home after use.

## **Teaching and Learning Essentials**

Teaching and Learning is at the heart of everything we do here at Firwood. We have high expectations of our young people and we believe that they deserve the very best opportunities to ensure we are continuously working towards them achieving and exceeding predicted destination outcomes. We have some essentials that must be in place when planning and delivering teaching and learning.

Every student should have:

- **A personalised ILP:** Students ILP's should be displayed clearly. Please ensure they are current and up to date every term. They should be all in one place that can be easily identified. Best practice will have these as a working document with opportunities for staff to use/annotate. ILP targets are to be taken from the Stepping Stones booklets for every curriculum area. Two ILP targets for Communication and Discovery – one should be a literacy and numeracy focus in each strand of learning. ILP targets can be tweaked and made bespoke, using the stepping stones as a baseline/guide. All ILP's will be added to Evidence for Learning and reviewed by a member of SLT.
- **A Learning Journey:** Every student needs a learning journey, where work can be stored. Worksheets must be on A3 and printed in colour. All learning must be accessible and Widgit used where appropriate. Please ensure every folder has a front cover and dividers for each strand of learning.

Every class lead should have the following in place:

- Class timetable outlining allocated slots for different strands of learning.
- Door picture with all pictures of staff and students and class name.
- Red files for every student – kept up to date with medical information, behaviour plans and anything relevant to the student's needs.
- Resources displayed appropriately to foster independence where possible.
- Reading book box to encourage and promote the love of reading.

Teaching and Learning documents

- Blank lesson plans available on the system – can be used for lesson observations and short-term plans.
- MTP booklets for every strand of learning – printed and accessible.
- Blank level question mats to be displayed and usable.
- Learning sheets – printed on A3 and using the format on the system. All learning sheets must have a clearly written Learning Intention and opportunity to capture Student Voice, SMSC and if possible a space for some form of feedback.

Documents can be found: X:\Teacher Shared\Staff\CURRICULUM\1. CURRICULUM 2022

## Class Timetables

All class timetables need to be saved in X:\Teacher Shared\Staff\CURRICULUM\1. CURRICULUM 2022\Class Timetables

A blank copy is available in this folder.

Classes are expected to have a breadth of coverage of all five strands of learning. Coverage can be spread across the week in whichever way the teacher feels is best for their students.

Coverage needs to be spread accordingly depending on specialist rooms and PPA.

Specialist room timetables will be organised in September and classes can sign up for different rooms each term.

The morning period is to be used for breakfast, reading/phonics and the good morning routine.

The end of the day routines are to be used for relax, choose time, updating Class Dojo and adding to Evidence for Learning.

Assemblies will take place as collective key stages. KS5 assembly will take place in the dining room Friday afternoon. KS3 and KS4 Assemblies will take place in the sports hall. KS3 assembly will take place P3 and KS4 will take place P4.

Best practice would be for class teachers to write weekly timetable plans – to support delivery of the curriculum and class team if there is absence. Weekly plans will have a breakdown of coverage and learning intentions, and will be displayed in the class.

| <b>Class Timetable</b> | <b>Registration /breakfast</b>                                      | <b>P1</b>           | <b>Break</b>         | <b>P2</b>            | <b>LUNCH</b>         |                     | <b>P3</b>         | <b>P4</b>          | <b>End of day routine</b>                 | <b>Transition time</b>        |
|------------------------|---|---------------------|----------------------|----------------------|----------------------|---------------------|-------------------|--------------------|---|-------------------------------|
|                        | <b>9:00 – 9:30</b>  | <b>9:30 – 10:30</b> | <b>10:30 – 10:45</b> | <b>10:45 – 11:45</b> | <b>11:45 – 12:30</b> | <b>12:30 – 1:15</b> | <b>1:15– 2:15</b> | <b>2:15 – 3:00</b> | <b>3:00 – 3:15</b>                        | <b>3:15 – 3:40</b>            |
| <b>Monday</b>          | Sensory circuits<br>Reading<br>Target work<br>Good morning routines |                     |                      |                      |                      |                     |                   |                    | Relax<br>Choose time<br>Class Dojo<br>E4L | Transition to buses / parents |
| <b>Tuesday</b>         | Sensory circuits<br>Reading<br>Target work<br>Good morning routines |                     |                      |                      |                      |                     |                   |                    | Relax<br>Choose time<br>Class Dojo<br>E4L | Transition to buses / parents |
| <b>Wednesday</b>       | Sensory circuits<br>Reading<br>Target work<br>Good morning routines |                     |                      |                      |                      |                     |                   |                    | Relax<br>Choose time<br>Class Dojo<br>E4L | Transition to buses / parents |
| <b>Thursday</b>        | Sensory circuits<br>Reading<br>Target work<br>Good morning routines |                     |                      |                      |                      |                     |                   |                    | Relax<br>Choose time<br>Class Dojo<br>E4L | Transition to buses / parents |
| <b>Friday</b>          | Sensory circuits<br>Reading<br>Target work<br>Good morning routines |                     |                      |                      |                      |                     |                   |                    | Relax<br>Choose time<br>Class Dojo<br>E4L | Transition to buses / parents |

# Marking/Feedback Policy

## Policy Development & Consultation

Firwood staff has contributed to the development of this policy during staff and curriculum meetings, and have been consulted throughout the process.

## Philosophy

This document provides Firwood School's rationale for marking/feedback as well as our aims and procedures for consistent marking throughout school that reflects the individual needs of our students. ***This policy has been updated in line with changes to our curriculum and assessment, using Evidence for Learning.***

Marking/feedback is a form of assessment which should inform both teacher and students of how well they have achieved in relation to the Learning Intention – it should be meaningful and have impact. Marking/feedback is a means of assuring students that we value their work, to identify any areas of development as well as to inform students and the teaching team what a child's next step should be. Marking/feedback should form part of a dialogue between the student, the class teams and, if appropriate, their peers. It should be an embedded part of the teaching and learning process, not a separate activity. All marking/feedback should be positive in tone and focus directly on the learning intention and the success criteria of the lesson.

## Intent

Marking and feedback should enable us:

- To show that we value student work and encourage them to do the same.
- To boost self-esteem and aspirations, through use of praise and encouragement.
- To give a clear general picture of how far they have come in their learning, and what the next steps are.
- To offer students specific information on the extent to which they have met the lesson intention, and/or the individual target set for them.
- To gauge their understanding, and identify any misconceptions.
- To provide a basis for summative and formative assessment and individual tracking of progress.
- To provide the ongoing assessment that should inform future lesson planning.

## Implementation

- Student learning will be captured using the learning sheet format shared with staff – this is to support capturing of learning on the Evidence for Learning platform.
- All students learning should be marked in pen (blue or black); writing should be neat and legible.
- All students learning should be dated.
- Best practice is when students are involved in their learning experiences by a range of opportunities.
- Learning Intentions should be shared and recorded within the lesson and on the student's recorded learning.
- All comments should be positive in nature, and give recognition and praise for achievement.
- All comments should relate directly to the learning intention of the lesson for each individual student.
- Assessment should be linked to the learning intention, and where possible to ILP targets if appropriate.
- Best practice is when there are links made to their EHCP targets.

- Oral feedback at the time of learning should also be given as it is a means that allows our students to access their own achievements.
- If appropriate, SMSC links should be clearly identified.
- All supply staff and students/trainees to initial the comment they have written. Class team to moderate any marking completed by Supply / trainees to ensure policy has been adhered to and of high standard.
- If appropriate, comments should indicate the level of support the student required to complete the task.

When using Evidence for Learning – comments made should include:

- Description of learning and how the student accessed this.
- Achievement towards ILP/EHCP target – E.G. was it achieved? What support was needed? In what way was the Teaching and Learning adapted?
- Language referring to progress of skills using MAPP descriptors.
- A comment related to the next step should also be recorded. This needs to be explicitly recorded using the terminology 'Next Step'. A next step may be aimed at encouraging Pupils to develop their understanding on the learning intention that they are currently working on, provide specific guidance on how to improve and/or inform the pupil of their next stage of learning (this can be skills based). This should be used as a key learning point for future lessons.

### **Specific marking procedures**

If using abbreviations please make it clear in the annotation what the pupil has or has not done independently:

- VP – Verbal Prompts
- HoH – Hand over hand
- PP – Physical Prompt
- I – Independently
- 1:1 – supported learning by an adult
- WS – With Support (please be clear what the support was and the extent of the support)

### **Organisation**

All members of the teaching team are responsible for marking student's work in accordance with this policy with high standards of literacy and grammar throughout.

### **Personnel Involved**

- The Class Team – these are the **key** people who ensure the marking of student's work on a daily basis is in line with this policy.
- The Assessment Recording and Reporting co-ordinator – is the person who is responsible for ensuring the policy is relevant and implemented across the school. The co-ordinator will meet with staff to review procedures to ensure that they are a true reflection of practice. The ARR co-ordinator will ensure that documentation and requirements are kept under review in the light of Government regulations.
- The ARR lead, Jenny O'Neill, is the person with overall responsibility for the marking at Firwood School, however all of SLT will be involved in the ARR process.

# **Evidence for Learning Guidelines**



## **Philosophy**

This document provides Firwood School's rationale for the implementation of Evidence for Learning, as an assessment tool, as well as our aims and procedures for consistent marking and tracking of progress throughout school that reflects the individual needs of our students.

These guidelines will work alongside our Marking/Feedback policy to ensure consistency for our student's and staff. The guidelines will need to be applied to all learning captured on Evidence for Learning.

## **Intent**

Evidence for Learning should enable us:

- To capture student learning and achievements – in the form of photos and videos.
- Comment on the progress made by individual students, towards ILP or EHCP targets.
- To boost self-esteem and aspirations by capturing wow moments.
- Share achievements and progress with parents.
- To give a clear general picture of how far they have come in their learning, and what the next steps are – in relation to specific targets set by the team.
- To provide a basis for summative and formative assessment and individual tracking of progress.
- To provide the ongoing assessment that should inform future lesson planning.

## **Implementation**

- All students should have their ILP's transferred on to Evidence for Learning.
- Baseline dates will be set and shared with staff. In this time one piece of learning for every ILP target must be recorded and it must be given a grade on the MAPP scale.
- There is an expectation of one piece of evidence, per target, per student every week – in order to build a weekly picture of learning.
- There will be a two-week window for data collection – in this time one piece of learning must be recorded for every target, for every pupil. This will be assessed again using the MAPP assessment scale.
- Where appropriate student learning should be supplemented using the Learning Sheet format and stored in a Student's Learning Journey folder.

When using Evidence for Learning – comments made should include:

- Description of learning and how the student accessed this.
- Achievement towards ILP/EHCP target – E.G. was it achieved? What support was needed? In what way was the Teaching and Learning adapted?
- Language referring to progress of skills using MAPP descriptors.
- A comment related to the next step should also be recorded. This needs to be explicitly recorded using the terminology 'Next Step'. A next step may be aimed at encouraging Pupils to develop their understanding on the learning intention that they are currently working on, provide specific guidance on how to improve



and/or inform the pupil of their next stage of learning (this can be skills based). This should be used as a key learning point for future lessons.

### **Impact**

- Student learning will be clearly captured using photos and videos, supported by staff comments and feedback. Learning can be seen through the Evidence online and in the Student's Learning Journey.
- Progress can be shared with parents using Evidence for Learning.
- Progress will be monitored and assessed using the MAPP scale.
- All staff will be trained to use Evidence for Learning to capture progress.
- Evidence for Learning will be used in Book Look and Pupil Progress meetings as a way to ensure accountability for student learning each term.

# **Firwood Curriculum Intent, Implementation and Impact**

## **Intent**

At Firwood we have worked hard to ensure our curriculum is meaningful and relevant to the needs of every student. We want all students to learn without limits. We encourage students to enjoy learning and aim to ensure this prepares them for life as a long-term goal. At Firwood we use pathways and specialist approaches with clear purpose. Our pathways work alongside one another to offer a tailored and adaptive response to the needs of our learners, whilst still offering the same curriculum in an inclusive and supportive way. Our curriculum is age-appropriate and includes diverse experiences, texts and learning opportunities. We ensure we are responsive to pupils' specific needs, with targets from pupils' Education Health & Care Plans ( EHCp) woven through our curriculum, as a golden thread running through everything we do.

We consider parents/carers priorities for pupils and build in opportunities for this within the curriculum, to ensure we work in partnership with parents/carers to build on the skills needed for our students to live a life which meets their aspirations. To further support our students holistically, we include targets set by other professionals, such as speech and language therapists or occupational therapists. Specialist input is woven in to the daily life of our students, and we dedicate curriculum time to supporting our students with these goals. Whilst we are adaptive, responsive and ensure our curriculum caters to the different needs of our students, we also ensure that the curriculum promotes literacy, numeracy and good communication at all times, as a core focus.

## **Implementation**

Our curriculum is highly personalised and creative and is led by outcomes that will make a difference to our students. Our learners are placed into one of three pathways, all of which run alongside one another, following the same thematic approach and strands of learning. Each pathway however offers a different pedagogical approach to learning, in order to respond and adapt to student needs. Such a flexible and adaptable curriculum model informs personalised learning pathways for pupils whose learning may be at an experiential, contextual or discrete/concept level. Pupils may have their own personal timetables and individual strategies and interventions are described in class planning.

The five core areas of learning at Firwood are Communication, Discovery, Movement, Independence and Enrichment. These strands of learning all ensure there is a broad and balanced coverage of the national curriculum framework, where appropriate for our learners. We ensure a long-term overview in every area encompasses all areas of learning which will ensure our learners get a breadth of experience.

Students at Firwood High School have learning difficulties which cover a wide range of needs, including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

As such, pupils need an adapted pace of learning to allow time for consolidation and ensure understanding. We ensure in our learning we give adequate time to re-cap and re-visit essential skills and knowledge, building upon learning in a logical and practical way.

Our adapted and personalised curriculum not only encompasses an age-appropriate and creative approach to thematic study at KS3 & 4, but a real, relevant, broad and balanced sixth form curriculum. We aim to prepare our learners for life beyond Firwood, with a focus on preparing for adulthood from KS3. Our Preparing for Adulthood curriculum in the sixth form draws upon the themes and prior learning which have been woven through KS3 & 4.

Each pupil follows an Individual Learning Plan (ILP). EHCP targets are central to this learning plan, and they work alongside the skill-based targets which are chosen for each area of the curriculum. The EHCP targets inform the Individual Learning Plan (ILP). During the Annual Review process, and throughout the year, we work closely with families to ensure all targets are inspirational and meaningful. Individual Learning Plan targets are set by the class team, in liaison with multi agency partners and in consultation with parent/career aspirations.

Formal assessment takes place every term, using a lateral progress measure: MAPP. Students are assessed on skill-based targets, along a continuum scale from 1 – 10. Progress is measured across for areas for every skill; fluency, maintenance, generalisation and independence. Students have varied opportunities through the curriculum to achieve these targets. This includes academic learning, social emotional and sensory development and a range of specialist interventions including MOVE, Sensory Profiles and intervention opportunities.

Both formal and informal assessments are captured and evidenced in Evidence for Learning and may be recorded and celebrated as qualifications from nationally recognised awarding bodies such as AQA and ASDAN or in-house awards and celebrations of achievement. Our accreditation offer is bespoke and tailored to each pathway and will encompass what we believe our students need and can achieve through the vehicle of the curriculum.

### **Impact**

We believe that by offering a personalised and responsive curriculum we will be able to support our students in achieving their destination outcomes. We hope to ensure every student who attends Firwood has a breadth and variety of experiences, within their school community and in the local community where appropriate. We hope to embed lifelong learning, which supports our students to live as independently as possible, supporting their ability to communicate their own wants/needs/desires. We work alongside parents to ensure that the impact of our curriculum and offer here at Firwood supports the whole family, with support from our extensive multi-agency partnerships. We hope to remove as many limits as possible for our students, to ensure that every student reaches their full potential.

# KS3/4 Curriculum Overview

Delivery of the curriculum to respond to individual needs and adapt to students. Differing pedagogical approaches to the curriculum delivery is seen through our pathways model.

## Strive Pathway

Our Strive and Vocational learners will be given discreet and further opportunities to experience opportunities outside of the curriculum to support their destination outcome. Strive learners will follow more formal curriculum to support their needs.

Students identified on the Strive/Vocational pathway may be students who would benefit from further experiential learning (the ability to learn through experience, trial and error, and observation) and may be given opportunities for further extra curricular opportunities, as well as challenges throughout the Thrive curriculum.

## Inspire Pathway

- Driven by the specific needs and abilities of students from **P4 to NCL1**.
- Pupils with SLD are still **learning how to learn**.
- Essential to offer opportunities for them to develop **life skills and independence**.
- Designed specifically for their needs – not a differentiated version of the NC.
- Subject specific learning (SSL) – discrete teaching of subjects is no longer appropriate. Research suggests after the age of 8/9 SEND learners do not benefit or flourish within the confines of the National Curriculum.
- SLD learners may not learn or make progress in a linear way – therefore we must recognise **that lateral development or maintaining skills is outstanding progress for some students**.

## Thrive Pathway

- Learners require **multi-sensory, holistic and play based curriculums which are highly personalised to each individual learner**.
- PMLD learners may have difficulty communicating high levels of support needed, complex health needs and challenging behaviours.
- Core curriculum offer needs to encompass personalised support for essential areas of child development – communication, thinking, movement, and independence/social development.
- Learners need **careful and close observation** to determine **achievement and engagement**
- Curriculum is tailored to the child's response and interaction with stimulus, their preference for sensory stimulus and looking for early responses.
- **Engagement is multi-dimensional – exploration, realisation, anticipation, persistence, initiation – using the engagement model observation proformas to look at progress.**

Strands of learning by which the curriculum is organised and taught. Thematic overview to ensure broad and balanced coverage of suitable topics relevant to the experiences and needs of our students. Strands which incorporate and blend the national curriculum coverage of subject specific requirements. Close links to support EHCP outcomes.

### Communication

- English – Reading, Speaking, Listening, Writing.
- Individual communication development and support
  - Turn taking and interactions
  - Development of PSD skills

### Independence

- RE
- PHSE
- Life skills
- Opportunities to promote leadership and independence in school

### Movement

- Individual movement development e.g. postural management routines.
  - PE
  - Dance
  - Healthy lifestyles
  - MOVE sessions
  - Hydro

### Discovery

Exploration of different topics combining:

- Maths
- Science
- ICT/Computing
- Humanities

### Enrichment

- Art
- Food Technology
- Design
- Team building
- Development of talents/skills/interests

Assessment of Learning – linked to outcomes from EHCP which support ILP targets – based on skills to support areas of need. MAPP to assess lateral progression and building of skill through the curriculum delivery. Evidence for Learning will be used to capture learning, progress and evaluate MAPP data.

EHCP

MAPP

ILP

# Sixth Form Curriculum Overview

Delivery of the curriculum to respond to individual needs and adapt to students. Differing pedagogical approaches to the curriculum delivery is seen through our pathways model.

## Strive Pathway/Vocational

Our Strive and Vocational learners will be given discreet and further opportunities to experience opportunities outside of the curriculum to support their destination outcome. Strive learners will follow more formal curriculum to support their needs.

Students identified on the Strive/Vocational pathway may be students who would benefit from further experiential learning (the ability to learn through experience, trial and error, and observation) and may be given opportunities for further extra curricular opportunities, as well as challenges throughout the Thrive curriculum.

## Inspire Pathway

- Driven by the specific needs and abilities of students from **P4 to NCL1**.
- Pupils with SLD are still **learning how to learn**.
- Essential to offer opportunities for them to develop **life skills and independence**.
- Designed specifically for their needs – not a differentiated version of the NC.
- Subject specific learning (SSL) – discrete teaching of subjects is no longer appropriate. Research suggests after the age of 8/9 SEND learners do not benefit or flourish within the confines of the National Curriculum.
- SLD learners may not learn or make progress in a linear way – therefore we must recognise **that lateral development or maintaining skills is outstanding progress for some students**.

## Thrive Pathway

- Learners require **multi-sensory, holistic and play based curriculums which are highly personalised to each individual learner**.
- PMLD learners may have difficulty communicating high levels of support needed, complex health needs and challenging behaviours.
- Core curriculum offer needs to encompass personalised support for essential areas of child development – communication, thinking, movement, and independence/social development.
- Learners need **careful and close observation** to determine **achievement and engagement**
- Curriculum is tailored to the child's response and interaction with stimulus, their preference for sensory stimulus and looking for early responses.
- **Engagement is multi-dimensional – exploration, realisation, anticipation, persistence, initiation – using the engagement model observation proformas to look at progress.**

Strands of learning by which the curriculum is organised and taught. Thematic overview to ensure broad and balanced coverage of suitable topics relevant to the experiences and needs of our students. Strands which incorporate and blend the national curriculum coverage of subject specific requirements. Close links to support EHCP outcomes.

### Friends and Relationships

- PHSE
- RSE
- Life skills
- Communication
- Relationship understanding/development

### World of Work & Enterprise

- Employment skills
- Labour market information
  - Life skills
- Opportunities to promote leadership and independence in and out of school

### Life and Living

- Life skills.
- First aid
- Independence skills
- Personal care
- Personal safety
- E-safety

### Community

- Life skills
- Community understanding
- Community involvement
  - Current Affairs
- Labour market information

### Health and Wellbeing

- PE
- Art
- Food Technology
  - Design
- Team building
- Development of talents/skills/interests

### Maths and English

- Functional Skills
  - Number
  - Shape
  - Money
  - Geometry
  - Measure
  - Writing
- Speaking and Listening
  - Reading

Assessment of Learning – linked to outcomes from EHCP which support ILP targets – based on skills to support areas of need. MAPP to assess lateral progression and building of skill through the curriculum delivery. Evidence for Learning will be used to capture learning, progress and evaluate MAPP data.

EHCP

MAPP

ILP

## **Reading Essentials**

Reading is an integral part of the curriculum and daily learning experience at Firwood. We weave reading into everything we do, in every aspect of the Learning Journey. Reading is about words, symbols, objects of reference, accessing the world around us in whatever form is appropriate. We want all of our young people to develop reading skills and a passion and love for reading in every form.

Every classroom in Firwood should:

- Promote daily Reading as part of the morning routine – this can take the form of Phonics, Class Reading, Sensory Stories, Signalong videos, Teacher reading, audiobooks etc.
- Ensure every student has a reading file which contains an appropriate book – linked to their phonics stage and reading level. Every student should have a minimum of three recorded 1:1 reading session recorded in their journal. Comments should be reflective of targets where appropriate.
- Reading box / area – filled with books for students to choose and read for pleasure. Each year team will have 6 boxes which can be swapped and rotated half termly to give each class a variety of books for students to read across the year.

## Communication Essentials

### Every classroom in Firwood should:

- A communication board – clearly displayed communication profiles for every student and blank level question mats.
- Communication Essentials displayed – as shown below.

Communication audit due to take place in September 2022 and further development will be taking place.

|  <h1 style="margin: 0;">Firwood Communication Essentials</h1> |  |
|--|--|
| <b>Classroom Communication Boards</b>  | <ul style="list-style-type: none"> <li>• Pupil communication charts displayed with current picture and first name only</li> <li>• Blank Level Colour coded Questions 1-4 displayed</li> </ul>  |
| <b>Pupil Voice Mats</b>  | <ul style="list-style-type: none"> <li>• Blank Level 1- 3 colour coded pupil voice mats on display and used with pupils</li> <li>• <i>NB No Blank Level 4 pupil mat as pupils have own vocabulary</i></li> </ul>   |
| <b>Key Word Bundles</b>  | <ul style="list-style-type: none"> <li>• All staff to wear and use key word bundles</li> </ul>   |
| <b>Visual Timetables</b>   | <ul style="list-style-type: none"> <li>• All classroom to have visual timetables with symbols taken down after each session</li> <li>• Finished box / pouch is ESSENTIAL</li> <li>• AM/PM visual timetables to be displayed singularly not altogether</li> </ul> |
| <b>Days of the Week</b>  | <ul style="list-style-type: none"> <li>• Colour coded days of the week to be used in class</li> <li>• Matching sensory boxes for days of the week</li> </ul>   |
| <b>Vocabulary Boards</b>   | <ul style="list-style-type: none"> <li>• Use symbol vocabulary boards to support learning in lessons</li> </ul>  |
| <b>Displays</b>  | <ul style="list-style-type: none"> <li>• Use symbols to identify area of learning and content of display</li> </ul>  |
| <b>Objects of reference</b>  | <ul style="list-style-type: none"> <li>• Use objects of reference to support learning</li> </ul>   |
| <b>School Rules</b>  | <ul style="list-style-type: none"> <li>• School rules to be displayed in A3 format in class</li> </ul>   |

## **Behaviour Guidelines**

### **Every classroom in Firwood should:**

- Print all Individual Behaviour Plans and Strategy Plans and ensure they are clearly displayed.
- Review all plans termly in a class planning meeting. Reviews can take place sooner if behaviour changes or there is appropriate need to amend the plan.
- Recognise and celebrate Star of the Week.

### **Places to ask for further support:**

- Head of Year
- Previous class teacher/class team
- Member of SLT
- Team Teach tutor

All of these people can be invited to a behaviour planning meeting and contribute to IBP's or ISP's.

### **Guidance on logging and reporting behaviour:**

At Firwood we use two online platforms – CPOMS and Behaviour Watch. Any member of the class team can log a behaviour incident. All staff will have a log in, Please log Level 3 Behaviour incidents (on CPOMS & Behaviour Watch) ONLY.

***Level 3 Incidents These are challenging behaviours where the student is considered to be in crisis and where his / her anxieties have peaked. In this case staff may have had to clear a room to protect other students and staff from being injured or if a Physical Intervention has taken place. Behaviour reports should record the situation (date, time, location, staff involved), give a factual account of the incident using non-emotive language, which de-escalation strategies have been used as well as specifying any physical intervention techniques and any information around what may have triggered the behaviour (if known).***

- All other behaviours recorded in class planning books if required.

### **Rewards and recognition:**

- Star of the Week to be awarded in class – celebrated with a certificate and displayed in the classroom.
- Certificates to be handed out appropriately each week in class/assembly.
- Personalised and bespoke reward systems in place for students who require this E.G. Working Towards Charts.
- At the end of each assembly there will be the following prizes/certificates handed out – Star of the Week per KS and sports person per KS. The person responsible for planning the assembly must ask for nominations prior to assembly. They are responsible for printing certificates and collecting the sports medals.
- Throughout the week if you feel there has been a 'WOW' moment or an outstanding achievement that needs celebrating – please arrange a visit to the Head of School.



## **Sensory Profiling Guidelines**

### **Every classroom in Firwood should:**

- Display sensory profiles for individual students in classrooms.
- Sensory regulation stations to be available in class for students to access.
- Sensory circuit symbol boards to be displayed and accessed by students.
- Sensory circuits to be adapted and used daily per class.

*Sensory Circuit resources will be given to each class. Symbols and boards will be distributed by the sensory team.*

### **Places to ask for further support:**

#### **Sensory profiling practitioners-**

- Leah Higham- Y7
- Lauren Gregory- KS3 and whole school sensory lead
- Tara Rafferty- KS4
- Stephannie Trainer- KS5

### **Procedure for identifying students for sensory profiling-**

- Fill in sensory profiling questionnaire for identified students.
- Email sensory team on identified email address and attach completed questionnaire.
- Designated key stage practitioner will book in a slot to come and observe identified student.
- Designated sensory profiling practitioner will complete assessment on identified student.
- Designated sensory profiling practitioner will produce sensory profile/ diet for identified student for class to follow.

## **EHCP Guidelines**

### **Teachers responsibilities:**

- Reviewing EHCP targets and filling in the School Advice document as outlined in the EHCP calendar.
- Working towards EHCP targets - this can be done in a bespoke intervention session, weaved into the curriculum or embedded as part of the daily classroom routines.
- Preparing EHCP PPT for parents to show at the meeting.
- Updating the ILP's termly to reflect changes in EHCP targets where appropriate.

### **Recording and monitoring:**

- EHCP School Advice document is our way to monitor and record the progress narrative against each EHCP target and outcome.
- Evidence towards EHCP targets can be captured on Evidence for Learning.
- Quality assurance of EHCP's will take place and be monitored by SLT.

### **EHCP meetings:**

- All relevant professionals will be invited to the meeting by Tracey. She will update the School Summary document to reflect who is attending.
- School summary document will be filled in by the member of MLT/SLT at the meeting. All notes must capture discussions/achievements and concerns. Minutes to reflect any actions that arise.

## Subject Leadership – Responsibilities and Expectations

At Woodbridge Academy, we are constantly striving for the highest quality of teaching and learning for all our pupil across every area of the curriculum. This policy will provide a framework of guidance, which will emphasise our positive approach to raising standards and emulate the values of Woodbridge Academy. It will enable the staff to make an informed decision regarding standards and ensure the subject leadership role is performed rigorously, efficiently and effectively.

Subject Leadership should enable us:

1. To ensure every subject has a leader/team coordinating whole school learning
2. To enable the sharing of best practice
3. To raise standards of achievement
4. To keep informed of developments with the curriculum
5. To improve quality of all areas of educational provision including identification of professional development for staff

Subject leadership has a central role at Woodbridge Academy. The overall purpose of the subject leadership team is to '**champion**' their strand of learning and to contribute to school improvement by raising standards in achievement through the provision of high quality teaching and learning experiences for all pupils.

- Consult with the Senior Leadership Team and other subject leaders to ensure a comprehensive, cohesive and engaging curriculum offer is provided
- Engage with outside agencies to promote the dissemination of best practice, drawing on curriculum expertise and ensuring they keep up to date with current thinking and research.
- Plan and deliver school based professional development in their curriculum area
- Be proactive in identifying priorities, assessing possibilities and recommending next steps in the development of their subject
- Acquire engaging resources that enthuse the pupils to learn and be active learners
- Manage and monitor resources appropriately ensuring they are appropriate for curriculum delivery, safe to use and match the needs of all pupils
- Develop a knowledge of the resources that are available nationally, regionally and locally
- Within the framework of the whole school policy on Assessment, Reporting and Recording, develop an assessment system for the curriculum area which is both formative and summative.
- Ensure the subject is appropriately planned and includes clear accessibility of the curriculum area for all pupils

The work of the subject leadership team incorporates the four key areas of subject leadership:

- Strategic direction and development of the subject – analysing the data; creation of schemes of work that are progressive, supportive and challenging; identifying areas of development and creating action plans and policies
- Focusing on the standards of teaching and learning – implementing policies and practices for planning, recording and reporting; identifying best practice and disseminating this to all
- Leading and managing people – motivating and inspiring colleagues; identifying training needs and leading professional development
- Managing resources – creating a comprehensive subject leadership file that contains evidence of the learning experiences offered at Woodbridge Academy.

## **Head of Year – Responsibilities and Expectations**

### **Head of Year Responsibilities**

- Day to day support for class teams and class leads – e.g. advice on learning/behaviour/dealing with parents etc.
- Support with logging safeguarding concerns on CPOMs if needed.
- Discussions around attendance and absence procedures.
- Support with IBP's and behaviour meetings.
- Support and advice with team planning meetings.
- Suggestions and concerns over day to day management of lunch time.

If you have a specific safeguarding concern that needs reporting please report to our DSL / Safeguarding officer / member of SLT.

Heads of Year may decide to pop in to classes to support with behaviour or teaching and learning. They will be conducting learning walks and offering support to any class within their year team where appropriate.

Please try to avoid interrupting a HOY's lesson unless absolutely necessary – advice or support can be directed to them at the start or end of the end. Non-urgent support can also be requested via email.

MLT will meet regularly with SLT to discuss how their year teams are doing and will report back concerns and achievements.

## **Class Planning Meetings – Top Tips and Expectations**

Here are a few top tips for planning meetings. It is by no means an exhaustive list but may help any new school staff understand how our class planning meetings operate and overtime as your team grow will become more efficient and dynamic.

- ✓ Make sure you use your planning books to record what you have agreed / discussed.
- ✓ Some class planning meetings will have a specific focus – please direct your team and lead the session based on the focus which is calendared.
- ✓ Date when you have your meetings for you to refer back to if necessary.
- ✓ Use your meetings to communicate allocation of roles / tasks / who is responsible for what in the following week.
- ✓ Use your planning meetings to ask for advice / support. Use the strength and variety of skills within your team. At Firwood no one has to 'go it alone!'
- ✓ Allow for creative juices to flow, come with skeleton learning intentions, based on the MTP's, for each session and fill in the detail via discussion with your team. There is no substitute for enthusiastic excited teams !
- ✓ Use as an opportunity to review and preview what has gone before and what is coming next.
- ✓ Use your planning meeting to revisit any strategies on a behaviour plan especially if there are any changes to the typical week... (visitors coming into school / observations / Trustees / Learning Walks, Red Nose day, the list is endless !)
- ✓ Have an AOB section so all the team can raise issues if they need to including your lunchtime staff.
- ✓ Discuss how any events or changes to the timetable are going to impact on what you are planning to deliver the coming week.
- ✓ Be pro-active ... think ahead do some resources need shopping for / making to ensure the lesson is a success.
- ✓ Discuss any visits out / risk assessments.
- ✓ QA any supply staff that may have been into your class... have they marked / displayed the students' work to the same high standards that your team would expect ?
- ✓ Plan for any practices in your timetable working backwards from the date – asking other classes for resources etc.
- ✓ **Celebrate what you have achieved and what you are about to achieve!**

## **Parent Communication**

- Formal communication must take place via email or letters. All whole school letters will be sent via Class Dojo and will be printed to be handed out.
- Text reminders can be sent to parents. Please see the office if you would like this.
- Informal communication can be sent via Class Dojo e.g. asking for parents to send in spare clothes/more continence products etc.
- Please ensure any communication with parents that is significant or safeguarding related must be logged on CPOMS.



## **Class Dojo Protocols**

### **What is Class Dojo?**

Class Dojo is an app, which allows informal communication and an insight into the learning of students by providing a point of discussion outside of the classroom. This is done in a variety of ways, such as: photos, short descriptions of learning activities and videos. You may also send reminders through Class Dojo about wow days, trip payments or items needed for lessons etc. The images and information shared can only be accessed by parents, who have been provided with a login.

### **How should it be used?**

- Class Dojo is also a great way for parents and the class team to communicate daily about students' welfare needs and to communicate with our multiagency team, who will also have access.
- Please be aware that Class Dojo should not be used for formal communication. If more formal communication is required this should be done through email, telephone call or face to face meetings.
- Teachers/Class Teams will only be accessible via Class Dojo during the working school day hours, so replies and responses are not to be expected outside of 8:45am and 4pm.
- Parents have been made aware that teachers may not always be able to reply when teaching. Working hours can be turned on to support with this.
- Class Dojo can be used as more than just a communication tool. It can be used as a positive behaviour strategy, sharing learning with students who are learning at home, grouping students and much more. Using these sections of the app are teachers' personal choice

### **What should I be posting?**

Each class has a class story where only families from that class can access and staff who have been invited to the class. We should be posting at least 3 times a week on our class stories – this can be through photos, videos, examples of learning or a short description of learning. The class story can be used on a daily basis to let families know what learning activities have taken place that day. There may be families or particular days where an individual message needs sending – class staff are to use their professional judgement with this.