

3. Quality of Teaching, Learning and Assessment

GRADE(1-4).....1.....

- Teaching is a strength within the phase. Lesson observations indicate that teaching has proven to be either outstanding or good and improving over time (see lesson observation feedback). This academic year the teaching team consists of the Phase Leader, who is primary trained and in her 11th year of teaching, an experienced EYFS teacher whose degree is in Early Years and an NQT. Our NQT is being supported by a very experienced team of Teaching Assistants, including one, whom has acted as a HLTA in the past, covering teacher's PPA time. In addition to this we have two highly experienced HLTAs who plan, teach, and assess across the phase. Teaching assistants are utilised extremely well and are an integral part of the teaching and learning process. The investment in quality support staff and the high staff ratio can be seen to directly impact on pupils learning (see lesson obs feedback)
- Quality teaching has a direct, positive impact upon learning and pupils make significant progress from their starting points and within their capabilities. Teaching is inspirational and well-matched to pupil's individual abilities and needs (see lesson obs feedback and data)
- CPD is of high importance and staff have had relevant EYFS training delivered in-house or by the LA. Staff have also taken part in training relevant to the Special Education Needs of our pupils eg- Team Teach, Makaton, PECS, Rebound Therapy, Autism Awareness and Intensive Interaction.
- Developing communication skills is a core focus within the phase. A large majority of pupils are pre-verbal or at very early communicative levels when they start with us. Staff are trained to support the development of communication alongside Speech and Language Therapists and families through systems such as PECS, Symbol use, Objects of Reference, Makaton, Intensive Interaction and developing early word level. This is evident within the classroom and wider phase environment. The development of communication skills has a significant impact upon learning and progress in all other areas of learning and development, and is key towards enabling a child to become a more active and independent learner.
- Addressing pupil's sensory processing needs is also of great importance and all staff have received training around Sensory Integration. Teachers are able to refer pupils to specialist sensory Occupational Therapists, who then assess and develop sensory programmes for the pupils to follow. These programmes have had a positive impact on both learning and behaviour (see support plans, ongoing assessments and learning stories).
- Assessment for learning is a strength within the phase. Rigorous (daily) formative and summative assessment by all practitioners allows us to set realistic, yet aspirational, 'next steps' for our pupils (see 'Outcomes' section). Families and multi-agencies are encouraged to contribute towards the assessment and learning process
- Planning and pupil progress is closely monitored by the Deputy Head, Assistant Head and Phase Leader. The Assistant Head regularly gives feedback from Learning Walks and Planning Reviews, which is then reviewed and acted upon, if necessary. Work is scrutinised regularly and feedback is discussed in teams and acted upon if necessary.
- Regular internal and external moderation ensures judgements about pupil progress and attainment is sound. In June 2015 we were moderated by the LA on our end of KS1 pupil's levels. The feedback was excellent and they believed our judgements to be accurate and robust. We also did moderation with another local Special School and plan to do further moderation this year with another Outstanding specialist setting.
- All pupils are base-lined on entry to the EYFS phase using our in-house assessment which is based on the Early Years outcomes non-statutory guidance. Last Year, we Piloted MAPP with some of our most complex PMLD pupils who make very small steps in progress that are very personal to them. We felt that we needed an assessment tool that reflected the needs of these pupils. MAPP proved to be a success and we will continue to use it in the future. We are also hoping to extend our Early Years Assessment to include smaller steps, using the 'Equals Small Steps'. This is included in our SDP to look at this year.
- Our last Ofsted inspection judged 'Quality of Teaching' to be outstanding. We believe we are maintaining these standards.

Any Action Points / Developments

1. Moderate identified areas with The Cleveland Unit.
2. Look into Equals 'Small Steps' and look to incorporate with our own 'in house' EYFS assessment.
3. Support NQT in developing her CPD in EYFS
4. Develop outdoor areas