



**Hampshire
Achieves**
Skills & Participation

Specialist & Secure Teaching, Learning, Assessment & Feedback Policy

**This policy is an integral part of the HA Quality
Assurance Framework**

Drafted	April 2020 LHamson
Ratified	June 2020 Curriculum Operations

Contents

1.0 Introduction	3
1.1 Related Policies	
2.0 Purpose	4
3.0 Scope	4
4.0 Implementation	5
4.1 Teaching and Learning	
4.2 Assessment	
4.3 Feedback	
5.0 Equality and Diversity	14
6.0 Prevent Duty/Safeguarding	15
7.0 Continuing Professional Development	15
8.0 Appendix I – Blooms	17
Appendix II – Teaching and Learning Strategies	
Appendix III – Induction Process for New Learners	

1.0 Introduction

Hampshire Achieves is the single curriculum area within the Skills & Participation Service of Hampshire County Councils Children's Services Dept. Hampshire Achieves provides a range of directly delivered and sub-contracted learning programmes, including Apprenticeships, Traineeships, Supported Internships and Adult & Community Learning programmes at different venues across the county, as well the delivery of a full education and enrichment programme to young people in specialist and secure settings.

Our Specialist and Secure provision which includes the following settings are the focus of this policy:

- Leigh House Hospital
- Bluebird and Austen
- Place 2 Learn
- Swanwick Lodge

Hampshire Achieves' Specialist and Secure Teaching, Learning, Assessment and Feedback policy has been developed to ensure that the high expectations and ambitions of the service are realised and aligned to the wider performance standards and measures in place.

1.1 Related Policies

This policy is developed in the context of other related policies, such as:

- Behaviour for Learning Policy
- SEND
- Quality Assurance
- Curriculum

2.0 Purpose

Hampshire Achieves is committed to improving the quality of teaching and learning available to all learners in secure and specialist provisions through effective teaching, learning assessment and feedback.

We aim to inspire ambition and achievement through learning by delivering:

- A balanced, high quality, enjoyable and well-resourced curriculum that allows for the academic and personal development of our YP and adults
- An individualised approach that meets the academic, vocational and special educational needs of all our YP and adults
- An enrichment programme that promotes healthy lifestyles, citizenship and good mental health
- Having a culture and a way of working that values our teams and supports all staff to fulfil their potential and
- A collaborative approach that takes account of all stakeholders needs and requirements
- Education that effectively supports progression and/or re integration.

Our values

ASPIRE – act as a champion for all children, young people and those living in the communities we serve.

DRIVE – hold the highest ambitions for the individuals we support and their futures.

EXCEL – work to the highest standards, always in pursuit of our objectives; commit to the personal development of self and others.

COLLABORATE – be open, inclusive and constructive; recognise and value diversity and the contribution of everyone's thinking and experience.

INNOVATE – be open to new ideas and different ways of thinking to contribute to solutions.

We want our **reputation** to be built upon the following:

- Our professionalism and high quality delivery of learning and support. We do what we say we'll do and are focused on positive outcomes and impact.
- Learner led – proactive ambitious approach to ensuring we meet the individual needs of all our learners
- Employer led – proactive approach to supporting our internal apprentice employers and our external placement employers which demonstrates how much we value their contribution
- Specialist & supportive teams who have a 'can do' attitude to meeting the needs of our learners and stakeholders. Resilient staff who are specialist in their fields, who willingly share their expertise with their colleagues and continually develop their own practice.

3.0 Scope

This Policy applies to learners in all Hampshire Achieves' specialist and secure settings. All staff will be made aware of the Policy which will be updated on an annual basis. The successful implementation of the Policy depends upon Education Managers, with support provided by the Programme Manager. The responsibility for monitoring the Policy lies initially with Education Managers and Senior Tutors, with support provided by the Programme Manager. The responsibility for monitoring the Policy lies initially with Education Managers and ultimately with the Programme Manager.

Bluebird and Austen House are secure psychiatric hospitals. Run by the NHS, the primary objective is to improve the health of the young people sectioned. Therefore the education team work in partnership with the NHS and related departments to offer an appropriately tailored curriculum package for each young person.

Leigh House is a CAMHS tier 4 provision. Again run by the NHS, the primary purpose is to enable young people to become well enough to leave and reintegrate back into their lives. The education team work in partnership with the NHS nursing and occupational therapy staff to enable young people to make progress with their education so that reintegration is successful.

Swanwick Lodge is a secure residential facility commissioned by Hampshire County Council social care. The aim of the provision is to enable young people to successfully reintegrate into society and therefore the education is delivered alongside the social care team, in order to ensure all young people have the qualifications and experiences to enable this.

Place2Learn (P2L) is a virtual delivery service commissioned by schools, where learners are unable to access traditional schooling, the education providers are able to commission a provision for the length of time deemed necessary in order to ensure an education package which is appropriate is received. The schools direct which subjects they wish to be delivered as well as the specific knowledge, skills and aims, therefore close liaison with the referring schools happens in order to ensure the provision is tailored to the needs of their learners.

4.0 Implementation

When ensuring a standard quality of teaching, learning, assessment and feedback the following principles should be taken into account and used as a starting point for all provisions.

All learners should have equal access and entitlement to:

- a range of well-resourced and structured learning opportunities
- effective teaching across all programmes
- appropriate and wide-ranging assessment which identifies additional learning support needs
- effective and appropriate learning support which meets individual needs
- a quality learning experience
- a safe learning environment.

There should be effective planning and preparation for this learning which includes:

- curriculum maps and schemes of work which are reviewed and updated regularly
- session plans incorporating outcomes from initial and ongoing learner assessment
- learning that is differentiated to take into account levels of ability, learning preferences and needs of learners, including additional support needs
- identification of suitable resources and teaching, learning and assessment materials.

The learning environment should work to promote:

- healthy and safe teaching, learning and assessment practices
- an inclusive approach
- accessible delivery that takes into account individual learners' starting points and meets individual learning requirements
- the need for adequate, suitable and safe teaching and learning space
- use of integrated and adaptive learning technologies and e-learning, where appropriate
- learner achievement of learning goals and progression to further learning opportunities.

Teaching and learning strategies should work to:

- address and celebrate diversity in the classroom
- develop curricular activities and provide different modes of study to meet the needs of a wide range of learners
- meet the needs of learners who require additional learning support
- address cultural diversity, learning styles and individual needs of all learners
- involve learners in assessment, review and evaluation processes • use innovative methods for recognising and recording learners' progress and achievement
- provide effective and timely feedback to learners on their progress and achievement
- enable individuals to take responsibility for their own learning within a supportive framework
- ensure learner progression.

To enable the above, effective management of teaching and learning includes:

- relevant and realistic learning experiences, delivered by knowledgeable, experienced and qualified staff
- appropriate and relevant teaching, learning and assessment materials and resources
- review and evaluation of teaching, learning and assessment
- sharing of good / best practice within the centre, within the specialist area, and across the provider network
- continuous professional development for staff including development in subject specialist areas and in relation to teaching, learning, assessment and feedback
- the development of new and creative approaches to teaching, learning and assessment, in particular the use of Information Learning Technology.

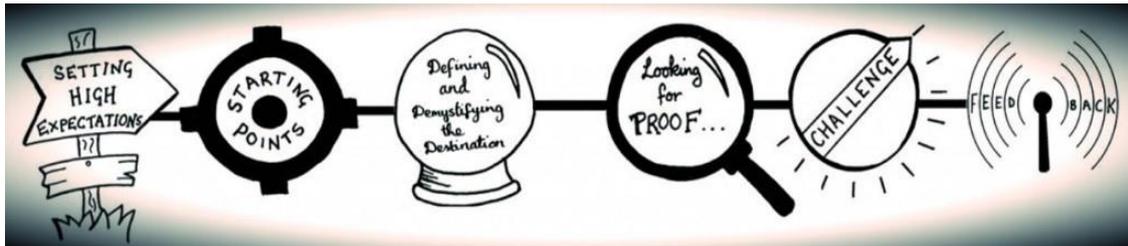
4.1 Teaching and Learning - Pedagogy

As a Specialist and Secure team we believe that great quality, precision first delivery is the entitlement of every learner and that the best delivery is informed by an understanding of theory of how we learn and is developed through collaboration, reflection and trialling of different approaches. The pedagogical model adopted by the Secure and Specialist team is that of Teaching Backwards (Andy Griffith and Mark Burns). This forms the basis of CPD, learning walks, coaching and practice.

“We are driven by creating opportunities for our young people, from whatever background, to learn, grow and develop; creating opportunities for us all to contribute to a better society and future world.”

Mark Burns ‘Teaching Backwards’ (2014)

Teaching Backwards Process



To elucidate this means that we would expect to see the following in the learning environments:

High expectations:

- Unconditional positive regard
- Welcome learners
- Invest in learners
- Inspire and challenge learners
- Growth mindset and resilience building

Identifying and demystifying:

- Clarity of end point and journey to it – plan backwards whilst understanding the context for the learning
- Feedback from learners
- Continued focus on outcome
- Make connections to prior learning
- Assessing the prior knowledge and skills
- Models of excellence

- Clear success criteria
- Pre mortem – what could go wrong? Where will learners get stuck?
- Modelling and shared approaches
- Enquiry based approach

Assessment and gathering proof:

- Identification of assessment points
- Use of questioning
- Application of skills and knowledge

Challenge and Feedback:

- Given at the point of learning; must be timely and precise
- Link to memory, retention and metacognition
- Varied strategies to apply knowledge and skills
- Variation of tasks
- Level of support / scaffold
- Negating barriers
- No limit to potential
- Independence
- Practise which raises the bar
- Look to enhance progress
- Ensure feedback is acted upon
- Use a variety of feedback vehicles

Evaluate / Reflect:

- What does the independent application show?
- Where are any misconceptions and how can they be addressed?
- How can the evidence be recorded in order to return to it in the future?

4.2 Assessment

Assessment is an ongoing and intrinsic part of the process of learning, as it acts as the bridge between teaching and learning. To ensure learners make the maximum progress we expect all assessment to be used in a reflective and systematic way.

Diagnostic assessment is primarily concerned with providing quality feedback promptly in order to maximise progress and to enable learners to take accountability for their development. Assessment should be reliable, comparable and robust. Its

purpose is to identify where learning has been mastered and where there are gaps in learning, in order for these to be addressed.

4 steps that we consider demonstrate good assessment when planning the curriculum are:

1. **Pre-topic test/ assessment/ self-assessment.** (Traffic lighting objectives, pre-assessed tasks marked by tutor, self or peer)
2. **Learning to address specific goals identified in pre- assessment and curricular objectives.**
3. **High quality diagnostic feedback** (tutor, self, peer editing and assessment.)
4. **Goal setting to inform future learning.** (tutor, self, peer)

Assessment is a way of checking if learning has taken place, allowing the tutor to ascertain if the learner has gained the required skills, knowledge and understanding needed at a given point in time. It also provides learners with an opportunity to demonstrate what progress they have made and appreciate what they have achieved so far. In the Secure and Specialist team we recognise the importance of using a range of strategies for assessment including:

Strategies for Undertaking Assessment

- Low stakes testing – quizzes etc
- Questioning
- Book look
- In flight assessment
- Multiple choice testing
- Formal testing
- Plenaries

We advise Specialist and Secure staff when looking for proof to be more Columbo than Clouseau in approach:

Columbo	Clouseau
• Great questioner	• Poor questioner

<ul style="list-style-type: none"> • Great listener • Hard to fool • Low ego 	<ul style="list-style-type: none"> • Poor listener • Easy to fool • High ego
---	---

It is important for the tutor to be mindful of their responsibility for:

- developing plans for assessing competence with learners
- judging evidence criteria to make assessment decisions
- providing timely feedback and support to learners on assessment decisions
- contributing to the internal quality assurance process
- ensure that learners are fully briefed on assessment procedures and methods
- involve learners in the assessment planning process
- provide constructive, supportive and developmental feedback to individual learners regarding their progress and achievement
- record outcomes of assessment using appropriate documentation
- follow agreed procedures for recording, storing, reporting and confidentiality of information.

It is also the tutor's responsibility to choose the best methods of assessing a learner in relation to their individual circumstances, different modes of assessment will be appropriate for different outcomes and aims.

Initial Assessment

Well-planned and executed initial assessment is integral to the induction process for all new learners to ensure the educational package delivered is appropriate.

Initial assessment should work to:

- establish the existing skill and knowledge levels of learners at their starting point
- may establish how each learner learns and any SEND support needs
- introduces learners to some of the skills and knowledge they will need to acquire on the programme
- provides information to help tutors plan the programme and to begin the dialogue between the professionals involved with the learner
- can provide a helpful introduction to assessment in a non-threatening way.

This must commence at the enrolment stage and may take the form of a pre-course questionnaire, screening tools and ice-breaking induction activities. It is important that there is also some form of skill/knowledge assessment which can be validated and used as a baseline for measuring progress. The initial assessment for any learner should use the information which has been passed to the setting, including any prior assessments, screens and EHCP. This information, alongside that gained through the initial assessment period, should be utilised in the first week of attendance to create an Individual Learning Plan which can then be shared and utilised by all staff to ensure appropriate delivery.

Formative (Interim) Assessment

Formative assessment takes place throughout the course and involves checking that learning is taking place including:

- finding out what knowledge and skills the learners have acquired
- helping to plan the next steps
- enabling the tutor to give feedback
- encouraging motivation
- helping the tutor to modify the course if necessary
- enabling learners to identify what they have learned and what they want to learn next.

Tutors should expect to use a variety of assessment tools throughout the delivery process in order to ensure that learning is taking place and in order to make adjustments needed in order to address misconceptions or to ensure mastery of the skills and knowledge being delivered.

Summative (Final) Assessment

This is used at the end of a unit/course/intervention to:

- enable learners to recognise their achievements
- justify awarding a qualification or other recognition of achievement
- help the tutor plan future courses
- guide learners through their next steps
- demonstrate the quality of a programme.

The tutor must:

- ensure assessment records are accurate and up-to-date
- contribute to standardisation arrangements so that assessment decisions are in line with others
- contribute to the agreed quality improvement process.

Assessment decisions must be recorded using current documentation agreed across the Secure and Specialist provision. Eventually all assessment and progress information will be held on the central information system. Assessment records should be easily accessible to any staff in Hampshire Achieves staff as appropriate.

Standardisation and Moderation

In order to ensure consistency of approach it is necessary to regularly standardise the assessments being made by staff in the Secure and Specialist team. This is done across the staffing team in a centre and across the larger team, in order to ensure consistency of approach and transparency of application. These standardisation and moderation activities are minuted in line with the expectations identified in the quality assurance process

4.3 Feedback

Effective feedback can lead to good progress if the intervention happens at the point of learning. It must be timely and time must be given to the learner for acting upon it, as well as the tutor using it to adapt subsequent learning. Feedback can be written or verbal, as well as tutor, self or peer directed (curriculum mapping and specifications will identify the assessment to use). Good feedback will mean that progress is evident from subsequent learning. Across the Specialist and Secure team we expect to use a range of feedback strategies including:

Strategies for Feedback:

- In flight feedback
- Exit cards
- Book look
- Grouped feedback

- Dedicated improvement and reflection time
- Extension or reinforcement activities
- Questions for follow up

We expect that staff will:

- give learners written and verbal feedback at an appropriate time and place
- give learners written and verbal feedback in a constructive and encouraging way, which meets their needs and is appropriate to their level of confidence
- clearly explain assessment decisions
- provide advice and encouragement to learners where it is necessary for them to re-submit work or to provide more evidence
- encourage learners to view feedback positively in order to build their academic resilience

We recognise the importance of reviewing the progress of learners, to know not only how they are progressing and what they have achieved, but also what they may need to do to improve. We expect staff to use their progress tracking records in order to do this regularly and without prompting. It should be possible to see the outcomes of feedback and the positive impact on progress when scrutinising learner work or through discussions with learners.

Marking

Giving feedback to learners needs to be timely and appropriate. It is often pertinent to give verbal feedback during a lesson rather than marking work when the lesson has ended and the learner has left. Therefore, there may be little evidence of formal 'marking' in books, as the set up of the Specialist and Secure provisions mean much feedback is able to be given verbally and in a timely manner at the point of learning. It is important that the learner's work shows they are working harder than the staff, to ensure that they are developing the skills and knowledge and have independent application of these. Verbal feedback may be indicated through the use of summary on the part of the learner or tutor.

It can also be helpful to use video clips or photos to support feedback; for example, videoing a PE session then slowing down the clip to highlight to a learner where they

have succeeded is much more valuable as marking than a written description in their books and therefore those scrutinising work books should be aware of the value that we place on feedback such as this in the specialist and secure settings.

5.0 Equality and Diversity

Teaching, learning, assessment and feedback should be personalised to meet the needs of individual learners, including those from under-represented or disadvantaged groups. For example, tutors should use a range of strategies and teaching styles that are sensitive to individual needs. Teaching materials should be available in different formats. Teaching should be differentiated to ensure that all learners participate fully in learning.

Teaching, learning and assessment should address the needs of learners and should consider all the equality strands:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

Where learners have an EHCP it is vital that the guidance and goals on this are considered when developing any sort of curriculum provision or assessment. When assessing, it is especially important that staff are sensitive to difficulties and/or disabilities. The assessment should be a fair test of learners' knowledge and what they are able to do, however, for some learners the usual format of assessment may not be suitable and therefore adjustments will need to be made. Staff in the Secure and Specialist team must ensure that the likely needs of individual learners are anticipated and not merely responded to as they arise. Therefore, reasonable adjustments must be made in advance of any assessment activities, as well as during the assessment process, so that the equity, validity and reliability of the

assessments can be assured. For externally accredited programmes and qualifications the awarding bodies require evidence and relevant information of learners' individual needs and circumstances to support any additional support.

6.0 The Prevent Duty/Safeguarding

All staff have a duty to safeguard their learners. Prevent is about safeguarding our learners to keep them both safe and within the law. The Prevent Duty is not about preventing learners from having political and religious views and concerns but about supporting them to use those concerns or act on them in non-extremist ways.

Hampshire County Council has specific duties for child and adult safeguarding both as social care and education providers. Where teaching and learning is provided by Hampshire County Council organisations, it will be the County Council's responsibility to ensure overall procedures are in place, and that the individual centres of provision have proper procedures.

For additional information on Equality and Diversity, Prevent and Safeguarding please refer to Hampshire Achieves VLE.

7.0 Continuous Professional Development (CPD)

All individuals should accept responsibility for their own individual performance and continuous professional development in order that their work is fully responsive to the needs of learners and their employers, and that they commit to, continuous self-improvement and excellence.

For tutors this will include continuous professional development with emphasis on competence in teaching/assessing a particular area of specialism, as well as in relation to teaching, learning, assessment and feedback.

All managers are responsible for:

- planning, identifying and prioritising staff training and development needs through centre or programme level staff development plans;
- implementing and ensuring processes are embedded in Quality Improvement Plans

Communities of Practice

To support the professional development of our teaching and support team and to improve cross setting communications and sharing of good practice, subject specific COPs have been set up and are staff led.

Inset Days

Staff benefit from 5 Inset days per year, 3 of which are focused on teaching, learning and assessment. Guest speakers are invited to present on subjects that the team are focused on improving.

8.0 Appendix II – Teaching and Learning Strategies

Advance Organisers:

See also Traffic Lighting. These are used so that pupils can identify what they already know, what they want to know and what they have learnt. They are good for identifying prior knowledge and for focused areas of research and for ensuring that appropriate learning has happened.

Analogy:

Pupils should be presented with a task brief that requires them to select from a list of approximately 10, of the most important characteristics to create a perfect article, novel, experiment, webpage etc. The teacher should use analogies to discuss possible strategies (choosing ingredients for a birthday party, items to pack for a holiday). The plenary should be used to reflect on strategies used in the most successful groups and identify Thinking Skills.

Cloze:

Pupils are given a piece of writing with selected words blanked out and then written in a random order at the bottom of the page. Pupils have to fill in the gaps with the correct word. Limit number of words that you take out and vary them (e.g. names, dates, sight words).

Collective Memory:

Pupils should be reminded about their short term memory capacity. In groups pupils have to work to replicate or use information that their teacher has. Pupils take turns to look at something that their teacher has and then report back to their group, devising strategies throughout to enhance their group work and retrieval. The amount of time that pupils are allowed to look at the item and the amount of time between one pupil looking and the next pupil being called to look, should be lessened throughout.

Crocodile Editing:

An editing process where either pupils either take on an editing focus each (e.g. punctuation sentences, content) and pass their piece of work down the line so that it is edited by a range of pupils for all of the foci OR the piece of work is passed between a number of pupils all editing in the same way, to ensure all mistakes are identified.

Design The Perfect:

Pupils have to select from a list of perfect qualities and red herrings. Once they have decided on their perfect qualities they then need to rank order them and give reasons for their opinions. Pupils could do this activity individually and then snowball into pairs and then groups for feedback.

Four Corners of the World (see also Port and Starboard, which could be used as an alternative):

A variety of opinions, stimuli and statements are placed in the 4 corners of the room. Pupils move to the corner that they most strongly agree with. Pupils could then come up with arguments for their choice and then share. This could then be used to build on counter arguments.

Golden Rules:

Pairs construct five golden rules for a topic, issue, objective they have been learning etc. Pairs then snowball into larger groups to discuss and then agree on their own final five rules.

Millionaire:

This is the same as the quiz show. Pupils are told a range of multiple choice questions, worth from one thousand pounds to one million pounds. You can eliminate pupils that get the answers wrong, give them the three lives (fifty-fifty, ask the audience or phone a friend) or work through all of the questions with the whole class.

Mystery:

These give the pupils the opportunity to develop their thinking and collaborate with other pupils as they require pupils to link information logically, justifying their decisions. Students need to be given the name of the mystery, or question that they will be expected to solve. They will then need to be given a range of: statements, images, texts, music, or similar to sort through. The focus for this task should be that pupils create a hypothesis rather than a definite answer.

Odd one out:

A group of pupils will have to decide which object, text or image is the odd one out. For this to be successful there must be a number of possible outcomes. The plenary should then be used for pupils to share and justify their choices and reflect on how they made them, identifying Thinking Skills. This could be combined with snowballing. There is no right or wrong answer.

Opinion Line:

These give pupils the opportunity to try and understand and appreciate other people's views, as well as defining their own. A suitable issue to explore needs to be identified of which the extremes must be identified. The opinion line is then positioned between these extremes. In groups pupils should be given the extremes and a set of statements which they have to order along the 'opinion line' between the extremes. Pupils could write their own opinion statements or it could be a physical line made up of the pupils themselves.

Port and Starboard (see also Port and Starboard, which could be used as an alternative):

A variety of opinions, stimuli and statements are placed on two sides of the room. Pupils move to the side that they most strongly agree with. Pupils could then come up with arguments for their choice and then share. This could then be used to build on counter arguments.

Rank-ordering:

Pupils (in pairs later snowballing into groups of four or starting in groups) are given a range of stimulus that they must order. The stimulus could take the form of possible causes, scenarios, characters in a novel. The teacher should decide what the objective for this ordering task should be i.e. what the pupils are actually ordering for. It is important that pupils explain the reasons for their choices. This activity can be used as a speaking and listening task. A group of pupils could debate the order in which the stimulus should be placed.

Sequencing:

This can be used to consolidate prior knowledge and to identify any gaps in knowledge or understanding. Individuals, in pairs or groups, pupils should be given: statements, images, sentences, events to sequence in the appropriate order (similar to Rank-ordering).

Thinker's Keys

The Alphabet:

Choose an object or general category of objects which features in the area of study and compile a list of words from A to Z which have some relevance to the object/s. Then try to expand on some ideas which link with each of the words.

Using the alphabetical format clarifies students' thinking. It is a sorting process which is made easier by considering one aspect at a time.

E.g. List A-Z describing words that you would find in a horror story.

The Brainstorming:

State a problem which needs to be solved and brainstorm a list of solutions.

Great for solutions to everyday problems.

E.g. How many ways does Williams represent Blanche's insanity?

The Commonality:

Decide upon 2 objects which would generally have nothing in common, and try to outline some points of commonality between them.

E.g. List five things that 'Much Ado' and 'Streetcar' have in common.

The Different Uses:

Put your imagination to work and list some widely different uses for a chosen object from your area of study.

E.g. List five different uses for a gas mask.

The Disadvantages:

Choose an object or topic and list a number of its disadvantages. Then list some ways of correcting, or eliminating these disadvantages.

This again allows pupils to use a knowledge base but forces them to think about the topic from a different angle.

E.g. List the disadvantages of being a celebrity.

The Invention:

The opportunity to invent seems to be often overlooked. As with the other keys it gives and encourages creativity.

E.g. Invent a new title for the play 'Romeo and Juliet'.

The Picture:

The teacher presents a simple picture or diagram which seems to have no relevance to the area of study. The pupils then try to work out ways in which it could be linked with that area.

The Prediction:

Ask for a series of predictions in regard to a particular situation, product or set of circumstances.

E.g. Predict and explain what you would expect to happen in a book called 'Lord of the Flies'.

The Question:

Start with the answer, and try to list 5 questions which could be linked with that answer only.

E.g. The answer is similes. List five possible questions.

The Reverse:

Place words such as **cannot**, **never** and **not** in sentences which are commonly displayed in a listing format.

E.g. Name five things that you would not find in one of Shakespeare's plays.

The Variations:

This key employs a special group of words. Start each question with “How many ways can you ...”

E.g. Did Romeo really have to kill himself at the end of ‘Romeo and Juliet’? How many other ways of resolving this situation can you think of?

The What If:

You can ask virtually any What If question. They can be either serious or frivolous.

They are great for introducing an area of study, and for tapping into the pupils’ knowledge base. It also generates loads of innovative ideas.

E.g. What if there were no stories?

8.0 Appendix III

New Learner Induction Process – Secure and Specialist

Check for any previous information received from agencies i.e. Education Health Care Plan/ previous school information/ information documents

ê

Inform Learner and Learning Support Manager of learners with EHCP whilst also updating tracking document

↓

Conduct Identification of Support Needs using agreed baseline tools

↓

Create Individual Learning Plan and save the document as 'Surname First Name, Year ILP'

↓

Scan in any additional evidence available and save in Young person folder as 'Type of evidence – Young person Name'

↓

Pass information to all staff working with learner in order for class profiles to be updated

↓

Exam consideration and further requests for additional assessment to be passed to staff member with SEND

↓

Interventions delivered for a set period using baseline and follow up data to measure impact

↓

ILP reviewed in light of intervention and adjustments made as appropriate

End of the first week

6 weekly