

## Teaching, Learning & Outcomes Action Plan 2020 – 2022

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<p><b>Strategic Aims</b></p>	<p>2.1 Ensure that every pupil works towards meaningful and relevant learning outcomes in the core areas of the curriculum: Social &amp; Emotional Development, Communication, Physical Development, Cognition/Maths, Literacy, PSHE (including Work-Related Learning)  2.2. Provide an innovative solution to work-related learning in times of a global pandemic and Covid restrictions  2.3 Ensure all pupils receiving discrete English and Math lessons are enabled to fulfill their literacy and numeracy potential  2.4 Develop the use of individualised learning planners across the school  2.5 Ensure robust implementation and monitoring of curriculum programs  2.6 Increase confidence and accuracy of formative assessment judgments  2.7 Ensure clarity of vision with regards to the curriculum  2.8 Ensure that EHCPs are fit for purpose and fully implemented despite Covid restrictions  2.9 Update the school’s digital assessment tool, The Interactive Learning Diary (ILD), to reflect curriculum changes and to enable parental engagement in times of remote learning / blended learning  2.10 Introduce individualised remote learning plans to ensure efficient education of pupils during the global pandemic  2.11 Increase pupil choice at KS4/5 across all pathways  2.12 Further define pathway profiles, increase awareness of the pathway offer and accuracy of pupil placements  2.13 Develop best practice linked to outdoor learning across the school  2.14 Improve curriculum access for our pupils with sensory processing difficulties</p>

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Aim	Key Tasks	Person/s Responsible	Timescale	Evaluation (RAG Rate July 2021)	Next Steps (For 2021/22)
2.1	Introduce the 'Early Development for Every Child' Framework (from Ontario) to replace existing skills ladders within Social & Emotional Development, Communication, Physical Development and Cognition (a new element)	ME, CMG, EW, KG, JC	October 2020	The new framework introduced gradually; opportunities for discussion at pathway meetings. Pupils baselined against the new framework.	
2.1	Develop staff understanding of how pupils learn, including metacognition, child development and memory	ME, CMG, EW, KG, JC	July 2022	Higher quality planning in place for Cognition; an increased number of strategies in consistent use to support pupils' memory skills observed in learning walks, planning scrutiny, etc. INSET day focus for classleads (April 2022).	Dec 21 – action from end of year data Priority for April INSET day April 22 – Classleads' webinar Meta Cognition Autumn 2022 – further input needed in how to support pupils' memory – a twilight, a crib sheet for staff, Creative Education materials?
2.1	Introduce and embed a new framework for teaching PSHE and RSE (from The PSHE Association/SEND)	ME, EW	November 2020	The framework introduced gradually, with the aim of being in place fully in January 2021. Opportunities for shared planning and discussion; monitoring scheduled for Spring 2021.	March 21 – Next steps. Subject monitoring to ensure planning is consistent and fit for purpose and the framework is embedded
2:1	Identify 'Priority Outcomes' in the PSHE/RSHE Framework to ensure a increased focus on appropriate/inappropriate touch, personal safety, potential peer on peer abuse and harmful sexual behaviours	ME, EK	February 2022	Priority outcomes identified and highlighted on the Interactive Learning Diary (ILD); evidence of implementation through subject monitoring in Term 5; behavior data shows reduced incidents.	Dec 21 – students in sixth form will have priority outcomes identified as part of their new-style more detailed adulthood plans; discussions with PSHE Coordinator are on-going as to how this work at KS1-KS4 Mar 22 – SLT/co-coordinator created priority order
2:1	Develop a sixth form curriculum which combines practical life skills and a work-related learning focus with rigorous and individualised Literacy, Maths and PSHE learning	ME, HJ, LM, CD, GS, HB	February 2022	A balanced weekly program in place; students progressing in all areas as assessed against EHCPs and Adulthood Plans, KS5 Careers programs, Literacy (phonics), Maths and PSHE continuums.	Dec 21 – all curriculum areas but Maths now launched with rigour and individualisation; Maths will be a focus for spring term (currently highly community-based and practical; there is a need for more skills teaching in sessions) Mar 22 – PSHE curriculum progress

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					July 2022 – individualised ‘Maths Maps’ to be produced in the autumn term, combining each student’s current and next skills (sequential) as well as specific ways of reinforcing these skills in 6 <sup>th</sup> Form
2.2	Set up ‘The Thoughtful Bubble Company’ to ensure internal work-related learning / enterprise opportunities during Covid restrictions and in post-lockdown era	HB, ME	December 2020	‘The Thoughtful Bubble Company’ set up within the Tycoon Enterprise Framework by December; opportunities available for pupils on all pathways during the academic year.	March 21 - Consider a semi-permanent space for the company to operate from  Next steps - Consider potential ways of offering paid employment with the company to ex-pupils / young adults with SEN in Reading
2.3	Establish a departure point (Ontario/Cognition) for a discrete Maths curriculum and define a progressive skills ladder for the subject, linked to the White Rose scheme of work (Life Skills & Practical Skills / First Steps and Foundation Pathways)	ME, KG	December 2020	A Maths ladder in place, cross referenced against White Rose Maths units. A more consistent Maths approach across the school (including language for learning), evident through subject monitoring. Class leads using this document as a planning tool.	March 21 - Achieved except for Shape, Space and Measure continuum – this needs a rethink to ensure the strand becomes meaningful and manageable within planning and delivery. July 21 – 2.5 – 6 yrs is work in progress. Dec 21 - complete
2.3	Clarify a seamless skills/qualifications/accreditations continuum for Literacy, Maths and Science on the Independent Learning and Living Pathway	ME, JC, KG, CF	December 2020	A clear progression in place for Literacy, Maths and Science on the Independent Learning and Living Pathway.	March 21 - A new goal: Define Science more clearly in the Intent statement ie what is science for us? Weather, seasons, kitchen science, growing etc.; teach science in context / life skills; informal science – qualifications not a priority
2.3	Increase the skill and expertise of staff (both teaching and support) to deliver ReadWriteInc and White Rose Maths	ME, CMG, EW, KG, JC	July 2021	External training provided; good practice observed through planning scrutiny and learning walks	March 21 - ReadWriteInc – achieved; Next steps - White Rose Maths will need a greater focus – teachers have access to online material; however, TAs and SAs will need further training – Maths/Cognition Coordinator will support this July 21 – on-going esp. White Rose Maths Dec 21 – training sessions arranged INSET day January 22 Mar 22 – INSET day training. Teachers on-going support

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2.3	Explore the potential of using the RWI 'Literacy and Language' program for pupils on the Independent Living and Learning Pathway / in Sixth Form	ME, JC, GS, HJ, CF	December 2020	Webinars attended and the potential of 'Literacy and Language' for our school discussed with class leads on the pathway as well as within SLT..	
2.3	Develop the layout and use of the school library and update the school's book stock and reading materials	ME, GS	July 2022	A more effective library layout in place; new books available, especially for 'Reading for Pleasure' sessions	Dec 21 – Appraisal target for ME Mar 22 – initial plans issued and shared ME/SC July 2022 – a written plan completed for a LRC (current library)
2.4	Embed the use of individualised learning maps on The Nurture and Engagement Pathway	CMG	October 2020	Learning maps in place; discussed regularly at Pupil Progress Meetings and observed in use during monitoring.	
2.4	Introduce Personalised Learning Plans, PLPs, for students in The Sixth Form (Years 12 and above)	ME, HJ	October 2020	PLPs in place for all pupils; reviewed during post-transition reviews, following PPMs and through informal discussions.	
2.5	Introduce a subject monitoring cycle (in the first instance for Maths, Literacy and PSHE) and a clear protocol for carrying out learning walks, planning scrutiny and feedback linked to monitoring	ME, CMG, EW, KG, JC	November 2020	A timeline of actions including planning scrutiny, a teacher 'confidence and skills survey', learning walks and feedback. A policy / protocol written up.	Covid has hampered this – monitoring began in Term 4 with morning routines, this term the spotlight is on PSHE July 21 – achieved. Next steps – data and book scrutiny
2.6	Arrange regular opportunities for internal moderation, within pathways, in core curriculum areas	EW, KG, JC, CMG	On-going, linked to monitoring cycle	Regular moderation dates in the calendar, linked to subject monitoring where possible. Arranged in bubbles / micro bubbles whilst under Covid restrictions.	March 21 - Maths/Cognition moderation Term 6 – across pathways – 21/6 July 21 – on-going target Dec 21 – first session productive Dec 21. On-going Mar 22 – on-going. Term 5 session allocated
2.6	Explore the potential of the SILSAF tool as a way of measuring progress against elements of life skills	ME, KG	April 2022	Suitability determined and the tool adopted where relevant.	Mar 22 – re-direction. N/A at present – priorities July 2022 – Silsaf to be adopted in 6 <sup>th</sup> Form in September 2022. External training organised.
2:6	Develop the use of the Interactive Learning Diary (ILD) so it captures Literacy and Maths progress for pupils	JC, KG, EW, CMG	February 2022	Progress data clear for pupils on RWI and WRM; leaders can determine meaningful	Dec 21 – both Literacy and Maths curriculums now on the ILD (small steps); they will go live post-Christmas

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	accessing RWI phonics and White Rose Maths (WRM)			and aspirational next steps and actions from the data.	Mar 22 – data input on-going July 2022 – progress data now available
2.6	Input 'Wider Curriculum' ladders onto the ILD so progress can be tracked more effectively	JC, KG, EW, CMG, ME	April 2022	'Wider Curriculum' ladders on the ILD; pupil achievement clearly recorded for progressive planning and teaching purposes (no evidence required)	Mar 22 – in place
2.7	Produce 'Curriculum Intent' Statements for all areas of the curriculum, defining a vision, strands and relevant pedagogy	ME, CMG, EW, KG, JC	April 2021	Intent statements produced and shared with staff and governors.	July 21 – work in progress. Making good progress for PHSE. On-going into next year Dec 21 – Overview shared. Core areas to be shared and discussed INSET day Jan 22 Mar 22 – Lit/Maths/PE/PSHE draft in place
2.8	Update EHCP outcomes for pupils in line with the new Early Development for Every Child' framework where relevant	CS, ME	On-going	Outcomes brought in line with developmental continuum ('Ontario'); greater coherence between curriculum outcomes and EHCP outcomes.	July 21 – process fully in place
2.8	In time of Covid restrictions and a 'bubble system', ensure provision in Section F of each pupil's EHCP is fully implemented in classes	JC, CMG, EW, KG	<del>February 2021</del> April 22	All pupils receive their full provision; where bubble restrictions hamper efforts, alternative 'outside-the-box' solutions are put in place	July 21 – Focus in September Dec 21 – twilight training sessions allocated to work with staff Mar 22 – twilights completed – guidance shared. On-going
2.8	<del>Systematically record progress made towards EHCP outcomes</del>	CS	On-going	Analysis of whole school data enabled; comparison made across pathways and between different cohorts of pupils.	March 21 - Goal not relevant
2.8	Establish a protocol for reviewing adulthood plans on a regular basis	CS, ME, HB	December 2020	Adulthood plans annotated and updated in liaison with class and family	
2.8	Introduce 'Pathway Physical Development' afternoons to motivate and challenge pupils and to enable teachers to plan and lead together (PD is a post-lockdown priority)	JC, CMG, EW, KG, class teachers	October 2021	Timetables incorporate an afternoon of physical development, with multiple spaces including softplay available; monitoring arrangements in place to enable tracking of pupil achievement and progress	Dec 21 – introduced. JC to measure impact – physical development, behaviour data, feedback, etc.
2.8	Introduce a core skills / circuit for selected classes to prioritise self-regulation and physical development in the mornings	JC, class teachers	October 2021	A circuit introduced; attendance and participation monitored by JC; teachers report a positive impact on pupil learning and focus in the mornings	Dec 21 – sessions introduced. JC to measure impact – physical development, behaviour data, feedback, etc.

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2.9	Ensure the ILD is up to date with core curriculum	KG, JC, EW, CMG	December 2020	ILD in full use with core curriculum (S&E Development, Communication, PD, Cognition / Maths, Literacy/Phonics, PSHE including Work-Related Learning).	March 21 – Next steps - Phonics and Maths to go on in the summer term July 21 – Large majority in place. Maths a point of focus for next term Dec 21 – core curriculum up to date
2.9	Create a system for tracking data either on the ILD or Excel and analyse pupil progress over time for individuals and cohorts of pupils	KG, JC, EW, CMG	July 2021	Data tracker in place for individual pupils; comparison and analysis of selected cohorts' progress completed.	July 21 – extension work for 2021/22 to analyse whole school groups beyond pathway, classes and individuals
2.9	Open the ILD for parents, ensuring they are able to view evidence of their child's progress and also upload photos and videos from home	EW, CMG, JC, KG	February 2021	Home evidence uploaded for pupils; a simple user guide available for parents.	March 21 - Next steps: re-focus / promote for summer holidays so parents can record and evidence achievements from home
2.10	Draft a vision for 'remote learning' and produce individualised remote learning plans for all pupils	CS, ME, class leads	October 2020	A remote learning strategy drawn up and shared with class teams and families. A questionnaire sent out to families to help build home learner profiles and determine parental preferences regarding the most suited provision. Individual plans produced for all pupils.	
2.10	Explore ways of setting aspirational and meaningful, yet flexible, homework, in response to a parent survey	ME, EW, CMG, JC, KG, class teachers	April 2022	Positive feedback from parents; pupil progress (where supported by regular completion of meaningful homework) is accelerated.	Dec 21 – following parent survey in summer 21. Template and teacher prep time required with a link to annual review outcomes Mar 22 – Homework policy in place. Individual homework following AR's
2.10	Establish a system for reviewing the effectiveness of remote learning plans	CS, KB, class leads	On-going	Remote learning plans fit for purpose and in active use when pupils are at home due to a bubble / school closure or self isolating due to contact; plans used as working documents and amendments clear. Evidence of home learning sent in by parents (emailed to class leads or put on the ILD)	March 21 - Case studies available; feedback from parents (questionnaires/survey)
2.11	Explore opportunities for a wider range of optional subjects/courses for pupils at KS4/KS5, in all pathways	ME, CMG, KG, JC, CF	April 2022	Alternative qualifications researched and suggestions finalised in time for Options Evening.	July 21 - BTEC Cooking and Sport to run for independent learners in KS4/5; immersive arts to continue on N&E

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					<p>pathway 2021/2022 – further discussions to be had in spring 2022</p> <p>Dec 21 – there is a need for an ICT option due to students’ natural flair for the subject – this is linked to the appointment of the ICT Coordinator later in the year. In the meantime, a block of coding / programming workshops has been booked for the Yellow Pathway (Term 3), run by CodeKids</p> <p>Mar 22 – focus for Summer Term</p> <p>July 2022 – ICT is a new option; Immersive Arts on Green Pathway. Next step – options for the Purple Pathway.</p>
2.11	Appoint an ICT Coordinator to lead on auditing, evaluating and innovating within ICT curriculum	CS, TG, ME	April 2022	ICT Coordinator in post	Mar 22 – not pursuing due to Code Kids sessions and exploring options for the subject. Budget implications
2.11	Facilitate an ‘Options Evening’ for pupils in Year 9 Inform families of pupils in Year 9, on the Independent Pathway, of optional subjects available in Year 10 (BTEC Cooking and BTEC Sport)	ME, CMG, KG, JC	May 2021	An options booklet produced. A virtual options event held for Year 9 parents, in small groups (by pathway).	<p>March 21 – Next steps - Send out information in May. July 21 – see above 2:11</p> <p>March 22 – Summer term focus</p> <p>July 2022 – complete – options booklet in place</p>
2.12	Write pathway policies, capturing the essence of each pathway with regards to outcomes and provision	JC, CMG, EW, KG	December 2020	Pathway policies in place and shared with class leads.	
2.12	<del>Create a transition record for when a pupil moves pathways</del>	EW, KG, JC, CMG	July 2021	Pathway transition decisions formally recorded.	March 21 - To be recorded through progress meetings
2.12	Use data / pupil profiles from the ‘Ontario’ developmental framework to inform pupil groupings and pathway decisions	ME, CMG, KG, JC, CF	On-going; July 2021 class list	Pupils placed within appropriate pathways and cohorts, resulting minimal movement mid-year	July 21 – established, but on-going throughout each year
2.12	Raise awareness of learning pathways amongst parents/carers	KG, JC, EW, CMG	July 2021	Pathway leaflets available; website content reviewed and up-to-date with varied information about not only pathway outcomes but about a day in the life of a pupil etc. on each pathway	<p>July 21 – new pathway allocation/launch</p> <p>September 2021</p> <p>Dec 21 – Pathway leaflets to go home in January</p>

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					Mar 22 – updated website and leaflets home (annual) July 2022 – pathway leaflets have been sent home; increased parental interest and questions
2.13	Establish standards of best practice for each pathway in regards to outdoor learning and the use of outdoor spaces	ME, CMG, EW, KG, JC	April 2022	Outdoor learning spaces regularly providing a context for the delivery of key curriculum outcomes, including Social & Emotional Development, Communication and Physical Development ie through play/games; outdoor activities structured visually for pupils with ASD; effectiveness evidenced through informal drop-ins, learning walks, planning scrutiny	July 21 Focus for 2021/2022 Dec 21 – OPAL project booked inc. initial sessions and planning (JC). January INSET 2022 sessions planned, led by JC & EB Mar 22 – INSET OPAL project all pathways. Class champions approached July 2022 – whole school training well received; the approach needs to be implemented and monitored.
2.13	Introduce The Duke of Edinburgh Award to all sixth formers	ME, HJ, MT	September 2020	Weekly D of E sessions on the timetable, with a long term plan in place to cover Skills, Physical, Volunteering and Expedition	
2.14	Complete sensory profiles for pupils, ensuring full understanding of each pupil's barriers and ways to support optimal alertness levels	TS, Class leads	July 2021	Completed sensory profiles; increase in positive learning behaviours observed through behavior data, informal and formal observation	July 21 – profiles completed. Next steps – embed to ensure fuller understanding Dec 21 – set as part of TA appraisal target to embed. Lead Practitioner to support and train teams when full time in January 2022 Mar 22 – used as part of writing and updating pupil support plans. In class files

**See Separate Development Plans for Reading/Phonics, Maths/Cognition, PSHE/RSHE and Work-related Learning.**