



Sunningdale **School**

Teaching & Learning Policy



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Intent & Implementation

Vision, Ethos & Execution

At Sunningdale School we believe that every child can:

be more

This will be different for every child. Believing that every child can Be More means that:

- *We never underestimate a child's potential .*
- *Every child's potential will be different and individual to them.*
- *The aspirations for every child will be different and individual to them.*

Because of this...

- *Every child's targets, curriculum, assessment and outcomes will be different and individual to them.*

So... that sounds great and all but what does it actually mean?

Our vision for our pupils is encapsulated in the phrase, "Be More...". We want every child to 'be more'. That is, we want every child to be more in whatever way is important to them. They might want to be more communicative, they might want to be more active, they might want to be more creative, be more engaged, be more happy, be more comfortable, be more flexible, be more resilient, be more sociable or any and all of the above at the same time.



At a pupil Level:

In practice we make this work by using a highly personalised planning system supported by our specific Personalised Learning Plans (PLPs). We use these to set very small stepped targets across a range of areas (including communication, interaction, emotional development and social skills) so that pupils make consistent progress towards their aspirational targets outlined in their Education Health and Care Plan (EHCP).

Sunningdale School's curriculum approach is relatively unique and the school is recognised by EQUALS as one of three national 'Exemplar School's' for delivering pre-formal, semi-formal and informal curricula.

To ensure that we are able to meet each child's holistic needs as specifically as possible Sunningdale School's curriculum is arranged into four pathways. These are the Pre-formal Pathway; Semi-formal Explore Pathway; Semi-formal Play Pathway; and Formal Pathway. Each of these Pathways has its own distinct overarching pedagogical (teaching and learning) approach that begins to meet the collective needs of the pupils within that pathway which is then personalised to a higher degree to meet the specific needs of individual pupils.

In the school's drive to work collaboratively and innovatively to enable all stakeholders including pupils, staff and other provisions to 'Be More...' Sunningdale School also plays an active role in engaging with and supporting or developing a range of further regional and national stakeholders in our phase of education such as **National Network of Specialist Provisions (NNSP), National SEND Forum**

(NSEND), Equals, Federation of Leaders in Special(ist) Education (FLSE); Medicines in Special Schools (MISS); North East Creativity Collaboratives Network (NECCN); The Shippey Campaign; Sibs, Schools North East, The Arts Council and BALTIC Arts amongst others.

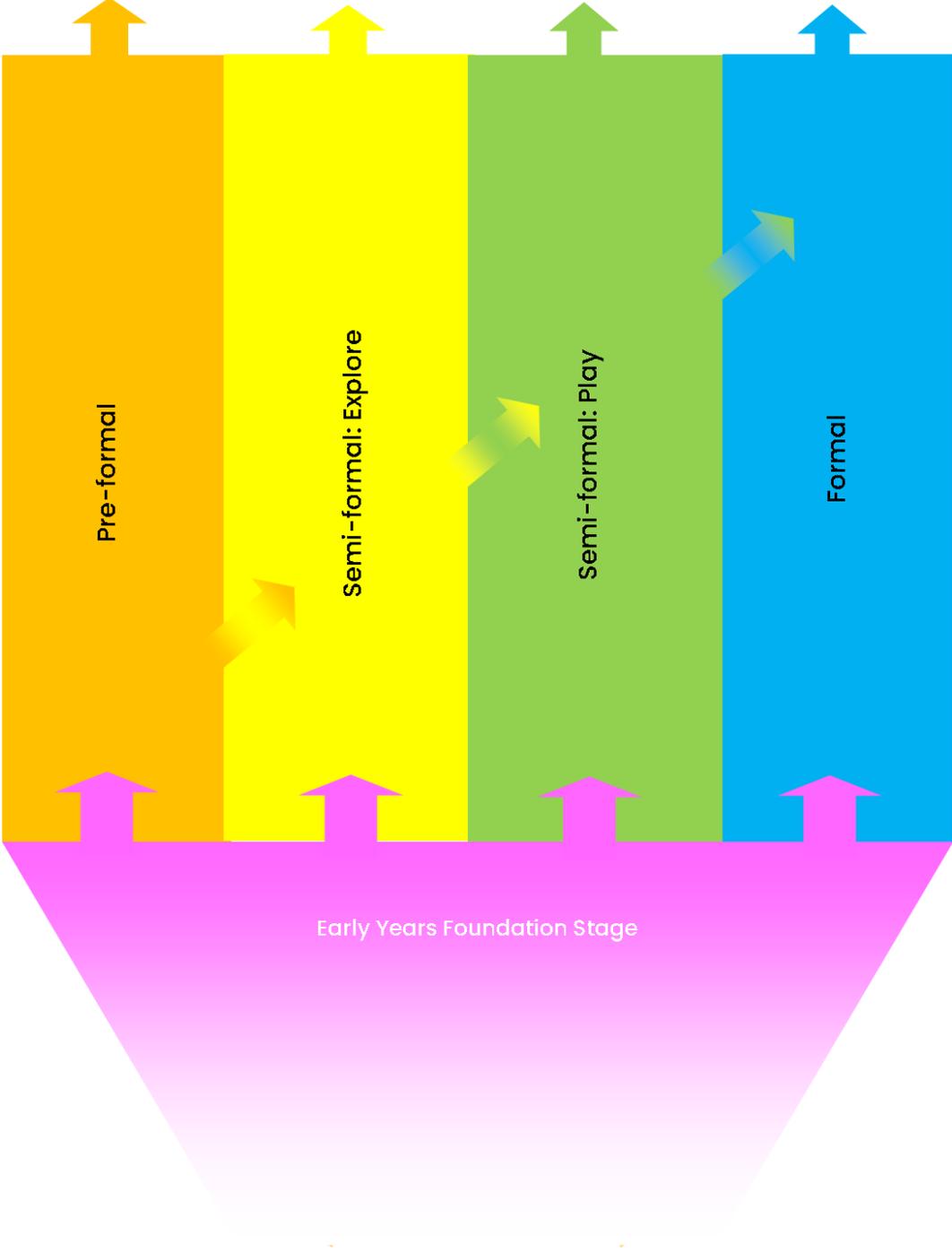


Curriculum

Sunningdale School's curriculum approach is relatively unique and the school is recognised by EQUALS as one of three national centres of excellence for delivering semi-formal and informal curricula.

To ensure that we are able to meet each child's holistic needs as specifically as possible Sunningdale School's curriculum is arranged into four pathways. These are the Pre-formal Pathway; Semi-formal Explore Pathway; Semi-formal Play Pathway; and Formal Pathway. Each of these Pathways has its own distinct overarching pedagogical (teaching and learning) approach that begins to meet the collective needs of the pupils within that pathway which is then personalised to a higher degree to meet the specific needs of individual pupils.

Curriculum Pathways



Play

Sunningdale School has utilised an Early Years influenced play based learning approach to support teaching and learning across all key stages for just over 10 years. Play is one of the most important ways in which young children gain essential knowledge and skills. Children play to make sense of the world around them, and to find meaning in an experience by connecting it to something already known. Through play, children express and expand their understanding of their experiences (Unicef, 2018). At this point 'the value of play in human development and experience is beyond dispute' (Moylett, 2022, p.44).

Play is a key approach in developing agency, enabling children to take on an active role and ownership in their experiences, as well as helping them to be capable, autonomous, and agents of their own learning. If we are aiming to develop agency we need to put the child in an exploratory environment. An over-adherence to structure, routines and regulation in the pursuance of compliance and conformity can lead to and reinforce an inflexibility of thought.

It provides the underlying pedagogy for both of the pathways outlined above. The way it is adapted and applied across the Early Years Foundation Stage and two semi-formal pathways, however, is quite different.

Early Years Foundation Stage

Children in the Early Years Foundation Stage receive a blended pre-formal, semi-formal and Informal curricular approach. They benefit from a period of observation used to build individual profiles that identify their learner characteristics, engagement profiles and motivators.

Pupils work on their early developmental skills in cognition, communication and interaction, physical development and personal, social and emotional development. By the end of the Early Years Foundation Stage the pupil's individualised curriculum begins to dovetail into one of the four main pathways used throughout the rest of the school.

EYFS



**Early Developmental Skills.
Therapeutic Input.**

**Assessment & Development of
Needs.**

Pre-formal Pathway

Children that are progressing along our Pre-formal Pathway are developing very early cognition (thinking), communication and interaction skills. They receive very specific input based around our understanding of how best to engage them and the therapeutic approaches they might need to support this. Our overall aim for these children is that they can independently interact with the environment (in terms of people, ideas, materials and concepts).

Preformal



Communication & Social Relationships
Cognition & Challenge
Self Determination & Independence
Sensory
Physical
Wellbeing
Creative
Outdoor Learning/ Experience

Semi-formal Explore Pathway

The children that are making progress through our Semi-formal Explore Pathway are learning to engage consistently with their environment as well as give and share attention. They are working on communication and interaction. The children on the pathway are taught through a range of very specific strategies aimed at further developing their engagement and their ability to apply their skills to specific activities whilst developing appropriate receptive and expressive communication. Classes in this pathway utilise an engagement driven 'low demand' approach in order to support initiation, independence and the tolerance of uncertainty.

This approach is sometimes known as an *informal curriculum*.

The graphic is a white rectangular box with a thin black border. At the top left, it says 'Semi- Formal Explore' in a large, bold, black font. To the right of this text is the Sunningdale School logo, which consists of a stylized sun icon (a yellow circle with a green and blue shape below it) and the text 'Sunningdale School' in a smaller black font. Below the title, there are two rounded rectangular boxes with a light blue background. The top box contains the following text in bold black font: 'Independence', 'Play & Leisure', 'Communication, Language & Literacy', and 'Thinking, Problem Solving & Maths'. The bottom box contains the following text in a smaller, blue font: 'Social Play & Shared Attention', 'Stories & Narratives', 'The World About Me', 'Expressive Arts', 'Physical Well-being', 'Relationships Education', and 'Outdoor Learning & Forest School'.

In the school's Semi-formal Explore (Informal Approach) Pathway we are, keen to develop independence and agency.

'Allowing children to choose their activities and providing opportunities for self direction may be especially important in promoting the development of

independence for children with disabilities and social interaction among children with disabilities and their peers' (Rezka et al. 2012: 53).

Structured teaching has been advocated for some time as an effective way for teaching those with autism spectrum conditions. The predominant claims usually reference a reduction in anxiety and challenging behaviours (Mesibov and Shea, 2010). However, the artificial imposition of strict structure suggested by systems such as the TEACCH methodology with its extrinsically motivated, strictly timetabled, low stimulation approach lacks a reflection of real world application and there have been questions raised regarding its effectiveness (Virues- Ortega et al., 2013). Tolerating Uncertainty is a sub-disposition of Persistence, itself a disposition of Creative Thinking (Lucas et al., 2013). It is key to dealing with unstructured real-world situations and is developed through working in an unstructured way (Lucas and Spencer, 2022). It becomes most important when goals, actions and environments are not fully set out and predictable. Tolerating uncertainty is one of, if not the, key skill we want our pupils with Complex Learning Difficulties, those accessing the pathway, to develop.

'Agency' refers to an individual's capacity to make sense of what they observe and experience, and as such their ability to respond intentionally on the world around them (Porpora, 2015). Play is a key approach in developing agency, enabling children to take on an active role and ownership in their experiences, as well as helping them to be capable, autonomous, and agents of their own learning. If we are aiming to develop agency we need to put the child in an exploratory environment. An over-adherence to structure, routines and regulation in the pursuance of compliance and conformity can lead to and reinforce an inflexibility of thought. It has been suggested (Souza et al., 2022) that individuals with Autism and particularly those with a co-morbid intellectual difficulty do not assimilate new information into and therefore modify schema as readily as typically developed peers. A lack of central coherence, in 'seeing how the pieces of the puzzle fit together' has been described (Frith, 1991) and it has been well reported (e.g. Baron-Cohen, 2011) that those on the autism spectrum do not generally acquire Theory of Mind. At Sunningdale School we made the decision that we wanted pupils to be active agents as opposed to passive recipients in their learning and development. We want them to be active explorers and be able to apply their thinking.

Semi-formal Play Pathway

Our Semi-formal Play Pathway is accessed by children that are developing their ability to apply their skills and abilities across a range of contexts. The teaching approach in this pathway is aimed at developing creativity and thinking critically through an active learning approach based in play and exploration.

On both of our Semi-formal Pathways children will hopefully be beginning to develop some subject specific skills such as shape, number, reading and writing. Pupils progressing along our Semi-formal Play Pathway will be taught to apply these to a range of contexts.

Semi- Formal Play



- Independence
- Play & Leisure
- Communication, Language & Literacy
- Thinking, Problem Solving & Maths

- Social Play & Shared Attention
- Stories & Narratives
- The World About Me
- Expressive Arts
- Physical Well-being
- Relationships Education
- Outdoor Learning & Forest School

Formal Pathway

Children that are accessing and progressing along our Formal Pathway are broadly developing their Subject Specific skills and knowledge. As pupils progress through this pathway they will start to access the content of the National Curriculum and be taught using strategies that will support their learning at this level. These pupils will still be receiving appropriate therapeutic input to support their development and they will still have a Personalised Learning Plan supporting their progress across all areas of their development.

Formal

Subject Specific Learning.

National Curriculum.

SLD.

Accessing subject specific learning in most areas.

Intentional 3 key words +

Hybrid Classes

The school has cross- pathway hybrid classes where children's learning characteristics require elements of two or more pathways. The Tiger Class is a Pre-formal & Explore based class; the Otter Class is a Semi-formal Explore and Semi-formal Play Class; the Dolphin class is a Semi-formal Play and Formal Class.

In 2022–23 there are 2 hybrid classes:

Tiger Class: *Pre-formal: Explore*

Dolphin Class: *Semi-Formal: Formal*

In 2022–23 the complexity of the school's pupil cohort has dictated that there are **no classes or individual pupils receiving an entirely Formal Pathway approach.**



Curriculum Connectors

Classroom teaching is delivered via child centred planning based around the breadth and targeted content of the child's Personalised Learning Plan (PLP).

Content and activities are presented under the 'umbrella' of broad **Curriculum Connectors** (themes) that are able to be adapted and differentiated to the needs and interests of all learners. They are broad, open to multiple interpretations and are quasi-abstract. Connectors are used across Key Stages and are changed half termly. These connectors do not repeat specifically although they do overlap and build on one another throughout the school; reinforcing, broadening and extending learning and experiences.

Medium term class plans are tailored to the needs of the specific class, adapting the learning areas and opportunities to their interests, needs and level of learning.

Weekly and daily planning is not expected in a specific format but can be used by teachers to support the point of learning of individual pupils and is very adaptable to changes in pupil's needs, their interests and changing experiences.

Curriculum Connectors

(Long Term Curriculum Plan: Year 1)

	EYFS	KS1	KS2a	KS2b
Autumn 1 Whole School Link	Me & Other People			
Autumn 1 Topics	All About Me	Me, My Family & Friends	Meeting Other People	People of the World
Autumn 2 Whole School Link	Celebrations & Cultures			
Autumn 2 Topics	Movement & Music	Celebrations & Dancing	Festivals & Singing	Beliefs & Practices
Spring 1 Whole School Link	The Man-Made World Around Me			
Spring 1 Topics	Home	Houses and Homes	Buildings & Bridges	Monuments & Landmarks
Spring 2 Whole School Link	The Natural World Around Me			
Spring 2 Topics	Growing	Gardens & Greenhouses	Woods & Hills	Go Wild!
Summer 1 Whole School Link	All About My World			
Summer 1 Topics	Outside	The Town	Where Are We?	The Wider World
Summer 2 Whole School Link	Moving On & Transitions			
Summer 2 Topics	Moving & Journeys	Travel	Adventure	Taking Off & Moving On

Curriculum Connectors

(Long Term Curriculum Plan: Year 2)

	EYFS	KS1	KS2a	KS2b
Autumn 1 Whole School Link	Understanding People & Creatures			
Autumn 1 Topics	Faces & Bodies	Who am I? (My body, Myself)	Who are they? (Other people & their bodies)	What is that? (All beasts & creatures)
Autumn 2 Whole School Link	Science, Technology & Engineering			
Autumn 2 Topics	Engaging & Exploring	Potions & Explosions	Marvellous Machines	Celebrating Greatness
Spring 1 Whole School Link	Being a Good Person			
Spring 1 Topics	Helping	People That Help Others	Heroes	Heroes & Villains
Spring 2 Whole School Link	Health & Wellbeing			
Spring 2 Topics	Let's Get Moving, Munching & Slurping!	Being Healthy, Eating Healthy	Sport & Fitness	Healthy Body, Healthy Mind
Summer 1 Whole School Link	The Environment			
Summer 1 Topics	Near & Far	All Around Us	Natural Wonders & Man made Marvels	Planet Earth
Summer 2 Whole School Link	Relationships			
Summer 2 Topics	Myself & Others	Friends & Friendship	My World and Everyone Else	Making New Connections

Medium Term Planning

Medium term class plans are tailored to the needs of the specific class, adapting the learning areas and opportunities to their interests, needs and level of learning.

Curriculum Connector	Pathway:	Term:	Key Stage:	Class:	Teacher:
<input type="text"/>					

Medium Term Plan



Independence	Play and Leisure
<input type="text"/>	<input type="text"/>
Communication, Language and Literacy	Thinking, Problem Solving And Mathematics
<input type="text"/>	<input type="text"/>
Social Play and Shared Attention	
<input type="text"/>	

Curriculum Connector	Pathway:	Term:	Key Stage:	Class:	Teacher:
<input type="text"/>					

Medium Term Plan

The World About Me	Stories and Narratives	Relationships and Sex Education	Calendar Events
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Expressive Arts	Physical Well-being	Outdoor Learning	Visits
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
			Forest School
			<input type="text"/>

Engagement Profile & Motivators

Qualitative recordings of pupil’s engagement in the areas of **Initiation, Persistence, Anticipation, Exploration** and **Realisation** are made regularly and used to build up a picture of how developed each of these are for ALL pupils.

Alongside this, we also record pupil’s motivators in terms of Activities, Resources, Environments, Levels of Support and Times of the Day in order to create overall teaching environments and approaches that create the maximum potential for learning for individual pupils. This underpins our assessments of progress as we believe that:

“Without engagement, there is no deep learning” (Hargreaves, 2006), “effective teaching, meaningful outcome, real attainment or quality progress” (Carpenter, 2010).



Sunningdale School

Name:

Engagement Profile

High Engagement Presentation

Exploration

Flicking, tapping sensory play and noisy objects
Mouthing and smelling sensory play
Spreading sensory play up and down his arms
Milhouse tends to use specific techniques with specific sensory play (rubbing weetabix between fingers/ smearing paint)
Looking at adults actions and showing an interest in it
Rocking with an adult and giving eye contact in musical activities

Realisation

Milhouse will activate a range of cause and effect activities and will use a range of cause and effect actions on them- turning a dial, pressing a switch, pressing a symbol and then 'play'
Milhouse will explore his favourite activities with any familiar class staff
Milhouse will explore his favourite activities with different parts of his body and will use different actions (cross contextualizing the action) to his usual action for that specific messy play (see ...)

Anticipation

Milhouse will tilt his head and look at an adult, giving eye contact when he expects something from them (i.e. them to sing).
Milhouse will also move an adults hand to an object if he is expecting a specific action or event to occur (i.e. adults hand to the foam canister)
Milhouse will tense and show physical signs of heightened arousal when he is excited for an event
Milhouse will hold his hand out to rock with an adult when he anticipates a musical activity

Persistence

If Milhouse's needs is not immediately met by an adult- he will repeat the action- taking an adult to what he wants again
Milhouse will explore things in different ways to learn more about it: exploring with mouth then arms and nose and getting closer etc
Milhouse will sometimes look towards an adult and their actions to learn more about how to engage with an activity
Milhouse will find new means to get what he wants (climbing the fence, trying a different adult etc)

Initiation

Milhouse will reach out to an adult and take their hand when he wants to explore/ interact with them
Milhouse will request more by reaching out- he may exchange photos/ objects for motivating items
Milhouse will initiate play with peers by going up to them, putting his face close to them and smiling
Milhouse will initiate exploratory play by approaching favoured activities and explore them with his mouth and limbs
Milhouse will either walk to or quide

Sunningdale School Engagement Profile - 2020

Resources / Objects

Sensory play including: weetabix, sand, water, gloopy textures, foam paint etc- Milhouse engages for longer periods of time in wetter sensory play
Cause and effect items where Milhouse can feel a physical sensation (foot spa, fan, hairdryer, vibrating button)
Musical activities on technology devices- musical games on the interactive whiteboard, song on the iPad
Things he can bang or tap with his hands or flick with her fingers: drum, beads etc.



Sunningdale School

Name: Milhouse Van Houten

Engagement Profile Motivators

Activities

Exploring sensory play (see resources): (Milhouse does explore sensory play with his mouth so edible sensory play is needed)

Milhouse loves fast tempo musical activities including: music therapy, songs on the iPad, action songs, moving to music with an adult

Cause and effect activities which have tactile or noisy effects

Rooms/ Environments

Milhouse enjoys all outdoor environments and will explore these independently. Milhouse finds it easier to self regulate in outdoor environments.

Quieter, familiar rooms with few people in

Whilst sat in a corner or a room or the outdoor area- Milhouse will leave the corner to explore other areas before coming back

Milhouse explores a greater range of

Times/ Days/ Events

Upon entering the classroom Milhouse needs time and space to explore and regulate

Familiar predictable routines

In transition times Milhouse can drop- music, singing and motivating resources are useful at these times

Quieter times of the day with fewer transitions/ changes to the room/ people

Support/ Interaction/ People

People who Milhouse associates with his favourite things (music, dancing etc) such as Anna the music therapist

People who give Milhouse space and time when needed but also give him their undivided attention when he requests it (singing etc)

Playing with boisterous, smaller peers

1:1 support (working opposite Milhouse)

Personalised learning plans

The pupils that attend Sunningdale School are individuals. Each child that attends the school may be here for a variety of reasons related to their Cognition and Learning; Communication and Interaction; Physical and Sensory needs or Social, Emotional and Mental Health needs. No two children that attend Sunningdale School have difficulties that manifest and impact on their development in an identical way. As such pupils are planned for and taught at Sunningdale School in a highly personalised way, using **Personalised Learning Plans** that cross reference and interact with a variety of educational, therapeutic and curriculum documentation and approaches. Pupil's Personalised Learning Plans directly link back to their Education, Health and Care plan (EHCP), demonstrating the golden thread that runs through each individual pupils' education right back to their aspirations.

Pupil: Milhouse Van Houten	Pathway: Explore	Term: Summer 2	Key Stage: 2b	Class:	Teacher:
Cognition and Learning			Communication and Interaction		
E3			E2	E5	S
Milhouse will use more precise actions when activating cause and effect activities (pressing on the play icon, swiping scroll bar etc)	Milhouse will begin to use 2 actions in a sequence to gain a reward (initial gestural prompting and modeling) (pressing once for her choice of song then pressing again for play, opening a cupboard and taking something out, taking a lid off and then squirting)		Milhouse will stand up/ move towards the door/ take an adults hand etc when shown the symbol/ OoR for some familiar activities (alongside spoken word and gesture) (toilet, play park, bus...)		Milhouse will hand over a single photo, symbol or object to an adult to request an item or 'more' (OG) (currently requiring gestural cues to do this for foam and symbols)
E3			E1	E2	E5/S
When exploring wet messy play Milhouse will use circular, vertical or diagonal motions or isolated fingers (OG) (Currently using whole palm linear motions or flicking motions)	Milhouse will notice at the effect he has when mark making (looking at sensory media/ his hands when making marks, looking at the marks he has made etc)		Milhouse will look towards symbols/ a communication board when modeled or shown by an adult (OG)		Milhouse will show an interest in an adult who mirrors her vocalisations and actions
E3					E3
Milhouse will increase the number of activities both in and out of class he will choose to engage with (adult modeling) (Milhouse is currently choosing to sit in a corner and is reliant on adults bringing activities to her)					



Sunningdale School
Personalised Learning Plan

Pupil: Milhouse Van Houten	Pathway: Explore	Term: Summer 2	Key Stage: 2b	Class:	Teacher:
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Sensory and Physical		Social, Emotional and Mental Health	
<p>E6</p> <p>Milhouse will show an awareness that her nappy is very wet or soiled (pulling at it, taking someone to the door etc)</p>	<p>Milhouse will eat at meal times (OG) (as opposed to snacking throughout the day)</p>	<p>E6</p> <p>Milhouse will walk to an area of school without sitting down when the corridors are quiet (forest school corridor to classroom, classroom to bathroom etc)</p>	<p>Milhouse will copy the actions of another person when they are playing either in parallel or together (OG)</p>
<p>Milhouse will drink from a drink bottle or cup (as opposed to trying to drink from sensory play, hose pipe etc)</p>	<p>E6</p> <p>Milhouse will increase her independent dressing and undressing skills- taking her own jumper off when it is started for her, pulling leggings down before nappy change...</p>	<p>Milhouse will begin to sit or stand at the table/ tuff tray alongside another pupil for short periods of time (Nadia will do this with adults but not peers)</p>	<p>E4</p> <p>When becoming dysregulated Milhouse will be able to re-regulate with space, time and access to a dark den. comer etc (rather than going into crisis) (OG)</p>
<p>E3</p> <p>Milhouse will use a greater range of tools when exploring sensory play (OG) (paint brushes, spoons, mashers etc)</p>		<p>E4 E6</p> <p>Milhouse will accept being told he cannot have something and will respond positively to redirection (OG) (multiple wraps/ yoghurts, iPad etc)</p>	

Key:	EHCP (E)	Pupil Voice (PV)	Parent Voice (P)	Ongoing (OG)	EYFS (EY)
PEP (PEP)	SaLT (S)	Physiotherapy (Ph)	Pupil Premium (PP)	Music Therapy (MT)	PEP (PEP)

Reading, Reading Schemes & Phonics

Sunningdale school believes communication is vital for all children to access the world. Effective communication supports children and staff to understand each other and make their needs known. At Sunningdale school teachers develop pupils' spoken and signed language, reading, writing and vocabulary as integral aspects of the teaching of every subject. Literacy is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

Reading

Teachers develop pupils' reading and writing in all pathways to support their acquisition of knowledge. Pupils are taught to engage with written English and where possible to read fluently, understand prose (both fiction and non-fiction) and are encouraged to look at, discuss or read materials for pleasure. At Sunningdale School we do everything possible to promote a love of wider reading.

Pupils entering Key Stage 1 and 2 who have not yet met the early learning goals for literacy continue to follow their personalised learning targets set out in their Personalised Learning Plan (PLP). They continue to access the school's curriculum through the half-termly 'Curriculum Connectors' (themes). Themes, topics and lessons are suitably differentiated using their curriculum pathway's schemes of work that set out the approach utilised to develop pupil's skills, knowledge and understanding in a range of areas including, where appropriate, reading, spelling and general familiarity with 'reading type behaviours'. For pupils that have emerging phonological skills they begin to follow systematic synthetic phonics (SSP) as set out in the reading roads.

Sunningdale Reading Roads

Pupils at Sunningdale are offered a broad and flexible approach to the curriculum through pathways. All children are given the opportunity to learn to read at a level appropriate for them. Our differentiated reading roads mean that for many of our children reading may look a little different. Our Reading Roads are for:

- A- Pre-readers

- B- Emerging Readers
- C- Developing Readers

Pre-readers

Pre-readers			
Objects of reference	Sensory stories	Sensory journeys	Eye gaze
Symbol discrimination	Shared stories	Early sound awareness games	Tracking programmes and skill development
Story Massage	Action rhymes	Tac Pac	

Provision

- Light sensory room
- Sound sensory room
- Resonance boards
- Dark tents
- An inviting reading area in classroom for child led reading for pleasure might include mirrored area, resonance board, uv lighting (black and white books).
- Little rooms
- Rebound Therapy

Reading Road A: Pre-readers

It is important that pupils experience and retain a series of pre-requisites to learning in order to move on to develop recognised skills in literacy. These pre-requisites include early tracking skills, self-awareness, a sense of rhythm, pattern and order and communication skills. For many children in reading road A these requisites will be a continuous process throughout their time at school.

Using the engagement model to base children's early reading skills on:

- Anticipation
- Realisation
- Persistence
- Exploration
- Initiation

When pupil's symbol discrimination is becoming more developed (e.g. they can discriminate between 3-5 key symbols) and their engagement in pre-reading skills as outlined above demonstrates they are ready pupils will transition to reading road B.

Emerging Readers

Emerging readers					
Learning whole words by sight	Sharing and listening to stories	Talk for writing strategies to act out/retell story	Joining in with familiar action rhymes and songs	Story mapping	Symbol discrimination
Reading a menu/shopping list/timetable	Role play and small world	Opportunities for reading in learning areas around school e.g. menus posters etc.	Matching pictures, objects, word	Phase 1 SSP	Following instructions
Personalised high frequency word vocabulary	Personalised social sight vocabulary	Functional lists e.g. getting dressed list, cleaning teeth list.	Functional Independent reading skills such as self registration.	Personalised topic based vocabulary	Topic boards

Provision

- An inviting reading area in classroom for child led reading for pleasure, includes different texts such as catalogues, magazines, fiction and non-fiction books.
- Computer and ipads with programs to access reading
- Reading for purpose in classroom role play are, e.g. reading menus, timetables, shopping lists etc.
- Access to the school library for development of reading skills, choosing and finding relevant texts.
- Access to shared role play areas to encourage environmental reading skills e.g. The shop, the hairdressers etc.
- Access to the local area to develop real world reading skills such as locating shops, hospital, doctors etc.

Reading Road B: Emerging Readers

Reading road B are pupils who have emerging early reading skills. They are able to access and understand at a simple level personal reading books (E.g. identifying Mum, Dad, themselves, pets etc.) Children in reading road B will be developing emerging early reading skills such as familiar logos, symbols and personalised high frequency words such as their name, favourite characters etc. Children in this pathway will continue to work within phase 1 of letters and sounds developing early sound awareness alongside personal sight vocabulary. They will be developing the skills to unravel a love of reading in a way that is personal to them. They will develop understanding that books convey meaning in a way that is relevant to them. Pupils on this reading road will have a strong focus on developing a range of whole word sight vocabulary as listed below:

Personalised High interest vocabulary

There isn't a definitive list because these will be words which are chosen to reflect particular interests the learner has. The learner may suggest them or they may be suggested by family and friends, they may be elicited through conversation with staff members through looking at personal photo albums, websites apps etc.

Start with a few and build up. There doesn't need to be lots because this is about high interest and quality if more important than quantity.

Personalised high frequency vocabulary

Most high frequency vocabulary lists are unsuitable as the words they contain cannot be represented pictorially. However, the *See and Learn* reading programme gives an extensive set of words which can be pictured and which occur most frequently in children's early language development. The programme was developed with relatively able children with Down Syndrome so the vocabulary should not be taught exhaustively and systematically unless the *See and Learn* programme itself is being delivered, but it does provide a ready source which can be drawn upon to expand the pupil's lexicon.

Personalised topic or project related vocabulary

This is key words which relate topics or projects or stories in which the pupil is interested. Learning to read key words can help involve the pupil in such diverse

activities as labelling or captioning pictures, recording the main parts of an activity with which they have been involved, or creating mind-maps using symbols/words.

Personalised social sight vocabulary

Social sight words are those which learners are most likely to encounter in their immediate or extended environment and need to understand in order to negotiate it independently. Words such as Entrance, Exit, Push, Pull, Look Left, Look Right, Bust Stop, Stop as well as signs used in supermarket aisles to indicate basic items such as Bread, Sugar, Tea, Coffee, Milk, Cheese etc. In addition brand signage such as MacDonald's, Greggs, Tesco.

It is important to note that before moving to Reading road C these pre-requisites would need to be met:

- Pupils have a consistent set of sight words that they are able to read and use functionally.
- They have a sound and secure ability to access all of phase 1 SSP
- They have developed an understanding of reading for meaning and are able to join in with familiar rhymes, listen and attend to stories.
- Pupils are able to discriminate a wide range of symbols and understand their meaning.

For some pupils at Sunningdale who have developed these skills they will move to reading road C – Developing readers.

Developing Readers

Developing Readers					
Learning whole words by sight	Using phonics to decode words	Reading and writing sentences	Individual reading books (linked to SSP scheme)	Comprehension – Engaging and responding to text	Proof reading for spelling, punctuation and grammar
Functional Independent reading skills such as self registration.	Functional lists e.g. getting dressed list, cleaning teeth list.	Opportunities for reading in learning areas around school e.g. menus posters etc.	Personalised high frequency word vocabulary	Personalised social sight vocabulary	Functional reading/reading in the community; reading magazines, timetables etc.

Provision

- Individual SSP sessions
- Individual reading books – book bands for differentiation
- Individual reading with staff during the school day
- Reading for research – using the internet to find out facts/information
- Reading comprehension tasks
- General reading opportunities throughout the day e.g. reading out questions, reading emails etc.
- Home – school reading programme
- An inviting reading area in classroom for child led reading for pleasure, includes different texts such as catalogues, magazines, fiction and non-fiction books.
- Computer and ipads with programs to access reading
- Reading for purpose in classroom role play are, e.g. reading menus, timetables, shopping lists etc.
- Access to the school library for development of reading skills, choosing and finding relevant texts.
- Access to shared role play areas to encourage environmental reading skills e.g. The shop, the hairdressers etc.

- Access to the local area to develop real world reading skills such as locating shops, hospital, doctors etc

Reading Road C: Developing Readers

Reading road C are pupils who have developing reading skills. They are able to read a range of personal sight vocabulary. Phase 1 SSP is embedded in their learning and they are ready to move on to more formalised reading strategies. These pupils will be developing a much more concrete understanding of reading for meaning. They can gain information from text and books. Pupils will have demonstrated that they are ready to further develop their understanding of SSP.

Reading road C will have access to daily SSP sessions alongside their pre-existing reading strategies.



Impact

Ipsative Assessment

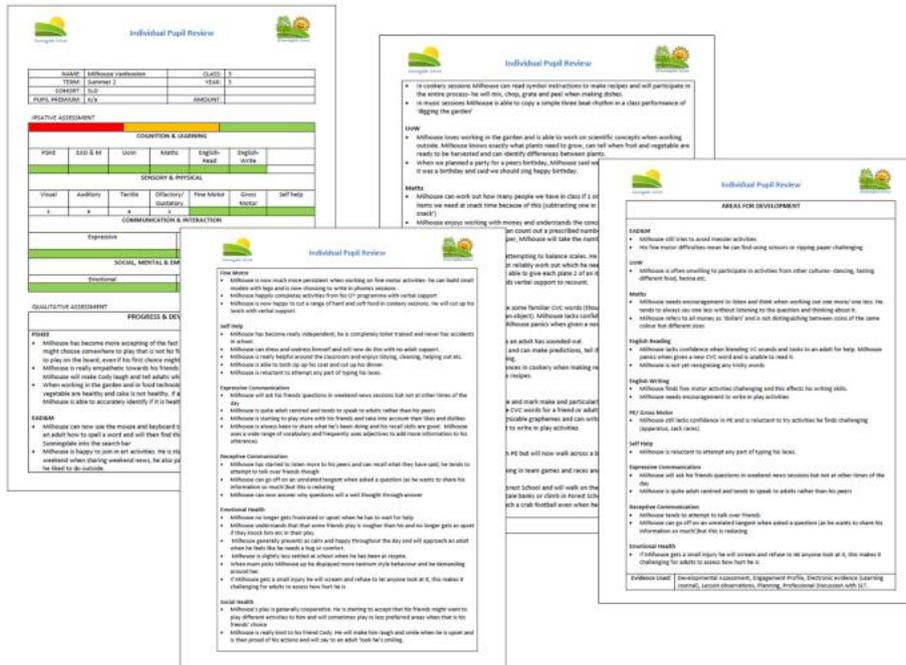
Pupils at Sunningdale School are ipsatively assessed termly based on a range of factors unique to them. Evidence for this assessment is varied and heavily moderated.

Sources include **developmental assessments, recorded observations** (video, photographs, written), **deep dive pupil progress meetings** and **professional opinion**.

Progress and attainment is judged to be making

- Little Progress: requiring Case Study & Intervention;
- Good Progress and/ or
- Excellent Progress.

These are recorded as Red, Amber and Green respectively for each area of development on each pupil's Individual pupil review. Individual pupil reviews are undertaken termly in **October, February** and **May** and are led by the Headteacher or Deputy Headteacher.



The developmental assessments that form part of this process are also matched to the needs of the individual pupil and the curriculum pathway on which they are currently working. These assessments include **Footsteps (Routes For Learning)**, **Stepping Out**, **SCERTS** and **MAPP Milestones**.

Pathway	Focus	Communication	Developmental Assessment	Statutory Assessment	Learner Characteristics	Developmental Levels	Engagement profiles & motivators used in ALL pathways	Recording Framework: MAPP (via Evidence for Learning)	IPSAIVE ASSESSMENT R-AG (deep dive discussion drawing on all evidence)
Pre-formal	Early Developmental Skills. Therapeutic Input.	Pre-intentional Anticipatory Intentional-Requesting	Footsteps (Routes for Learning)	The Engagement Model	Profound and Multiple Learning Difficulties.	EYFS: B- 11/ 8- 20 P1- 3ii RfL Step 1- 43	Engagement profiles & motivators used in ALL pathways	Recording Framework: MAPP (via Evidence for Learning)	IPSAIVE ASSESSMENT R-AG (deep dive discussion drawing on all evidence)
Semi-Formal-Explore	Sensory Regulation. Engagement. Attention. Interaction.	Intentional 1-3 key words	SCERTS Stepping Out Semi-Formal MAPP	The Engagement Model/ Pre Key Stage Standards	SLD. Sensory Regulation needs. Complex attention & interaction needs. Some early subject specific learning.	EYFS 8- 20/ 16- 26/ 22- 36 P Scale 4- 7 Engagement Step 4- 6 Progression Step 1-2 PKS 1-2			
Semi-Formal-Play	Thinking & Problem Solving. Cross-contextualisation of Learning.	Intentional 1-3 key words	Stepping Out Semi-Formal MAPP	The Engagement Model/ Pre Key Stage Standards	SLD. Autonomous across a range of contexts. Some early subject specific learning.	EYFS 8- 20/ 16- 26/ 22- 36 P Scale 4- 7 Engagement Step 4- 6 PKS 1-2			
Formal	Subject Specific Learning. National Curriculum.	Intentional 4 key words +	MAPP Progression Steps	Pre Key Stage Standards	SLD. Accessing subject specific learning in most areas.	EYFS 30- 50/ 40-60/ ELG P Scale 7 + Progression Step 2/ 3 + PKS 3-6			

As described above Sunningdale School's Ipsative Assessment approach is underpinned by our use of the Engagement Model for all pupils. Qualitative recordings of pupil's engagement in the areas of **Initiation, Persistence, Anticipation, Exploration** and **Realisation** are made regularly and used to build up a picture of how developed each of these are for each pupil. Alongside this, we also record pupil's motivators in terms of Activities, Resources, Environments, Levels of Support and Times of the Day in order to create overall teaching environments and approaches that create the maximum potential for learning for individual pupils. This underpins our assessments of progress as we believe that:

"Without engagement, there is no deep learning" (Hargreaves, 2006), "effective teaching, meaningful outcome, real attainment or quality progress" (Carpenter, 2010).

If you do not understand a pupil's motivators and how they engage across a range of facets how can you claim they are making their optimum levels of individualised progress? We don't believe you can! Where a pupil's motivators are not understood at a schematic level we will not judge them to be making Excellent Progress in one or more relevant areas of their development.

Sunningdale School
Name: Milhouse Van Houten

Engagement Profile
High Engagement Presentation

Exploration
Flicking, tapping sensory play and noisy objects
Mouthing and smelling sensory play
Spreading sensory play up and down his arms
Milhouse tends to use specific techniques with specific sensory play (rubbing weetabix between fingers/ smearing paint)
Looking at adults actions and showing an interest in it
Rocking with an adult and giving eye contact in musical activities

Realisation
Milhouse will activate a range of cause and effect activities and will use a range of cause and effect actions on them- turning a dial, pressing a switch, pressing a symbol and then 'play'
Milhouse will explore his favourite activities with any familiar class staff
Milhouse will explore his favourite activities with different parts of his body and will use different actions (cross contextualizing the action) to his usual action for that specific messy play (see resources)

Anticipation
Milhouse will tilt his head and look at an adult, giving eye contact when he expects something from them (i.e. them to sing).
Milhouse will also move an adults hand to an object if he is expecting a specific action or event to occur (i.e. adults hand to the foam canister)
Milhouse will tense and show physical signs of heightened arousal when he is excited for an event
Milhouse will hold his hand out to rock with an adult when he anticipates a musical activity

Persistence
If Milhouse's needs is not immediately met by an adult- he will repeat the action- taking an adult to what he wants again
Milhouse ways to let mouth th closer etc
Milhouse adult and how to ex
Milhouse he wants different

Initiation
Milhouse will reach out to an adult and take their hand when he wants to explore/ interact with them

Sunningdale School
Name: Milhouse Van Houten

Engagement Profile
Motivators

Resources / Objects
Sensory play including: weetabix, sand, water, gloopy textures, foam paint etc-
Milhouse engages for longer periods of time in wetter sensory play
Cause and effect items where Milhouse can feel a physical sensation (foot spa, fan, hairdryer, vibrating button)
Musical activities on technology devices- musical games on the interactive whiteboard, song on the iPad
Things he can bang or tap with his hands or flick with her fingers: drum, beads etc.

Activities
Exploring sensory play (see resources): (Milhouse does explore sensory play with his mouth so edible sensory play is needed)
Milhouse loves fast tempo musical activities including: music therapy, songs on the iPad, action songs, moving to music with an adult
Cause and effect activities which have tactile or noisy effects

Rooms/ Environments
Milhouse enjoys all outdoor environments and will explore these independently.
Milhouse finds it easier to self regulate in outdoor environments.
Quieter, familiar rooms with few people in
Whilst sat in a corner or a room or the outdoor area- Milhouse will leave the corner to explore other areas before coming back
Milhouse explores a greater range of

Times/ Days/ Events
Upon entering the classroom Milhouse needs time and space to explore and regulate
Familiar predictable routines
In transition times Milhouse can drop- music, singing and motivating resources are useful at these times
Quieter times of the day with fewer transitions/ changes to the room/ people

Support/ Interaction/ People
People who Milhouse associates with his favourite things (music, dancing etc) such as Anna the music therapist
People who give Milhouse space and time when needed but also give him their undivided attention when he requests it (singing etc)
Playing with boisterous, smaller peers
1:1 support (working opposite Milhouse)

Mapping and Assessing Personal Progress

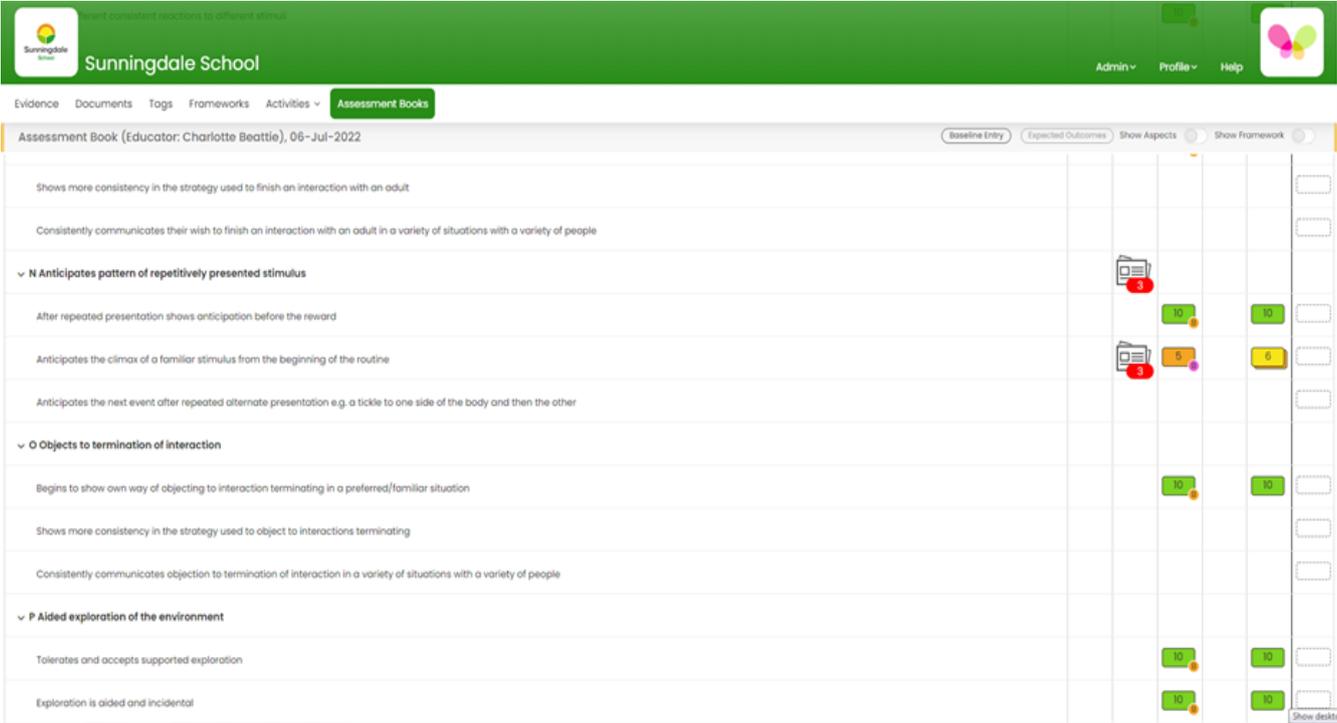
Mapping and Assessing Personal Progress (MAPP) is used via Evidence For Learning to collect evidence and indicate next steps for learning. This supports an assessment for learning cycle to ensure personalisation of planning and delivery of activities.



MAPP is used to laterally assess progress against pupils personalised learning plans. Teachers use it to evidence, assess and track progress. Linking evidence to support progress towards targets. The Assessment of Lateral Progress (ALP) ALP is the defining feature of MAPP. Its function is to express qualitative observations of learning in a framework which gives a graphic representation of lateral progress. ALP comprises a ten point rating scale for each of four aspects of skill-development, namely: **independence, fluency, maintenance** and **generalisation**. Each rating scale has descriptors which help secure consistency in judgements.

Evidence For Learning

Evidence for learning is used for evidencing and tracking progress against individual Personalised Learning Plan (PLP) targets related to Cognition and Learning, Communication and Interaction, Personal, Social, Emotional and Mental Health and Physical and Sensory Development. These are linked to pupil’s aspirations as set out in their Education Health & Care (EHC) Plans. Links are made to Preparation for Adulthood and developmental plans provided by Health professionals such as Speech and Language Therapists, Physiotherapy, Occupational Therapists and Mental Health professionals. EFL provides a platform that allows clear and precise overviews of pupil progress towards their aspirational outcomes and ambitions.



As Evidence for Learning supports any assessment framework and any assessment model we use it across ALL pathways with ALL pupils.



Monitoring

A half termly programme has been developed which focuses on various indicators of the quality of provision, practice and outcomes to enable us to quality assure all aspects of what teachers and class teams offer across the pathways. These include:

- Class teams knowledge of the learning profiles and specific needs of individual children, evidenced through personalised planning such as PLP's, Engagement profiles, behaviour plans and Annual reviews.
- Evidence about the quality of relationships between pupils and the class team that works with them, gained through learning walks, observations and learning conversations.
- Evidence of continuous assessment for learning, effective feedback and review processes and reliable summative assessments supported by photos, videos and observations in evidence me.
- The quality of provision, indicated by the learning environment, planning, teaching and learning and the effectiveness of the team, evaluated through leadership monitoring of practice.

The monitoring schedule will provide evidence that teachers have an in-depth knowledge of children's learning needs and barriers to learning and give us a 360° perspective on the quality of provision, practice and outcomes across school.

Monitoring Schedule

Au1 wk		
3	Medium term plan monitoring	Provision/Implementation
4	Observation	Practice/Implementation
5 & 6	Performance management	Outcomes/Impact
7	Engagement profile monitoring	Provision/Implementation
Au2 wk		
1	LW: Environment	Provision/Implementation
2 & 3	Progress meeting	Outcomes/Impact
3	PLP monitoring	Provision/Implementation
4	LW: Engagement	Practice/Implementation
4 & 5	Work scrutiny – engagement, cognition and learning	Practice/Implementation
Spr1 wk		
3	Medium term plan monitoring	Provision/Implementation
4	LW: interactions	Practice/Implementation
5	Work scrutiny – engagement, cognition and learning	Practice/Implementation
6	Use of ALPS on evidence for learning	Practice/Implementation
6 & 7	Progress meeting	Outcomes/Impact
Spr2 wk		
1	Medium term plan monitoring	Provision/Implementation
2	PLP monitoring	Provision/Implementation
3	LW: Teaching and learning	Practice/Implementation
4	Work – scrutiny	Practice/Implementation
5 & 6	Observation	Practice/Implementation
Sum1 wk		
1		
2	Medium term plan monitoring	Provision/Implementation
3	LW: Use of PLP's	Practice/Implementation
4	Work scrutiny	Practice/Implementation
5 & 6	Progress meeting	Outcomes/Impact
Sum2 wk		
1		
2	Medium term plan monitoring	Provision/Implementation
3	PLP monitoring	Provision/Implementation
4	Work scrutiny	Practice/Implementation
5		
6		

Autumn Term

Provision/Implementation	6
Practice/Implementation	2
Outcomes/Impact	1

Spring Term

Provision/Implementation	
Practice/Implementation	
Outcomes/Impact	

Summer Term

Provision/Implementation	
Practice/Implementation	
Outcomes/Impact	

Medium Term Planning Scrutiny

Medium term planning scrutiny will be focusing on ensuring a breadth of coverage for the pupils.

Medium term plans are tailored to the needs of your class, adapting the learning areas and opportunities to the interests, needs and level of learning of your class. They should consist of basic mapping of concepts, resources, activities and content link to the termly curriculum connector theme.

From Autumn 2 Medium term plans specific to your pathway should be used to set out your coverage and breadth of the curriculum specific to your pathway. Medium plans should lay out activities that will be planned for that half term linked to the area and topic.

When looking at medium term planning senior and middle leaders will be looking to see:

- That half termly planning links to that terms curriculum connector theme.
- That activities are explicitly referenced rather than objectives/questions.
- That activities laid out are suitable for children within the given pathway.

Learning Walks

Learning walks take place in order to collect evidence about teaching and learning, evidence of progress and areas for school development. They are intended to be developmental and constructive and provide a holistic view of learning within the classroom.

Learning walks will focus on a range of areas including:

- Environment
- Engagement
- Communication
- Interactions
- Teaching and learning
- Use of PLP's

These are the areas we will be looking at within each focus:

Environment

- An enabling environment set up to support the needs of pupils in the class.
- Appropriate resources being used/set out to meet needs of pupils.

Engagement

- Levels of engagement within the class.
- Use of engagement profiles to facilitate exciting and inviting learning opportunities.

Communication

- Evidence of a total communication approach in the class.
- What communication strategies are in place and embedded?
- Consistency of communication strategies in place.
- How does the environment facilitate communication?
- What specific strategies are in place for individuals?

Interactions

- Quality of interactions between staff and children.
- Understanding and responding appropriately to child's method of communication.
- Understanding of attachment needs and meeting these appropriately.

Teaching and learning

Use of PLP's

- How embedded the PLP's are in everyday classroom practice.

- How well staff know individual PLP's and targets.
- How well matched activities are to children's PLP's.

Engagement & Engagement Profile Monitoring

The engagement profile allows us to demonstrate what high engagement presents like for individual pupils in the 5 five areas of engagement. It enables class staff to continually reflect upon and plan the curriculum delivered to individual pupils ensuring that high levels of engagement are always sought. It also outlines the key motivators for individual pupils in order to create a state of high engagement.

When monitoring engagement profiles we will be looking for:

- Good quality statements in the 5 areas of enagement that would allow anyone to see what high engagement would look like for the individual pupil.
- Motivators that are explicit in each area of:
 - Resources/objects
 - Rooms/Environments
 - Times/Days/Events
 - Activities
 - Support/Interaction/People
- Evidence in classroom practice and assessment that demonstrates the engagement profile is being used to plan and facilitate sessions that provide optimum high engagement to pupils.

Work Scrutiny

The purpose of work scrutiny is to ensure that classroom pedagogy reflects how the curriculum intent is translated into classroom practice. Work scrutiny becomes more valid in gaining a 360° perspective on the quality of provision, practice and outcomes within a classroom when conducted as part of an inclusive, rounded monitoring process. Work scrutiny is seen as a contributory element, amongst many others, towards judging the quality of education. Work scrutiny will not be carried out as a stand alone task, it will “piggy-back” other monitoring activities such as learning walks or lesson observations.

Work scrutiny will look at four main indicators:

1. Building on previous learning

Pupils’ learning is consistently, coherently and logically sequenced so that it can develop incrementally (at the learners development level) over time.

2. Pupils’ progress

Pupils make progress from their starting points. This is then triangulated through ipsatively assessing pupils in pupil progress meetings.

3. Practice

Pupils are regularly given opportunities to revisit and practice what they know to deepen and solidify their understanding.

4. Depth and breadth of coverage

The content of the tasks and pupils’ work show that pupils access a broad range of curriculum to consolidate their learning in a variety of contexts at their level.

We will also be looking at:

- If evidence is up to date and regular.
- If the evidence is of good quality.
- Is there evidence that observations are being used to inform planning.

As part of the monitoring process we will look at very specific aspects of Evidence me records to ensure that the four main indicators are addressed.

Observations should be very specific and coherent.

PLP monitoring

As described above, a pupil's PLP contains targets relating to developmental progress within the areas of *Cognition and Learning, Communication and Interaction, Sensory and Physical Development* and *Social, Mental and Emotional Health*.

Each pathway has its own PLP this allows for a greater level of flexibility and personalisation and acknowledges the differences in need within each of the four areas across the pathways.

The Personalised Learning Plan (PLP) is a formative assessment tool for everyday use in the classroom. Targets set for the pupil on their PLP are very *specific*. They are written in a way that clearly describes the next relevant developmental step for the pupil in each area.

The *measurement* and setting of these short term targets is informed by observation, evidence collection, multi-disciplinary input, reference to developmental assessment frameworks and professional judgement.

The careful setting of the targets in each area ensures that they remain *relevant* to the pupil and their development. A system of cross referencing to therapeutic advice, specialist provision and long term EHCP outcomes ensures the targets are highly *relevant* to the child's holistic development and contribute to their long term aspirations.

All PLP targets are precise short term targets set at developmental steps that should be *achievable* for the pupil within a term. Targets that cannot be achieved within a term should be re-evaluated and broken down into more specific and shorter-term steps. This *time-bound* approach reinforces the target's relevance to the pupil and contributes to the PLP's functionality as a tool to aid everyday teaching and learning in the classroom.

The purpose of PLP monitoring will be to ensure that:

- *Targets are informed by observation and evidence.*
- *That targets are relevant to the pupil and their development.*
- *That PLP's are cross referenced to therapeutic advice, specialist provision and long term EHCP outcomes.*

- *That targets are precise short term targets set at a developmental level that is achievable for that pupil.*

Pupil Progress Meeting

As described above this is a heavily moderated and rag-rated discussion based on a number of factors that measure the pupil's progress *ipsatively*.

Ipsative assessment is a highly personalised form of assessment where progress is measured against the needs and goals of the individual, not in comparison to external standards or performance of peers or larger analogous groups of pupils. Pupil progress meetings will take place termly. It is expected that teachers are able to carry out deep dive conversations about any of the pupils within their class. These meetings take place on a termly basis.

Evidence for this assessment is varied and heavily moderated. Sources include commercial developmental assessments, recorded observations (video, photographs, written) and professional opinion. Progress and attainment is judged to be making Little Progress: requiring Case Study & Intervention; Good Progress and Excellent Progress. These are recorded as Red, Amber and Green respectively on each pupil's Individual Pupil Review.



This policy should be read in conjunction with all other relevant policies and guidance. This includes relevant Continuing Professional Development as well as Mentoring and coaching related to teaching and learning.

Role	Name	Signature	(*Ratification) Date
Headteacher	J. Waller		
Author (Where not Headteacher)	n/a	n/a	n/a
Chair of Governors/ On behalf of Governing Body			*