

Chailey Heritage

Individual Learner Driven Curriculum



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Please refer to “Chailey Heritage Individual Learner Driven Curriculum, Part 3”
for all Appendices.



How is my performance monitored as a teacher at Chailey Heritage School

As stated in the Summative Assessment document, we do not use any system of measurement of progress to compare any one child with other children and we therefore do not have numerical data to compare the progress of our children with the progress of children in other schools.

Instead, we believe that **‘If the input to each child’s learning is the very best it can be, then the progress made by that child, whatever that is, will be the very best that the child could have made’**. Therefore, the key to the effectiveness of the CHILD curriculum, is the quality of input to each child’s learning, and so we need to be sure that we monitor and triangulate, and that we are accurate in our judgement of this.

We are very fortunate to have a fully integrated team of specialist clinicians and therapists. These experts, along with the children’s families and our teaching teams, monitor each child’s progress. Together they set individual targets and support the teaching teams with professional advice and with specific interventions.

However, even with this, the quality of the teachers and their teaching, is crucial to the children’s progress. They need to have specialist knowledge of teaching children with special needs and disabilities and sensory impairments; they need to be able to plan, assess and record effectively; they need to be able to respond to each child’s changing learning needs; they need to be able to understand and use all the available equipment, techniques and teaching methods available, they need to be using the best MNSs and be able to assess when to change these.

In order to be able to say that **the input to each child’s learning is the very best it can be**, there needs to be rigorous monitoring, reviewing and management of teacher performance. The table below outlines the key mechanisms used for this.



Overview Table

Chailey Heritage School Teacher Standards	Monitoring Mechanisms
1. The children’s learning – learner progress outcomes	A; B; F; G; H; I
2. Teaching – delivery of lessons and individual learning activities; integration of therapies	B; D; E; F; H
3. Curriculum – effective use of the CHILD curriculum; the planning, assessing and recording cycle; SMSC	A; B; E; F; G; H; I
4. Professional relationships – teamwork and leadership	B; C; D; G
5. Improvement planning – awareness of and contribution to dept./school improvement	C; C1;
6. CPD – proactive, self-directed learning	C; C1; F
7. Specialisms – understanding of special needs, and specialist approaches	A; C; C1; D; E; F; G; H;

Monitoring Mechanisms

Mechanism A:	Coverage	Involvement	Timing
The learner progress interview	1, 3, 7	Headteacher and external school improvement consultant.	Annually, 2 nd half of summer term
The concept:			
<p>Teachers prepare for an interview with the headteacher and external consultant. They will have evidence of learner progress for each of the learners in their class/tutor group. The interviewers will go through all the teacher’s evidence of progress and examine this in detail.</p> <p>This is the major part of teacher appraisal and can be seen as part of a teacher’s CPD in itself, being developmental for the teacher, as well as a means of quality assurance.</p>			
What will be examined (see appendix A)			
<ul style="list-style-type: none"> • Planning: evidence of assessment for learning; changing and adapting targets; creating opportunities for development. Evidence of breadth and balance. • Learner progress files – evidence of individual learner progress; quality of evidence. • Other systems/records – evidence of progress in areas not targeted by the profiles – ‘incidental’ or ‘serendipitous’ learning and how these have informed planning & target setting. • Causes for concern during the year re individuals’ progress • Evidence of interventions & requests for support, and any outcomes. • Causes for celebration during the year re individuals’ progress • IPR meeting notes of professional discussions; parents’ meeting notes, showing quality of professional discussion. 			

Mechanism B:	Coverage	Involvement	Timing
School sweep	1, 2, 3, 4	Headteacher; deputy heads	Every day.
The concept:			
<p>Every day, at least once, the Headteacher visits every class, hall, and any other areas used for teaching. Deputy heads also do this but less frequently. Every child and member of staff is spoken to. Staff explain what they are doing and why they are doing it, and how it is benefiting the child/ren.</p> <p>Where what is observed seems questionable in any way, the Headteacher will follow up with the member of staff, the teacher or the head of department.</p> <p>The daily school sweep ensures that all staff know the Headteacher and deputies very well, and have a rapport with them. They also know that the visits are evaluative and that they need to be performing well.</p>			
What will be examined			
<ul style="list-style-type: none"> • Teaching and learning • Planning • Pupil engagement • Teamwork • Meaningfulness of activities • Staff skills 			

Mechanism C:	Coverage	Involvement	Timing
Appraisal meetings	4; 5; 6; 7	Line managers: HT; DHTs; dept. managers	Beginning, middle and end of academic year
The concept:			
<p>Performance targets are set according to the CHS progression standards (appendix C2) by teachers’ line managers, with input from the senior leadership team. Targets are based on: the needs of the school and its students; outcomes of previous years’ targets; responsibilities held or desired; career development. Progression through the CHS teacher progression scales is dependent on appraisal. The learner progress interview (Mechanism A) is part of the appraisal process.</p> <p>CPD is discussed, teachers may be directed to specific CPD tasks according to their developmental needs, and may also request training courses CPD is anything that will make the teacher better at teaching than they were before. Possible CPD options are: coaching; mentoring; job shadowing; attending a suitable course; visiting another school/institution; buddying with a more experienced colleague; twilight provision by the school; taking a further qualification; leading change within a team; taking a whole school responsibility; reading/researching; joining a whole school working party; joining a multi- disciplinary working group; carrying out an Action Research project in collaboration with a group or individually.</p>			
What will be examined (see appendix C1, C2 & C3)			
<ul style="list-style-type: none"> • The teachers’ own CPD log (Mechanism C1) • Outcomes of the learner progress interview (Mechanism A above) • Performance against the Chailey Teachers’ Standards 			

Mechanism C1:	Coverage	Involvement	Timing
Teacher’s professional development log and reflective journal	5; 6; 7	Line managers: department managers	Ongoing, kept by teacher. Referred to at appraisal meeting 3 and/or learner progress interview.
The concept:			
<p>Teachers at CHS are required to be engaged in self-directed learning, to keep themselves abreast of new research and ideas in the field of special education, to continue to improve their own practice and to share with others. For teachers aspiring to promotion through the Chailey Heritage Standards, or to a lead or specialist position, or indeed at another school, this will be vital evidence. The log will help teachers demonstrate through the appraisal process that they have further developed their skills as a teacher each year.</p> <p>Each term there is a teachers’ meeting devoted to ‘Journal Club’ where every teacher is required to give an account of their recent CPD learning. This does not have to be an account of formal training they have received, but can be anything that they have learned, which has helped them improve their practice.</p>			
What will be examined (see appendix A)			
<ul style="list-style-type: none"> • What experiences/actions/activities the teachers have had which have been part of their CPD • How the CPD links to whole-school development initiatives and/or specific areas for development in either their own practice or that of their team, i.e. what was the basis for the initial idea? How was the need identified? • What they have learned from these experiences • How this has affected their practice? • How are they a better teacher than they were last year? • How this has benefited other people’s practice? (where relevant) • How the impact was monitored and evaluated? • Their training log. 			

Mechanism D:	Coverage	Involvement	Timing
Senior leader drop-in observations (clipboard visits)	2; 4; 7	HT; DHTs; Sr Mgr.	Ongoing, at least 1 per mgr. per week.
The concept:			
<p>The headteacher and 3 senior managers keep a RAG-rated log of ‘drop-ins’. These cover lessons, break times, and any other sessions in the school day, including those led by non-teaching staff such as therapists and other specialists. The drop-ins are unannounced and are part of the senior team’s daily monitoring. Drop-ins will typically be around 5 minutes. Where there is an amber or red rating, there will be a follow-up discussion or other actions logged. Where the observation is green rated there is no follow-up unless to congratulate a team on excellent work</p>			
What will be examined (see appendix D1 and D2)			
<ul style="list-style-type: none"> All aspects of the school day. That specialist knowledge of SEND is being used to plan activities and set targets. That specialist interventions are understood and are being used effectively Observers are also looking to ensure that staff are on task, learners are engaged, and health & safety and classroom/space management is in order and the environment is best used. 			
the WHY imperative’			
<ul style="list-style-type: none"> Observers will ask members of staff what any particular learner is doing, why they are doing it, and how this relates to their ‘next steps’, and will expect knowledgeable answers from all (see the ‘clip’board visit’ poste, appendix D2). 			

Mechanism E:	Coverage	Involvement	Timing
Governors’ focus visits	2; 3; 7	Governors	3 x per year for each governor
The concept:			
<p>Governors visit different classes informally, and unobtrusively, to gain an impression of and increase their awareness of teaching, learning & assessment taking place throughout the school. Governors discuss what was happening and why it was happening. Governor examine a learner progress file and discuss with the teacher that learner’s progress.</p> <p>Governors also have a safeguarding question to ask on each visit.</p>			
What will be examined			
<ul style="list-style-type: none"> Pupil progress Knowledge and culture of safeguarding All kinds of learning activities Care for the pupils Specialist support (CHS teacher specialists and CHCS therapy integration) Use of assistive technology Levels of engagement apparent in students Teamwork Environment: displays; use of space; health & safety 			

Mechanism F:	Coverage	Involvement	Timing
Specialist support monitoring	1; 2; 3; 6; 7	Specialist teachers for: SEND; PMLD; VI/HI/MSI; specific learning.	Termly visits to each class plus ad-hoc
The concept:			
<p>We currently have: three teachers with specific skills and accreditation, one for S/PMLD and two for sensory impairment; one deputy head with SEND specialist accreditation; one lead teacher for subject specific learning. Their roles are primarily to support other teachers and teaching teams; to spread good practice; to create and deliver induction and other training modules; and to skill staff up in other ways. These include: monitoring and supporting with teachers’ planning; reviewing learner profiles and evidence of progress with teachers; liaison with therapists and teachers re individual children; attendance at IPRs/ARs as necessary. Over the course of a year, they will have worked with all the teachers in the school, and will have records of this, including where extra support is needed, or has been given.</p>			
What will be examined (see appendix 3)			
<ul style="list-style-type: none"> • Effectiveness of teaching: method and content • Planning, including techniques for AfL • Evidence of progress • Integration and understanding of therapies • Environment and equipment • Understanding of specific aspects of SEND, including requirements for CPD and further research/training. 			

Mechanism G:	Coverage	Involvement	Timing
Individual pupil reviews (IPRs)	1; 3; 4; 7	Teacher; HT; SALT; Physio; OT; care staff; TA	6 months after the annual review
The concept:			
<p>Every child at CHS has their progress individually reviewed at an annual panel meeting, one panel meeting per child, on a rolling program. The panel is called an IPR (individual pupil review) and is attended by:</p> <ul style="list-style-type: none"> • Specialist SEND teacher • Speech & language therapist • Occupational Therapist • Physiotherapist • Specialist education assistant • Residential care staff (where applicable) • Multi-sensory impairment specialist teacher (where applicable) <p>At this meeting, all aspects of the learner's profiles are reviewed, revised and updated, and new targets may be set. There is discussion of new/different approaches based on what has and hasn't worked. This is minuted by the teacher and kept as evidence for the learner progress interview.</p> <p>Following the meeting, the teacher meets with parents, to review the progress made and the new /revised targets. It is very important that parents give input. Revised profiles are distributed.</p>			
What will be examined (see appendix G1 and G2)			
<ul style="list-style-type: none"> • Learner progress for the pupil • Suitability of the MNSs • Integration of therapies • Parents’ contribution to the target setting 			

Mechanism H:	Coverage	Involvement	Timing
Reviewing of learner progress files (LPFs) and Class Assessment Files of Evidence (CAFÉ folders)	1, 2, 3, 7	Department managers; deputy head for SEN; headteacher and external consultant.	Several times per term, plus at learner progress interview
The concept:			
Department managers will monitor LPFs and CAFÉ files every half term as well as ad-hoc. For this exercise, one LPF per class will be sampled, as well as the teacher’s CAFÉ file. This is intended to be a very quick review.			
LPFs and CAFÉ files form a major part of the Learner Progress Interview.			
What will be examined			
LPFs: Is the MNS completed index up to date? <ul style="list-style-type: none"> • Are the completed MNS well evidenced? • Is the file well organised and readable? CAFÉ: <ul style="list-style-type: none"> • Is evidence up to date and regular? • Is the evidence of good quality? • Is there evidence that the observations are being used to inform planning? • Is the file well organised and readable? • Is there evidence of new targets/changed targets? <i>(nb Targets will change over time. This will be according to each individual learner. There is no expectation that new targets will be seen every 2 weeks – there is no timescale implied.)</i> 			

Mechanism I:	Coverage	Involvement	Timing
Annual reviews (ARs)	1, 3	Parents; headteacher or deputy; teacher; link TA; care staff; therapists; local authority	annually
The concept:			
A review of each learner’s statement/EHCP is held annually – or 6 monthly for EYFS children.			
What will be examined			
<ul style="list-style-type: none"> • Profiles • ‘All About Me’ • Progress against the long-term targets set in the statement/EHCP. • Achievements and attainments. • MNSs and long term outcomes from each of the profiles are reviewed. Where revisions are recommended, these are written into the child’s profiles and circulated. • The headteacher, parents and LEA officers can, and do, scrutinise the progress made, the approaches used and the current MNSs that are set. 			