QCEST Multi-Academy Trust

Performance Management

Mission Statement: A caring environment where we respect and value children for who they are, help them to understand the world around them and teach them to manage their autistic behaviours.

Our aims:

- To value and respect our pupils for who they are.
- To know how each pupil responds to their autism and to use that knowledge to plan to meet their needs.
- To improve each pupil's method of communication.
4. To help them to manage their sensory sensitivities.
5. To teach our pupils to manage their autistic behaviours.
6. To develop pupils' skills of social tolerance and interaction.
7. To help our pupils to understand and learn about the world around them
8. To work closely with families in the education of our pupils.

QCEST Multi-Academy Trust's Performance Management Cycle (PMC) 2012/13 has been amended in line with new guidance from the Department for Education, taking effect from September 2012. A copy of the policy is included in this pack. It was additionally updated in June 2013 to reflect new requirements regarding annual pay progress for teachers. These amendments were agreed by all QS teachers in June 2013, with the proviso that this policy is reviewed annually.

It is expected that all staff adhere to the agreed aims and professional values and practice for this trust, enclosed in this pack.

Agreed whole trust professional values and practice

1. We will all have high expectations of all pupils, respect their social, cultural, linguistic, religious and ethnic backgrounds. We are committed to raising their educational achievement.

2. We all treat pupils consistently, with respect and consideration, aiming at all times to improve their levels of functional communication and their development as learners.

3. We are here to teach pupils the skills to manage their own autism and behaviours.

4. We all demonstrate and promote the calm and positive values, attitudes and behaviour we know works best with our pupils.

5. We all communicate sensitively and effectively with parents and carers, recognising their roles in children's learning, and their rights, responsibilities and interests in this.

6. We all contribute to, and share responsibility in the wider life of the trust, and to respect all who work and learn here.

7. We all understand the importance of the contribution that each member of staff makes to the teaching and learning, health and happiness of our pupils.

8. We are all able to improve our own practice by evaluating it, learning from the effective practice of others and from evidence. We are motivated and able to take increasing responsibility for our own professional development.

9. We are aware of, and work within, the statutory frameworks relating to staff responsibilities. We promote equality of opportunity for all, challenging stereotypes, opposing prejudice and respecting individuals regardless of age, gender, disability, colour, race, ethnicity, class, religion, marital status or sexual orientation.

10. We adhere to professional standards of behaviour and dress, are always punctual and carry out all aspects of work listed in our job description or by our line manager.

General information about the Performance Management Cycle (PMC)

<u>**Teachers and Therapists**</u>

The PMC for teachers will use the newly revised Department for Education Teachers' Standards (enclosed in this pack). The PMC for therapists will use the same standards, but where the standards refer to subject and curriculum this will be taken to mean the specialism of the therapist rather than the National Curriculum, although the two will inevitably overlap. The Headteacher will carry out all teacher appraisals, and that of senior therapists. Senior therapists will carry out the PMC of any therapists they line-manage.

<u>**Support staff**</u>

Classroom support staff will be have their PMC with the teacher who line-manages them. Targets will include the following:

"To be aware of the IEP targets and National Curriculum English and maths levels of each child in the class and to work with the teacher to ensure that they are making continuous progress in these areas, as well as contributing to the on-going assessment of those targets."

Additional targets, if needed, would be linked to the following:

1. Further professional development that fits in with the Development Planning of the trust.
2. Any development targets to improve and develop practice generally.

Classroom observations:

The PMC in QCEST Multi-Academy Trust is a supportive one and designed to help staff to meet the very complex needs of our pupils with severe and complex autism. In order to keep practice consistently outstanding, we carry out the following classroom observations, which may well result in more than one observation each term:

1. Ofsted criteria including general autism-specific strategies
2. Picture Exchange Communication System (PECS)/other communication strategies
3. Treatment and Education of Autistic and Communication Handicapped Children (TEACCH)
4. Sensory Integration
5. Use of Information Technology

Observations will use our Classroom Observation Template (2012), enclosed here, which works to the Ofsted Framework as well as our agreed autism-specific strategies.

<u>**Admin and site-care staff**</u>

Admin staff and site care manager will be managed by Headteacher. Cleaners will have their PMC with site care manager with one of the deputy headteachers.

QCEST Multi-Academy Trust

LA Model policy for appraising teacher performance and performance of other classroom staff (teaching assistants, therapists, etc)

The Governing Body of QCEST Multi-Academy Trust adopted this policy to take effect on 1 September 2012 and will review it in September 2013.

Purpose This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and other trust staff, including the head teacher, and for supporting their development within the context of the trust's plan for improving educational provision and performance, and the standards expected of staff.

Application of the policy

The policy applies to the head teacher and to all teachers and other trust employees who are employed by the trust or local authority, except those on contracts of less than one term, those undergoing induction (ie Newly Qualified Teachers) and those who are subject to the associated capability procedure.

Appraisal in this trust will be a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It will help to ensure that teachers and other staff are able to continue to improve their professional practice and to develop their skills.

The appraisal period

The appraisal period will run for twelve months from 1 September to 31 August each year.

Staff who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

Where a staff member starts their employment at the trust part-way through a cycle, the head teacher or, in the case where the employee is the head teacher, the governing body shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle for other teachers as soon as possible.

Appointing appraisers

The head teacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

In this trust the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Governing Body working with the external consultant.

The head teacher will decide who will appraise other teachers.

Setting objectives

The head teacher's objectives will be set by the Governing Body after consultation with the external adviser.

Objectives for teachers and other trust staff will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. Teachers will always be expected to meet the Teachers' Standards (TS) and make progression against them as they progress through their career. At the beginning of each annual cycle teachers will be asked to self-evaluate their progress against the TS and to note which areas they feel they need to continue to develop further. Targets against this will then be agreed. Additional targets against pupil progress, both in IEP and NC terms, will also be set. These will be assessed at termly pupil progress meetings and support adjusted as and where necessary.

The appraiser and teacher will seek to agree the objectives. Objectives may be revised if circumstances change. The trust operates a system of moderation to ensure that all appraisers are working to the same standards. Targets will be moderated across the trust to ensure that they are consistent between teachers with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives rests with the head teacher.

The agreed objectives will contain a description of what success may look like in accordance with the trusts teaching and learning policy. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the teacher works and it will be recognised that factors outside teachers' control may significantly affect success.

The objectives set for each teacher and other staff will, if achieved, contribute to the trust's plans for improving the trust's educational provision and performance and improving the education of pupils at that trust. This will be ensured by support given in all aspects of teaching pupils with severe and complex autism, as outlined on the trust's classroom observation format, and held in greater detail elsewhere in trust policies.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed.

All teachers will be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011. The head teacher or governing body (as appropriate) will need take into account any other sets of standards published by the Secretary of State that are relevant to them. For QTLS holders, that may include the overarching professional standards for teachers in the lifelong learning sector, held by the Learning and Skills Improvement Service.

Reviewing performance - Observation

This trust believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform trust improvement more generally. All observation will be carried out in a supportive fashion (see Annex1).

In this trust teachers' and other staffs' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the trust. Classroom observation will be carried out by those with QTS. Observations will be in relation to our agreed whole trust autism-specific strategies (TEACCH, PECS, SI, etc.). In addition to formal observation, head teachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances

Teachers (including the head teacher) and other staff who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Development and support

Appraisal is a supportive process which will be used to inform continuing professional development. The trust wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to trust improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

The trust's CPD programme will be informed by the training and development needs identified as part of the appraisal process. The governing body will ensure in the budget planning that, as far as possible, resources are made available in the trust budget for appropriate training, and support agreed for appraisees, maintaining access on an equitable basis.

An account of the training and development needs of teachers including the instances where it did not prove possible to provide any agreed CPD, will form a part of the head teacher's annual report to the governing body about the operation of the appraisal process in the trust.

With regard to the provision of CPD in the case of competing demands on the trust budget, a decision on relative priority will be taken with regard to the extent to which:

a) the training and support will help the trust to achieve its priorities; and

b) the CPD identified is essential for an appraisee to meet their objectives.

Account will be taken in a review meeting of where it has not been possible for teachers and other staff to fully meet their performance criteria because the trust has not been able to provide the necessary support.

Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- agree any support (eg coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress. In particular cases, it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time allowed for improvement will reflect the seriousness of the concerns;
- explain the implications and process if no – or insufficient – improvement is made.

When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed though that process.

Performance Related Pay

The Department no longer wishes that teachers automatically receive a pay raise at the end of each year unless it is warranted by excellent practice. Teachers at QS agreed (June 2013) to the following as the standards that will be expected of them in order for them to earn their annual pay progression:

1. Adherence to Teachers' Standards at all times, measured annually at the target-setting meeting in the autumn term. NB if management feel any aspect of the TS is lacking in any particular teacher, they will take this up with them immediately and set improvement targets which must be met if the pay progression is to be awarded.
2. Grades for all classroom observations must always be either Outstanding, or Good with Outstanding Features. If any observation falls below this standard, support will be put in place immediately and the practice brought up to the required standard. Failure to achieve these improved standards over a period of up to one cycle would result in capability or disciplinary procedures being followed, which would result in the pay progression not being awarded pending that procedure.
3. Required progress being made by children in each teacher's class:
   a) IEP targets
   b) NC levels progression

   Both of these would be agreed at termly pupil progress meetings, and any shortfall in expected progress would result in additional support in order to bring these up to required levels.

Annual assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Governing Body will consult the external adviser.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place at least once a term.

Teachers and other staff will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on - a written appraisal report. In this trust, teachers will receive their written appraisal reports by 31 October (31 December for the head teacher).

The appraisal report will include:

- details of the teacher's objectives for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay progression where that is relevant *(NB – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers);*
- other relevant information relating to the appraisal.

The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

Monitoring and Evaluation

The governing body and head teacher will monitor the operation and effectiveness of the trust's appraisal arrangements.

The head teacher will provide the governing body with a written report on the operation of the trust's appraisal and capability policies annually. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on race, sex, sexual orientation, disability, religion and beliefs, age, part-time status, pregnancy and maternity.

The head teacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

Specific cases Particular considerations apply to the following categories of teachers:

- Part time teachers and those employed in more than one trust
  - performance management applies as for full time teachers;

- Teachers who join the trust mid cycle
  - should have an Appraiser appointed

  - may request their previous Headteacher to forward documentation to the new trust;

- Teachers who are absent for a significant part of the cycle
  - the overall review should take account of what is reasonable;

- Fixed term contracts of one term or more
  - as appropriate, the performance review should be conducted as if they were permanent.

Teachers or other staff who make insufficient progress

If serious weaknesses are identified in a teacher's or head teacher's performance, he/she will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting.

At the initial stage of the capability procedure, the teacher and their representative should be provided with the evidence from the performance management process which has prompted the move to capability procedures.

Adopted by QCEST Multi-Academy Governors, July 2012, reviewed and agreed by teachers June 2013

Protocol for Performance management Lesson Observations

Reviewers will always treat other teachers with respect and courtesy. Observation needs to be objective; it must be developmental.

Before the lesson:

The Reviewer and teacher should agree which lesson will be observed and the main focus of the observation at least a week in advance;

The teacher should provide the Reviewer with a lesson plan and background data relating to students' needs (eg SEN G&T) before the start of the lesson;

- The teacher should be aware that the Reviewer will have the following
  expectations: That learning objectives are shared (displayed and articulated);

  That the needs of individual learners are met;

  That there is effective TA deployment (as appropriate);

  That the impact of teaching on learning will be critical to any judgement about quality; NB it is important that teachers make Learning Objectives clear to their class team.

The Teaching & Learning Policy including the ASD-specific strategies will form the basis of the overall judgement about quality.

During the lesson:

The Reviewer will look at students' work and talk with pupils or make judgements to:

Check students' understanding of the work and whether they know how to make further progress;

Briefly check marking and assessment, when looking at written work;

Check for evidence that information has been sent home that will allow families to support and extend work done in trust.

After the lesson: The Reviewer will always make time to thank the teacher and to identify the discussion / feedback meeting time. Verbal feedback within ONE working day, written feedback with FIVE working days.

Observation Review meeting:

The Reviewer and teacher should set aside sufficient time to discuss the qualities in the lesson and potential areas for development. The review should be a discussion in which the teacher is given the opportunity to identify strengths and potential development areas. To ensure objectivity and consistency, use of the Teaching & Learning Policy will form a part of every lesson review.

The Reviewer is responsible for making a professional judgement on the overall best fit in relation to the Teaching & Learning Policy. Copies of the completed record sheet should be kept by the Reviewer, teacher and a copy sent to The Headteacher:/ Deputy (Teaching & Learning)

QCEST Multi-Academy Trust Performance Management Cycle 2013/14

CONFIDENTIAL **Review statement and planning document**

Appraisee's name:	Appraiser's name:
First meeting autumn term 2013	
Post:	
Date:	

Assessment of performance for the performance management cycle just ended, making reference to recorded objectives, observation record, any additional information and The Standards. Recommendation for pay progression (where appraiser is eligible).

Objectives for next cycle (normally to include SDP, student progress and professional development):

Focus of planned classroom observation(s).

Other evidence to be sought (as appropriate).

Support:

Appraisee signature: . . . .

Appraiser signature: . . . .

Appraisee comments:

QCEST Multi-Academy Trust Classroom Observations

Updated to relate to new Ofsted Trust Inspection Handbook September 2012

In italics, additional to Ofsted:

Qmill ASD specific issues, updated to include Bo Hejlskov Elven's consultancy with us on Low Arousal Management of behaviour, June 2012.

_____

Teacher: **Other staff:**

Class: **Year Groups:**

Children present:

Context of lesson:

Date: **Time:**   **Observer:**

_____

Quality of teaching:

How is teaching promoting learning and raising pupils' achievement? How is it supporting their SMSC development? How well has session been planned and presented? How are support staff used?

What ASD specific strategies are being used? If these are in place, how does the adult intervention enable children to make rapid and sustained progress in their academic skills and in their ability to manage their autistic behaviours?

_____

Quality of learning and achievement:

Is work challenging enough to meet individual learning needs? Are pupils able to demonstrate gains in knowledge, skills and understanding, including in En/Ma? Are staff monitoring the progress of the lesson and thereby adapting their teaching? Is questioning used to assess how well children are learning? Do pupils know how to improve their work?

How are ASD strategies helping children to achieve and make excellent progress given their starting point?

_____

Behaviour and Safety of the pupils

How does any skilled and consistent behavior management by all staff make a strong contribution to an exceptionally positive climate for learning? How do staff make children feel safe?

How well are the autistic needs of the pupils understood and addressed? How are staff keeping children at a calm-alert state in which they can learn? How are problems or potential conflicts caused by autistic mis-understandings solved? How are they allowed power and control for themselves in order to avoid severe anxiety? How are children helped to self-regulate and contain their affect intensity in a self-control range? How do staff make adjustment of demands? How do staff use low-arousal approach to manage behaviour?

_____

Grade for this lesson:

_____

If outstanding, you might still want to consider these things to develop further:

_____

If less than outstanding, what you will need to do to improve for a lesson like this to be outstanding:

_____

Ofsted DESCRIPTORS OF PRACTICE:

1. **QUALITY OF TEACHING**

Outstanding (Grade 1)

- Most of teaching is outstanding and never less than good. As a result, almost all pupils are making rapid and sustained progress.
- Staff have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.
- Teachers and other staff systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
- The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.
- Teachers and other staff generate high levels of engagement and commitment to learning across the whole trust.
- Consistently high quality marking and constructive feedback from teachers ensures that pupils make rapid gains.
- Teachers use well-judged and often inspirational teaching strategies, including setting appropriate homework that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum.

Good (Grade 2)

- Teaching in most subjects is usually good, with examples of some outstanding teaching. As a result, most pupils and groups of pupils make good progress and achieve well over time.
- Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.
- Teachers listen to, carefully observe and skillfully question during lessons in order to reshape tasks and explanations to improve learning.
- Reading, writing, communication and mathematics are taught effectively.
- Teachers and other staff create a positive climate for learning in their lessons and pupils are interested and engaged.
- Teachers and other staff assess pupils' learning and progress regularly and accurately. They ensure that pupils know how well they have done and what they need to so to improve.
- Effective teaching strategies, including setting appropriate homework and appropriately targeted support and intervention are matched well to most pupils' individual needs, including those most and
least able, so that pupils learn well in lessons.

Requires improvement (Grade 3)

- Teaching requires improvement as it is not good.

Inadequate (Grade 4)

Teaching is likely to be inadequate where **any** of the following apply:
- As a result of weak teaching over time, pupils or groups of pupils are making inadequate progress.
- Pupils cannot: communicate; read or write; apply mathematics as well as they should.
- Teachers and other staff do not have sufficiently high expectations and teaching over time fails to engage or interest particular groups of pupils.
- Learning activities are not sufficiently well-matched to the needs of pupils.

2. QUALITY OF LEARNING AND ACHIEVEMENT

Outstanding (Grade 1)
- Taking account of their starting points, the proportion of pupils making and exceeding expected progress is high compared to national figures.
- Pupils make rapid and sustained progress across many subjects, including En/Ma, and learn exceptionally well.
- Pupils read widely and often across all subjects.
- Pupils develop and apply a wider range of skills to great effect, in reading, writing, communication and mathematics. They are exceptionally well prepared for the next stage in their education, training or employment.
- Pupils, including EY and VI form, acquire knowledge quickly and develop their understanding rapidly in a wide range of different subjects across the curriculum.
- The learning, quality of work and progress of pupils show that they achieve exceptionally well.
- The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils attaining above this. In exceptional circumstances, an outstanding grade can be awarded where standards of attainment are below those nationally, but the gap is closing rapidly, as shown by trends in a range of attainment indicators. This may include attainment in reading.

Good (Grade 2)
- Taking account of their different starting points, the proportion of pupils making or exceeding expected progress compares favourably with national figures.
- Progress in a wide range of subjects is consistently strong and evidence in pupils' work indicates that they achieve well.
- Pupils read widely and often.
- Pupils acquire knowledge and develop understanding quickly and securely in a wide range of subjects. They develop and apply a wide range of skills in reading, writing, communication and mathematics. This ensures they are well prepared for the next stage in their education, training or employment.
- The learning and progress of groups of pupils are good.
- Where attainment is low overall, it is improving at a faster rate than nationally, over a sustained period.

Requires improvement (Grade 3)
- Pupils' achievement requires improvement as it is not good.

Inadequate (Grade 4)

Achievement is likely to be inadequate if any of the following apply:
- Pupils overall, or particular groups of pupils, are consistently making less than expected progress given their starting points.
- Pupils' learning and progress in any key subject or key stage, including EY and VI form, indicate they are underachieving.
- Pupils with special needs are underachieving
- Pupils' communication skills (including reading and writing) and proficiency in mathematics overall are not sufficiently strong for them to succeed in the next stage of education, training or employment.
- Attainment is consistently below floor standards (expected levels of progress in NC levels) or is in decline and shows little, fragile or inconsistent improvement.
- There are wide gaps in attainment and/or the learning and progress of different groups.

BEHAVIOUR AND SAFETY AT TRUST

Outstanding (Grade 1)
● Pupils' attitudes to learning are exemplary.
● Parents, staff and pupils are unreservedly positive about both behaviour and safety.
● Pupils' behaviour outside of lessons is almost always impeccable. Pupils' pride in the trust is shown by their excellent conduct, manners and punctuality.
● Pupils are fully aware of different forms of bullying and actively try to prevent it from occurring. Bullying in all its forms is rare and dealt with highly effectively.
● Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behavioural needs.
● All groups of pupils feel safe at trust at all times. They understand very clearly what constitutes unsafe situations and are highly aware how to keep themselves and others safe, including in relation to e-safety.

Good (Grade 2)
● Pupils' attitudes to learning are consistently positive and low-level disruption in lessons is uncommon.
● There are few well-founded concerns expressed by parents, staff and pupils about behaviour and safety.
● There is a positive ethos in the trust, and pupils behave well, have good manners and are punctual to lessons.
● Pupils have a good awareness of different forms of bullying. There are few instances of bullying and these are dealt with effectively by the trust.
● Behaviour is managed consistently well. There are marked improvements in behaviour over time for individuals or groups with particularly behavioural needs.
● Pupils feel safe at trust and understand how to keep themselves safe.

Requires improvement (Grade 3)
● Behaviour and safety require improvement as these aspects are not good.

Inadequate (Grade 4)
Behaviour and safety are inadequate when **any** of the following apply:
● Pupils' lack of engagement and persistent low level disruption of learning contribute to reduced learning and/or a disorderly classroom environment
● A significant minority of pupils show a lack of respect and intolerance for each other or staff and a lack of self-discipline, resulting in poor behaviour around the trust.
● Incidents of bullying overall or specific types of bullying are frequent, and/or pupils have little confidence in the trust's ability to address bullying successfully.
● Pupils or a particular group of pupils do not feel safe at trust.
● Attendance is consistently low for all pupils or groups of pupils and shows no sign of improvement.

ASD strategies we expect to see in place throughout the trust:

1. **TEACCH:** we expect each room to be set up in accordance with TEACCH principles, (although rooms may differ in terms of how this meets the needs of the class), with visually delineated areas, schedules for all students, use of box work, shared workstation areas and spaces allowing for opportunities for 1:1 teaching and assessment.
2. **PECS:** we expect all staff to be able to use PECS and to see PECS used in all classes where it is agreed that students need it. NB: students who are ready to come off PECS will be identified by internal PECS mentor and SaLT. Phases and motivators should be clearly marked on a board. All symbols needed for the curriculum/vocabulary of each child, including those relating to their special interests, must be to hand.
3. **Sensory integration principles:** we expect staff to demonstrate an understanding of sensory processing and modulation difficulties for children and young people with autism and to understand this in each child in order to achieve a calm-alert state in which they can learn. Staff will respond to the changing sensory needs of pupils by using sensory equipment appropriately (weighted vests/blankets/lap pads, fidgets, chewies, ear-defenders, move-and-sit cushions, etc. Staff will carry out sensory circuits and sensory diets with the pupils in partnership with the OT. Staff will provide a low-arousal teaching style and environment through recognizing their own influence on pupil's arousal (body language, eye contact, noise levels, demand levels, etc).
4. **Response to overload/distress:** we expect staff to move towards non-verbal or minimal/limited verbal instructions at times when pupils are distressed or overloaded, giving them physical space, longer wait periods and access to self-calming choices.
5. **Low arousal behaviour management:** we expect to see Team Teach strategies used effectively, in particular the use of de-escalation techniques. Staff should use a non-confrontational approach being mindful of their non-verbal behaviours and how these impact on our pupils. Staff should use known strategies when dealing with challenging behaviours as set out in each pupils' Behaviour Support Plan, (eg: allowing increased processing time, standing sideways to the pupil rather than facing them, etc). We expect staff to use diversionary tactics to avoid potentially arousing triggers. Choosing boards should be available where appropriate offering self-calming strategies to encourage pupils to independently self-regulate.
6. **Low arousal environment:** we expect all staff to create a safe, multi-sensory and calm learning environment so that each child can be in control of themselves and can function at their best.
7. **Visual supports:** we expect to see break cards, help cards, wait cards available and in use. Staff will use 'first . . . then' boards and 'I am working for . . .' cards where appropriate to increase pupil's participation.
8. **Motivators:** we expect to see evidence of an individualized curriculum that takes into account pupils' strengths, interests and motivators and uses these to increase participation in and access to the curriculum.
9. **Teaching resources:** a range of methods/materials/resources to support recording for pupils with poor fine motor skills: magnetic letters/velcroed materials/pre-written labels, etc., and also same to enable pupils to demonstrate their learning: maths manipulatives, story sacks, puppets, etc.
10. **Intensive Interaction:** we expect staff to be effective at facilitating the emergence of spontaneous interest though use of proximal communication, and to respond quickly, directly and positively to any attempts the child makes to communicate and to be readily available for participation and interaction with the child at their level.
11. **Following agreed whole trust policies and procedures.**

Teaching of literacy and numeracy skills in QCEST Multi-Academy Trust, method outline and audit, Summer 2012.

Before addressing the teaching methodology of literacy and numeracy (LNT) it has first to be acknowledged that in order for our pupils to learn they have to be in an optimum calm-alert state. The first part of the paper therefore addresses the essential components needed for our children and young people (CYP) to learn.

Part I Creating the optimum learning environment for CYP with autism.

1. Staff who are highly trained in autism.
2. Staff who know the CYP well, and know how each of them respond to their autism.
3. SMT who model the approach expected by the trust.
4. Therapies embedded within the classrooms and whole-trust practice.
   a) Occupational Therapy/Sensory Integration
   b) Speech and Language Therapy/Total Communication Environment
5. Functional Behavioural Analysis
6. Low arousal environment.
7. Structured environment: TEACCH (Treatment and Education of Children with Autism and other Communication Handicaps)
8. A highly differentiated curriculum that takes account of each child's special interests.

Classroom Observation of general teaching strategies that are autism-specific and encourage our learners to pay attention to what we are asking them to do, whether they find it intrinsically motivating or not:

1. 'I am working for' / 'I can choose' / Let's Make a Deal' to ensure child knows they will be spending a period of time on our chosen agenda and then will have their time with their favourite motivator. Timings of this constantly adjusted so that the time on our agenda increases as the time on theirs decreases. It will eventually be eliminated altogether, when the child is able to follow our agenda, and s/he will know that they are able to have time on their special interest daily during choosing time. For older children this had moved on to reminders, for instance a reminder that the iPad was ready with the goose pictures for when the work was done.

2. Errorless learning to ensure the child learns correctly and without reinforcing mistakes.

3. Use of PECS to choose items/numbers in maths and English.

4. Distracting / moving a child who was perseverating on the flapping blinds.

5. All classes have boards that note the child's present PECS phase and their present favourite motivator.

6. All resources are to hand, relevant to the task, bright, clean, laminated, well prepared and therefore both interesting/motivational to the child as well as being fit for purpose of teaching the particular next step of learning.

7. Behaviour strategies/functional behavioural analysis is in place, eg., one child who is unable to take part in group work is taken back to table work where he can cope, and where staff are able to offer him his favourite motivator as an incentive for carrying out his table work and to reinforce and extend this acceptable behaviour.

8. Frequent change of communication partner to allow the child to generalize and not to associate PECS exchange with one person.

9. Lovely playful relationships, none of these strategies are applied in anything like a clinical way.

10. Support for children to learn to observe and imitate others, which we know is a major deficit in children with autism and is a huge impediment to their learning. Imitation is basic to learning, and its development is therefore essential in any child. For our children is it necessary to teach imitative skills rather than for them to develop in a delayed or idiosyncratic

fashion. Children are encouraged to work as a pair with adults and to watch and copy each other, beginning with very simple tasks such as clapping of hands through to complex multiple behaviours.

11.   Sensory integration is embedded throughout. Ear defenders, wobble cushions, weighted equipment, fidgets, rockers, putty, massage, pressure etc., are used appropriately throughout the trust by all staff.

12.   Adults are playful and entice children to engage in activities that are set out. Excellent use of Intensive Interaction observed with pre-verbal children.

13.   TEACCH is differentiated according to the child's understanding, eg schedules in nursery likely to be with objects of reference or photos, leading to symbols and printed words, whereas increasingly in KS2 and above some children are able to use tick lists.

14.   Team-work is paramount to make all of the individual and group activities, some of them only minutes long, run seamlessly, and to avoid any child associating any new learning with one member of staff. This aspect of work was observed to be outstanding in all classes in the trust. Eg: a pupil who lies on the floor, one member of staff remains with him without giving him attention and asks another member of staff to fetch his first/then board which is shown to him, countdown used, and he gets up and goes back to his work.

15.   Reinforcement of PECS travelling stage seen at all levels in the trust, where observations showed that staff ensure that the communicative initiations are made more complex for the learner as they progress. We need to do this to teach our children to be persistent with their communication rather than passive, to help them to learn that they need to keep trying when their initial attempt to communicate (which might well have been silent and in their head) does not work for them.

16.   Behaviour structure is in place for a pupil who is aggravating another, he is being taught to one side and is having his behavior and the consequences clearly described to him as well as what he is expected to achieve. Praise and positive modeling of acceptable behavior is overtly modeled by adults is used for reinforcement at all times.

17.   Box Work is a major strategy for our pupils. It is labour intensive in preparation time, but it allows our children to demonstrate both to themselves and to us that they can work independently, thereby growing in self-esteem in themselves as a successful learner as well as offering us an assessment tool of their ability to use and generalize previously taught skills. It is known, predictable and calming and is therefore a very good activity to start the trust day. It also reduces their dependency on adults. Box work can also help to teach young people vocational skills. For those of our children who are able to hold down a job such as filling envelopes, stapling and sorting, working on assembly lines or washing dishes, we can teach such organizational skills and test that they are competent and confident in them.

18.   Staff use task analysis to break down into individual steps any task that the child needs to learn from self-help skills (washing hands) to academic tasks (following written instructions).

19.   Social stories (visual stories written specifically for a pupil's behavior at the individual's level of understanding) are used by the staff to help our pupils understand the consequences of appropriate social behavior.

Part II   Teaching of literacy, including communication.

Outstanding and very good practice noted in Basic Skills' Focused Class Observations Spring Term 2012:

- Matching words which are highly visually attractive, simple yet colourful, laminated, Velcroed so the child has instant gratification for successful completion.
- Pre-writing practice that also helps to overcome tactile defensiveness: using a car to make lines in the foam before venturing to use finger.
- Very beginning stages of PECS – discrimination between two objects, one a non-preferred item (a sock in this case) and the other his preferred motivator of the day, so that his favourite activity can be stopped but he knows that he can request more of it, giving him a purpose to communicate.

- Modelling of rich language is now outstanding. Staff recognize when teaching must be silent, for instance when TEACCH prompting, but also know the importance of supporting and modeling language, and using 'parallel talk' ie the adult makes a quiet commentary of the childs play to encourage them to talk as they play on their own as neurotypical children do. Excellent use of 'small world' play observed between adults and one child or a group of children.
- Modelling of pre-literacy skills equally important, and observed in all EY/KS1 classes, eg modeling making lines and shapes in the foam, leading to letters.
- Teaching of reciprocal conversations, which we know do not come naturally to our learners, and lack of which has a massive effect on their ability to socialize. A Y11 group were observed to make outstanding progress in such a session where their language was scaffolded by printed sentences or by verbal instructions given by staff, enabling them to ask their peers what they did last evening and listen to the response. It was noticeable in this session how well the teacher knew the lives of the students with the help of the home trust books. Parents had written comments about the weekend enabling the teacher to prompt with questions such as 'didn't someone in your house have a birthday over the weekend?'. In this session students were also demonstrating their reading abilities in a practical and age-commensurate task.
- Scrutiny of Topic Books showed pupils making excellent progress and work displayed in an attractive way, accompanied by photos, marking/comments and NC level matrix.
- Successful finding of middle sound in CVC words.
- Differentiation of questioning is extremely well used to assess pupils' reading comprehension – 'who can you see?' – 'what would you prefer?'.
- "What's in the Box", always a huge favourite and comfort for our children, is extremely well used around the trust to motivate, establish favourite motivators, teach 'my turn', encourage broadening of choice making, use of PECS and pre-reading and reading skills. It also encourages listening and responding. I am always glad to see that our Boxes are so beautifully maintained, with bright, clean new toys in them. I have seen some depressing WitB in other settings, with consequently less interest and reaction from the children.
- Use of sabotage to avoid passivity – tools for the task are not in view and no-one says anything until the child thinks to go and fetch them. Some need visual supports for this, others may need demonstration (adult getting scissors for themselves to do some cutting) but avoiding verbal prompting which we know will be hard to then fade out for the child to become independent.
- Many instances of pupils reading instructions and following them independently or with minimal support.

Part III   Teaching of numeracy

Outstanding and very good practice noted in Basic Skills' Focused Class Observations Spring Term 2012:

- Addition sums presented on prepared sheet with Velcro and choice of numbers to insert, ensuring that the focus is on mathematical knowledge which can be assessed (1:1 correspondence and addition) rather than the ability to/inclination/motivation to write number sums.
- Self-correction observed, having been previously taught.
- Identification of shapes using interactive whiteboard which is motivating, whilst sitting in a small group, which addresses the IEP targets of social interaction, and also using PECS to both increase PECS use in a motivating activity and to use the PECS to communicate their knowledge of shapes in a non-verbal way that can be assessed.
- Matching of shapes mastered, then lead to matching of shape with a real life object of same shape (eg, circle and circular clock) to help generalization. Shape recognition in older classes reassuringly more complex, children able to name and choose hexagons, pentagons, etc., with help of teacher presenting the task with real awe and wonder as she opens a folded paper and reveals the shape. Use of rich mathematical language - 'I wonder how many corners . . . . .? asks of TA ' how many corners do you think are on a triangle?'
- Errorless learning – adult asks child to give him the same shape and they get it wrong, he puts it back, takes their hand to the correct shape and instructs "give me same".

- Reading and following instructions to carry our mathematical tasks which can then be assessed.
- Use of charts to teach time concepts, for instance what might happen at the end of the week, what happened earlier in the week. Use of questioning "look at what is on the chart for yesterday" – "what did you do yesterday?".
- Teaching of categorizing – sorting by different attributes, moving on to 'what does not belong?'.

QCEST Multi-Academy Trust Curriculum, Teaching and Learning Policy

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Aims

All pupils at QCEST Multi-Academy have a diagnosis of an Autistic Spectrum Disorder (ASDs) and everything that we do in trust takes account of these needs. All staff are trained in ASDs and understand why pupils behave in the way that they do. Additionally, all teams take note of how each pupil responds to their autism so that we can take a personalised approach that will lead to the highest possible learning outcomes for each of our pupils. We know that each of our children feel a great deal of stress, and we recognise that in order for them to learn we need to bring them to a calm-alert state in which they are able to learn. We are led in this area of work by our Occupational Therapists (OTs) who train and support the whole staff in Sensory Integrations (SI).

Subjects of the National Curriculum

We follow the National Curriculum (NC) and Religious Education, using the Early Years Foundation Stage for the youngest pupils and then using all subjects of the NC along with P Scales for their assessment for the older pupils. We use a topic approach which we feel meets our pupils' learning style best, and helps them to generalise skills in a variety of contexts. There is a Scheme of Work for each subject, held centrally and accessible to all staff.

English

"English is a vital way of communicating in trust, in public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries and times. In studying English pupils develop skills in speaking listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts." (NC)

Whilst we recognise that, because of their autism our pupils have difficulties with speaking and listening in particular, we also recognise that to teach them to communicate as effectively as possible is one of the single most important goals we can have for them. We are led in this area of work by our Speech and Language Therapists (SaLTs).

Mathematics

"Mathematics equips pupils with a uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem-solving skills, and the ability to think in abstract ways. Mathematics is important in everyday life, many forms of employment, science and technology, medicine, the economy, the environment and development, and in public decision making. Different cultures have contributed to the development and application of mathematics. Today, the subject transcends cultural boundaries and its importance is universally recognised. Mathematics is a creative discipline. It can stimulate moments of pleasure and wonder when a pupil solves a problem for the first time, discovers a more elegant solution to that problem or suddenly sees hidden connections." (NC)

We believe that our pupils can progress well in mathematics to help them in all aspects of their development and future life. We know that computation can be relaxing and fulfilling for them, but we also support them to tackle the more abstract and language-based areas of mathematics which are more complex for them.

Personal, Social, Health Education

"PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contribute fully to the life of their trust and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning."(NC)

We recognise how difficult an area this is for our pupils, given their difficulties understanding social relationships, but we also recognise it as a vital part of their development and as a core subject in our trust. We incorporate pupils' knowledge about their own autism and management of their own autism into this subject, making this a part of their Individual Education Plan (IEP) to demonstrate its importance in their progress and development. We aim to help pupils communicate as well as they possibly can, so they can tell us how they are feeling and what they want. We want them to have as much awareness as possible about themselves and others around them, and to build their confidence in themselves as learners. Into this subject we also incorporate Sensory Integration, lead by our Occupational Therapist, as achieving a calm-alert state is a pre-requisite for learning in all of our pupils.

Information and Communication Technology

"Information and communication technology (ICT) prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of ICT promotes initiative and independent learning, with pupils being able to make informed judgements about when and where to use ICT to best effect, and to consider its implications for home and work both now and in the future." (NC)

We know how much our pupils enjoy and are motivated by ICT. However, we aim to utilise this enjoyment and motivation by using ICT in a way that also encourages sociable interaction and joint use of ICT equipment with other people in the trust, thereby also increasing social and interpersonal skills.

Religious Education

"Religion is the experience and expression of faith. Learning about religion and learning from religion are important for all pupils, as religious education (RE) helps pupils develop an understanding of themselves and others. RE promotes the spiritual, moral, social and cultural development of individuals and of groups and communities." (NC)

 We aim to offer our pupils the opportunity to experience the celebrations, stories, symbols, sights, sounds, smells and tastes associated with the main religions. We encourage them as far as possible to develop their own personal values through a developing sense of self and others and where possible be sensitive to the feelings, views and needs of others. We try to help pupils an appreciation of the differences between right and wrong.

Science: *"Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies this curiosity with knowledge. Because science links direct practical experience with ideas, it can engage learners at many levels. Scientific method is about developing and evaluating explanations through experimental evidence and modelling. This is a spur to critical and creative thought. Pupils learn to question and discuss science-based issues that may affect their own lives, the direction of society and the future of the world." (NC)*

As with mathematics, whilst we recognise that some areas of complex and abstract science are difficult for our pupils, we also see their aptitude and excitement for science, particularly its tactile and sensory nature, and its ability to help them to some extent to improve their understanding of the world around them.

Music: *"Music is a powerful, unique form of communication that can change the way pupils think, feel and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils to understand themselves and relate to others, forging important links between the home, trust and the wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment."(NC)*

We see how well our pupils respond to music, and aim to encourage this in any way we can, through music teaching, music therapy, music and dance and by singing and music making in assemblies and all areas of the curriculum. We see music as an additional way in which our children can communicate their feelings non-verbally and verbally.

Physical Education (PE): *"Physical education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and a knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process, pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity." (NC)*

Whilst we know that understanding their own bodies is a difficulty for our pupils we also know how important it is to improve this function, and to help them to achieve a calm-alert state in which they can learn. We know that our sensory integration programme can work alongside the PE curriculum to help to achieve this. Aerobic activities calm many of our children, and are therefore used throughout the trust day. We find that many of our pupils respond well to showing off their physical talents and performing for others.

Art and Design *"Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Pupils use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Through art and design activities, they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments. They explore ideas and meanings in the work of artists, craftspeople and designers. They learn about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures. Understanding, appreciation and enjoyment of the visual arts have the power to enrich our personal and public lives." (NC)*

We recognise and encourage our pupils' very idiosyncratic and unique forms of art work, and use their enjoyment of art to encourage their communication, their observation of the world around them, their increasing interest in others around them, and their involvement in areas that can become enjoyable leisure activities.

Geography: *"Geography provokes and answers questions about the natural and human world. Using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. As such, it prepares pupils for adult life and employment. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social sciences. As pupils study geography, they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment." (NC)*

We use geography, and the use of plans, diagrams and maps, to help our pupils to understand more about their trust and the wider environment and their place in it.

History: *"History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values." (NC)*

We know that many of our pupils cannot think in this way because of their autism. If they are able to, then we teach them in this way. If they are not, then we ensure that they experience stories related to history in a visual and sensory way that can help them in other learning outcomes, for instance working with others, or having and tolerating wider sensory experiences such as tasting different foods.

Modern Languages (ML): *"Through the study of a foreign language, pupils understand and appreciate different countries, cultures, people and communities – and as they do so, begin to think of themselves as citizens of the world as well as of the United Kingdom. Pupils also learn about the basic structures of language. They explore the similarities and differences between the foreign language they are learning and English or another language, and learn how language can be manipulated and applied in different ways. Their listening, reading and memory skills improve, and their speaking and writing become more accurate."(NC)*

As with history, above, we know that many of our children will not be able to learn another language. However, we are committed to their having the experience of other cultures, including the language. We have chosen French as our ML and organise curriculum periods given over to the experience of French culture and language.

Developing Skills: We see the following skills as vital and to be promoted throughout and across our curriculum and age groups:

Key functional skills

Communication

Application of mathematical and number skills

Using information and communication technology

Skills for learning

Working with others in a team

Reflecting on learning

Problem-solving and independent enquiry

Thinking skills

Sensory awareness and perception

Early thinking skills

Personal skills and other priorities

Physical, orientation and mobility skills

Organisation and study skills

Personal and social skills

Daily living skills

Leisure and recreational skills.

Differentiation and personalisation to meet the needs of learners with ASDs

In order to make the National Curriculum (NC) accessible to our pupils, we use the following strategies:

1. Staff differentiate the NC in order to meet the individual needs of each child. Most of our pupils are working at levels below age-related norms. We follow the curriculum map which shows the topic to be covered. The topic is presented in a visual way. Subjects and topics are taught through individual direct teaching, small group work and whole class teaching. Skills are generalised in different contexts. Staff plan opportunities for pupils to learn to cope with change, to make choices and to problem solve.
2. Individual Education Plans, which specify targets and teaching strategies for the areas of autism:
    a. Communication
    b. Social and inter-personal skills
    c. Flexibility of thought to cope with change
    d. Sensory issues.
3. Incorporating the advice and support from our therapists: Speech and Language Therapy, Occupational Therapy and Music Therapy.
4. Use of PECSS (Picture Exchange Communication System).
5. Use of TEACCH (Treatment and Education of Autistic and other Communication Handicapped Children).
6. Use of Intensive Interaction.
7. Use of signing.
8. Use of SPELL (Structure, Positive Approaches, Empathy, Low Arousal, Links with Parents, NAS).
9. Use of Team Teach to deflect and distract and re-engage to avoid need for physical intervention.

Assessment: In order to set our pupils challenging yet achievable targets we keep data on their progress in the following areas so that we can set next steps of learning:

1. Each subject of the National Curriculum, + RE and PSHE
2. PECS phases
3. IEP (Individual Education Plans) targets – autism related
4. Behaviour Plans
5. Occupational Therapy assessments and reports
6. Speech and Language Therapy assessments and reports
7. Music Therapy assessment and reports.

Spring 2012

Department for Education Teachers' Standards 2012

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up to date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

A.   TEAC

HING A teacher

must:

1. **Set high expectations which inspire, motivate and challenge pupils**
   - Establish a safe and stimulating environment for pupils, rooted in mutual respect
   - Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
   - Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. **Promote good progress and outcomes by pupils**
   - Be accountable for pupils' attainment, progress and outcomes
   - Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
   - Guide pupils to reflect on the progress they have made and their emerging needs
   - Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
   - Encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. **Demonstrate good subject and curriculum knowledge**
   - Have a good knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
   - Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
   - Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
   - If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
   - If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. **Plan and teach well-structured lessons**
   - Impart knowledge and develop understanding through effective use of lesson time
   - Promote a love of learning and children's intellectual curiosity
   - Set homework and plan other out-of-class activities to consolidate and extend knowledge the knowledge and understanding pupils have acquired
   - Reflect systematically on the effectiveness of lessons and approaches to teaching
   - Contribute to them design and provision of an engaging curriculum within the relevant subject area(s)

5. **Adapt teaching to respond to the strengths and needs of all pupils**
   - Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
   - Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
   - Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
   - Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. **Make accurate and productive use of assessment**
   - Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
   - Make use of formative and summative assessment to secure pupils' progress
   - Use relevant data to monitor progress, set targets, and plan subsequent lessons
   - Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. **Manage behaviour effectively to ensure a good and safe learning environment**
   - Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the trust, in accordance with the trust's behaviour policy
   - Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
   - Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
   - Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. **Fulfil wider professional responsibilities**
   - Make a positive contribution to the wider life and ethos of the trust
   - Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
   - Deploy support staff effectively
   - Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
   - Communicate effectively with parents with regard to pupils' achievements and well-being.

B. **PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside trust by:
  o Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  o Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  o Showing tolerance of and respect for the rights of others
  o Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  o Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the trust in which they tech, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Department for Education 2012.

Policy reviewed – January 2016

Reviewed by ....𝓕

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Date for next review – January 2017