jigsaw school
INSPIRED BY AUTISM

TEACHING & LEARNING POLICY

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TABLE OF CONTENTS

1. Purpose

1.1 This Policy aims:

- To offer intensive intervention for primary, secondary and 6th Form pupils.

- To offer an approach to teaching and learning based on the science of behaviour.

- To provide a whole school approach where all staff have knowledge and understanding of autism.

- To provide a curriculum that meets each pupil's individual education needs.

- To provide a broad and balanced curriculum that includes the subjects of the National Curriculum.

- To enable pupils, where possible, to integrate into mainstream schools and other special schools.

- To provide parent education and build partnerships between parents and staff.

- To provide a safe, caring and enjoyable environment where pupils can thrive and grow towards independence.

- To provide a professional development programme for teaching staff.

- To provide a training programme for continued personal development.

- To monitor provision through the use of teaching & learning observations with the aim of identifying good practise and areas of provision that require development.

2. Definitions

2.1 "The Trust" means Jigsaw School, Jigsaw Plus, Jigsaw Trust and Jigsaw Trading 2013 Limited

2.2 "The school" and "Jigsaw School" means Jigsaw CABAS® School

2.3 "CABAS®" is an acronym for Comprehensive Application of Behaviour Analysis to Schooling.

3. Scope

3.1 School Management Team will ensure that the following procedures are followed.

3.2 This policy must be interpreted alongside other school policies, including:

- Safeguarding and Child Protection

- Early Years Foundation Stage

- Curriculum subjects

- Health & Safety

- Online Safety

- Mobile Device & Acceptable Use

- Photos and Images of Pupils

- SMSC
- Equality & Diversity

4. The Policy

4.1   Jigsaw CABAS® School is an independent day school for children with autism, aged between 4 and 19 years, offering a structured programme of intensive intervention based on the principles of behaviour analysis. Teaching at Jigsaw is for children and young adults with long-term, substantial and specific educational needs.

4.2   The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.' All pupils at Jigsaw have an Education, Health and Care Plan (EHCP).

4.3   The School provides all staff with a framework for the highest quality teaching and learning in order to inspire all pupils to learn and achieve to the best of their ability. Through high quality teaching and learning, the School supports pupils in developing the knowledge, understanding and skills that will enable them to fulfil their intellectual and personal potential and thereby help to prepare them to make a positive contribution to society as adults.

4.4   The School has a duty to safeguard children, young people and families from violent extremism. When teaching controversial topics and political issues, pupils are offered a balanced presentation of opposing views. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. All teachers are made aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

4.5   Under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and it is essential that teaching staff are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

4.6   The School is committed to provide a safe environment where pupils' welfare is promoted. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism.

4.7   We aim to provide a broad and balanced curriculum which is aimed at providing learning targets relevant to the individual. The curriculum will:

- consider pupils' age, ability and key outcomes for pupils as identified in their EHCP
- use the National Curriculum statutory guidelines to inform planning across key stages 1 – 4;
- use pupil need and previous learning to provide post-16 curriculum;
- use pupil need and Early Years Foundation Stage guidelines to provide curriculum for pupils in reception year;

- provide accreditation at Key Stage 4 and post-16;

- seek to offer appropriate choices beyond statutory requirements which reflect the needs and interests of the pupils, including preparation for living in a setting away from family & skills linked to work related learning;

- incorporate regular assessment and reporting, including monitoring teaching to ensure learning is occurring optimally at every level;

- offer extended services that help pupils engage and achieve, and build stronger relationships with parents and the wider community.

4.8 **Breadth** will provide pupils with teaching and learning experiences across a full range of subjects and activities**.**

4.9 **Balance** will allow each area of learning and experience appropriate attention.

4.10 **Coherence** will be achieved through planning and discussion to ensure taught elements of a curriculum relate together in a logical and meaningful way.

4.11 **Relevance** will be achieved through recognition of previous learning, with clear records of work completed and standards achieved and through planned progression to ensure the curriculum meets each pupil's present and/or future needs.

4.12 **Differentiation** will be achieved by providing a range of curricular tasks or activities that are appropriately matched with the previous attainments of pupils and in relation to specific educational needs as outlined in pupils' Education, Health and Care Plan (EHCP).

4.13 **Progression** is at the core of the curriculum extending pupils' knowledge, skills or understanding through an ordered sequential process.

5. Curriculum Aims

5.1 The school curriculum is designed to support the needs of pupils with autism and aims to:

- Enable pupils to interact and communicate with a wide variety of people, working towards communicating confidently in speech and language.

- Enable pupils to express preferences, communicate needs, make choices, make decisions and choose options that other people act on and respect.

- Increase pupils' awareness and understanding of their environment and of the world.

- Work towards reading fluently, with understanding, expression, discrimination and enjoyment of a variety of material written in different ways for different purposes.

- Work towards writing legibly and with a satisfactory standard of spelling, syntax, punctuation and usage.

- Work towards communicating clearly and confidently in speech and writing in ways appropriate for various occasions and purposes.

- Encourage the pupil to listen attentively.

- Encourage pupils to explore, to question and to challenge.

- Work towards applying computational skills with speed and accuracy and develop understanding of mathematical language and concepts.

- Work towards mastering basic scientific ideas and methods.

- Encourage development of knowledge about geographical, historical and social aspects of the wider environment.

- Work towards being able to use various art forms, craft and design skills as means of expression using a variety of materials and methods.

- Develop agility and physical co-ordination, confidence in and through appropriate physical activity, the ability to express feeling through movement, drama and dance, to swim, where possible to spend some time in a physically challenging outdoor environment.

- Encourage appreciation of music by experiencing it through listening, performing and composing, through practical means.

- Provide a wide range of learning experiences for pupils in each key stage, suitable for their age.

- Provide opportunities to acquire, develop, practice, apply and extend their skills in a range of contexts across the curriculum.

6. Rationale

6.1   Effective learning takes place when young people are personally involved in their learning. Learning is effective when pupils:

- know what they are aiming to achieve;

- can work in a variety of ways as independent learners, in pairs or groups;

- are encouraged to ask questions and/or report their findings to others;

- experience work appropriate to their ability that challenges but is not beyond reach;

- experience a range of tasks;

- are supported through identification of skills, concepts, research, vocabulary, technical language needed to complete the task;

- know the criteria for assessing their work and how they can achieve maximum success;

- enjoy and are interested in what they are doing;

- can transfer learning skills to other learning situations;

- are encouraged to use subject specific vocabulary when developing their knowledge and understanding;

- make decisions about the outcome of their work;

- reflect on the work they have done and are involved in identifying how to improve;

- can test and refine their own ideas;

- feel valued and have their successes (achievements) celebrated;

- are able to work in a secure, attractive learning environment.

6.2   Effective teaching takes place when the teacher encourages young people to develop some responsibility for their learning. Teaching is effective when:

- teachers have consistently high expectations of all pupils' behaviour and attainment;

- there is evidence of learning;

- pupils understand the lesson's aims and objectives, what they should learn, and how these fits in with the scheme of work;

- pupils are on-task in an orderly atmosphere conducive to learning;

- classroom management is appropriate to the teaching situation;

- pupils have opportunities to be proactive and involved;

- clear targets are set for pupils and they receive feedback on the strengths and areas for improvement in their work based on regular and appropriate assessment;

- verifiable progress is being made and pupils are aware of this;

- the scheme of work is appropriate with differentiation by task/resources/outcome so that all pupils can participate and feel valued;

- Tasks are appropriate, relevant and challenging to the age and ability of the pupils;

- Teachers are well prepared and use a variety of teaching strategies to motivate, create interest and develop a range of skills amongst learners;

- Teachers use questioning to challenge and deepen understanding;

- Teacher/pupil relationships are effective, praise and positive reinforcement are used and the teacher is enthusiastic, motivating and achievement is celebrated;

- The learning environment is attractive and appropriate to the subject and activity.

7.   Implementation & Related Procedures

7.1   Teaching Approach

7.1.1   Jigsaw School uses the Comprehensive Application to Behaviour Analysis to Schooling (CABAS®) approach. CABAS® is a research-driven system-wide approach providing individualised programmes for children with disabilities developed by R. Douglas Greer PhD and colleagues of Teachers College, Columbia University, New York.

7.2   Ethos

7.2.1   The CABAS® system is designed to approve desired behaviours rather than disapprove undesired behaviours. The curriculum is designed to emphasise teaching through positive reinforcement by identifying effective forms of reinforcement and by the manipulation of intermittent and other schedules of reinforcement. The creation of learner motivation through the use of establishing operations are essential to the implementation of the principles of positive reinforcement within the CABAS® system and provides an ethos

within each classroom so that pupils are given the opportunity and encouragement to succeed and to have access to programmes of learning which match their stage of development. Pupils need to feel secure and comfortable in their learning environment. For that reason, classroom procedures need to be clearly understood and consistently applied.

7.3   Organisation of the Curriculum

7.3.1   Following the analysis in Skinner's "*Verbal Behavior,*" CABAS® has designed a curriculum to teach the independent repertoires of speaker, listener, reader and writer behaviour. A key focus is also on the development of the pupil's self-management repertoire. The curriculum links with the programmes of study in the National Curriculum.

7.3.2   When planning the curriculum, we will consider the following principles for a more inclusive curriculum:

- setting suitable learning challenges;

- responding to pupils' diverse learning needs, including areas written in each pupil's EHCP;

- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

7.3.3   The curriculum will be organised in ways that provide opportunities for appropriate and relevant learning, having meaning for learners, parents, carers and staff, and using resources to maximum effect. The planned curriculum will place emphasis on the core areas affected in autism, including:

- non-verbal and verbal communication,

- social understanding and social behaviour,

- thinking and behaving flexibly according to the situation,

- independence,

- sensory perception and responses.

7.3.4   Significant time will be given to priority areas of the curriculum for our pupils. In practice, this means that the overall curriculum will be weighted towards communication, functional literacy and numeracy, PSHE and independent living skills.

7.4   Resources for Learning

7.4.1   Successful management of the learning resources is crucial to efficient and effective learning. The school will continue to plan for provision of improved resources to ensure the provision of facilities appropriate for each key stage. The school will continue to recognise the important role of ICT as a tool for curriculum delivery and as part of the curriculum at all levels and stages and plan to provide appropriate resources to support this.

7.4.2   Pupils have access to a variety of resources linked to all areas of the curriculum as reinforcers e.g. sensory room, soft play room, library, various and toys and games

throughout the school day. Pupils are encouraged to interact and engage with these resources purposefully to promote and enhance their learning.

7.4.3 Teachers have a responsibility to develop the highest quality, differentiated resources to support learning.

7.5 Planning for Learning

7.5.1 All pupils receive an individualised curriculum described in their Individual Learning Plans (ILPs). ILPs are informed by the individual needs of pupils, relevant assessment data and information, pupils' prior learning and the school curriculum. Learning objectives are organised by key outcomes and cross-referenced to the CABAS® Early Learner Curriculum and Achievement Record (ELCAR) repertoires. The completion of learning objectives is monitored closely by class teachers, lead teachers and supervisors. ILPs are reviewed regularly by supervisors and updated in line with Annual Reviews or as necessary.

7.5.2 The planning process will contribute towards the identification of a clear focus and purpose for a learning activity, ensuring that the teacher and the pupils have a clear idea of the knowledge, understanding, skills and attitudes to be developed.

7.5.3 The School curriculum is described in long-term plans and schemes of work. Individualised curriculum for pupils is written in terms of long-term objectives (LTOs).

7.5.4 Long-term plans indicate how content and skills in each key stage, subject and programme of study are covered. The long-term plans show clear links between subjects and build in progression, consolidation and diversification for pupils across all repertoires. These plans can be seen in the following documents:

- Individual Learning Plans (ILPs) & Long-term Objectives in Programme Files
- Topic 3-Year Plan for Key Stages 1-3
- Physical Education (PE) 1-Year rolling plan for Key Stages 1-4
- Food Technology 1-Year rolling plan for Key Stages 1-4
- ASDAN Transition Challenge planning for Key Stage 4
- 6th Form Curriculum Overview

7.5.5 Medium-term plans determine intended outcomes, provide information on teaching activities and resources and identify assessment and recording opportunities. These plans can be seen in the following documents:

- Curriculum file for each pupil (containing an ILP, C-PIRK, behaviour guidelines and LTOs)
- Half-termly Topic planning for Key Stages 1-3
- Half-termly PE planning for Key Stages 1-4
- Half-termly Food Technology planning for Key Stages 1-4
- Termly ASDAN Transition Challenge planning for Key Stage 4
- Individual subject planning in relevant classes
- 6th Form half-termly plans

7.5.6 Short-term plans set out the detailed intentions of teaching and learning in the classroom on a daily basis. These plans can be seen in the following documents:

- Short-term Objectives (STOs) for each pupil as part of their curriculum file

- Daily lesson plans for classes where the pupils are taught in a group and the curriculum content requires it

7.5.7 <u>Topic Work</u>

Personal, Social, Health and Economic education forms the base of the Topic Curriculum with links to other subject areas including Geography, History, Science, Relationship and Sex Education (RSE), Art and Design & Technology. Each half term there is a theme around which the learning experiences and activities are designed. The Topic Curriculum also incorporates a focus area for Religious Education (RE) with consideration to the Surrey Agreed Syllabus.

7.5.8 <u>Accreditation in Key Stage 4 and 6th Form</u>

Pupils' have their learning and achievements accredited by completing nationally recognised awards and qualifications. Key Stage 4 pupils work towards the ASDAN Transition Challenge Award or an entry level qualification focusing on personal and social development. Pupils in the 6th Form complete the ASDAN Towards Independence Award and an entry level diploma in Life and Living Skills.

7.6 Class Organisation

7.6.1 The classes are organised to create the best conditions for effective learning and teaching. Groups are organised according to the pupils' levels of verbal behaviour with classes of pupils at a similar age (where possible). Pupils aged 16-19 are placed in classes in the 6th form provision.

7.7 Homework

7.7.1 Homework is provided on parental request. Following a discussion with the pupil's supervisor, homework is provided to consolidate, generalise and reinforce skills, knowledge and understanding developed at school, extend school learning e.g. through reading or research and keep parents and carers informed about the work pupils are doing. Suggestions and recommendations to practice and maintain skills taught at school are incorporated into termly reports for all pupils.

7.8 Language

7.8.1 The School views linguistic diversity positively. Pupils and staff must feel that their natural language is valued.

7.8.2 The School is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of minority ethnic pupils who are at risk from underachievement. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

7.8.3 Pupils for whom English is an additional language have diverse needs for support in English language learning. Individual curriculum planning will take account of such factors

as the pupil's age, length of time in this country, previous educational experience and skills in other languages. There is careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding.

7.8.4   The school will make every effort to ensure that any additional needs of pupils' family members with English as an additional language are recognised and met.

7.9   Extra-Curricular Opportunities

7.9.1   Activities and access to resources that promote learning and the personal and social development of learners are integral to all aspects of daily school life, including break times, lunch times and guided activities. Pupils participate in either class or school assemblies each week. The themes of the assemblies are chosen to incorporate various cultural, sporting or religious events and current affairs offering the opportunity to put learning into context and to support the moral, social, cultural and spiritual development of pupils. We actively encourage educational and community visits to link in with topic work, for pupils to participate in local and wider community life and to support the generalisation and transfer of skills to real life situations.

8.   Quality Assurance

8.1   Assessment & Recording Arrangements

8.1.1   The assessment of pupils' work is an integral part of the process of learning and teaching. It is used to monitor progress and inform future planning. Assessment will provide pupils and teachers with accurate information on each individual's progress, by recognising strengths and talents of pupils as well as identifying and supporting weaknesses. Effective assessment and record keeping is supported by:

- Diagnostic assessment to identify where learning is failing to take place.

- Formative assessment to provide ongoing teacher assessment so that next steps can be planned.

- Summative assessment to provide a record of what has been achieved.

8.1.2   Monitoring delivery of the curriculum and learners progress is an underlying principle of the CABAS® system.

8.1.3   Pupils are assessed on entry into school to see what behaviours are present and which require instruction, providing a baseline of pupils' repertoires. This assessment is carried out by an experienced teacher with support from a senior member of staff, to ensure inter-observer agreement. The School uses the ELCAR and Essential for Living assessments.

8.2   Summative assessment

8.2.1   Data are summarised in the following reports that contribute to each pupil's record of achievement:

- Weekly Learn Units Presented and Responses Correct

- Weekly Learn Units to Criterion

- Cumulative Short-term (STO) and Long-term (LTO) objectives met

- End of year summary of LTOs met

- ELCAR Summary graphs

- Annual Review Report

- Speech and Language and Occupational Therapy reports and progress measures

- Evaluations of planning

- ASDAN Transition Challenge & Towards Independence Record of Activities and portfolios of evidence

8.3   Early Learner Curriculum and Achievement Record

8.3.1   The repertoires of the ELCAR link to areas of the Early Years Foundation Stage (EYFS) and subjects of the National Curriculum. The ELCAR provides a comprehensive assessment of the pupil's repertoires and is updated throughout the year as repertoires are acquired. The ELCAR incorporates 4 screening sections including: assessments for preference/reinforcer, observing responses, speaker verbal operants and instructional readiness. The screening sections are completed as part of the initial assessment of the pupil and repeated periodically as required. The screening provides details on potential preferred items that teachers may use to motivate pupils and existing and missing repertoires and priorities for instruction. The ELCAR has a further seven sections that focus on developing knowledge, understanding and skills that are necessary to succeed in the early stages of education. The seven areas include:

8.3.2   <u>Verbal Behaviour Foundations</u>

This repertoire focuses on developing pre-verbal communication skills such as orienting towards a preferred item or looking for an item when it is removed, imitation of novel movements with the pupil's response being reinforced by prosthetic or generalised reinforcers and generalised imitation where the pupil's responses are reinforced by the natural reinforcers.

8.3.3   <u>Listener</u>

The Listener section of the ELCAR focuses on the development of early receptive language and observing behaviours, for example making eye contact and following one-step vocal directions in various settings.

8.3.4   <u>Speaker</u>

This repertoire focuses on the development of expressive language, for example, requesting items and activities, expressing needs and wants, engaging in conversations, asking and answering questions using increasingly more complex language.

8.3.5   <u>Academic Literacy</u>

This repertoire links to the core subjects of the National Curriculum and the areas of learning of the EYFS. It is divided into seven sub-sections focusing on matching, general knowledge, concepts, pre-reading, reading, writing and mathematics. More specifically components include: "to textually respond to numbers 1-20," "to emit words which rhyme with *ball, cat, bad* across vowel sounds" and "to tell stories based on a picture sequence."

8.3.6 Community of Reinforcers repertoire

This repertoire focuses on developing a wider range of activities with regard to how pupils fill their free time. Novel activities are paired with positive reinforcement until pupils are participating in these activities without the need for that positive reinforcement. Research has shown a clear link between expanding a learner's community of reinforcers and reducing the amount of stereotypy and passivity emitted. This repertoire is linked predominantly to English, art and design and technology. Example targets include "appropriately and independently uses colouring materials/blocks/play dough/toys without disrupting others."

8.3.7 Self-Management repertoire

This repertoire is divided into two subcomponents: school self-sufficiency and appropriate school interactions. Behaviours included in the school self-sufficiency section are linked to school routines and self-help skills and include those that are likely to determine whether or not the pupil can succeed in a mainstream classroom. These include getting in line, putting his or her hand up to answer teacher questions, following the rules of the classroom and engaging in behaviours that do not disrupt others. Self-help skills focus on independent toileting, hygiene skills, dressing and feeding. Behaviours included under the appropriate school interactions repertoire focus on social skills. Specific examples include "gives directions to peers," "makes eye contact while answering a question," "uses social reinforcement with others" and "defending property appropriately." All of the goals in this repertoire are linked to Personal Social Health Economic (PSHE) education.

8.3.8 Physical Development repertoire

This repertoire includes behaviours focusing on small and large muscle movements. They cover fine motor skills that are important for writing and manipulating classroom resources, for example, holding and using scissors and pencils, and also gross motor skills, such as throwing a ball and jumping. This repertoire is linked predominantly to physical education, art and design and technology.

8.4 Formative assessment

8.4.1 Ongoing assessment is provided by continuous scientific measurement and recording. This includes:

- The Learn Unit
- The Decision Protocol
- Summary Learn Unit Graphs
- Evaluations of topic and food technology planning across the Key Stages
- Evaluations of PE planning for Key Stages 1-4
- Evaluations of ASDAN Transition Challenge & Towards Independence Planning for 14-19 pupils
- Evaluations of individual subject planning for each class where applicable

8.5 The Learn Unit

8.5.1 The basic pupil to teacher interaction is referred to as a learn unit. A learn unit includes teacher presentations, pupil responses, and how the teacher should respond depending on whether the pupil's response is accurate or inaccurate. A learn unit is not complete unless all of these components for the learner and the teacher are present. That is, unless the appropriate antecedent is learned together with the appropriate response and consequence then the function of the behaviour is not learned. Data are used to monitor each pupil's progress and inform target setting and planning.

8.5.2 All programmes are run in learn units and graphed in sets of 20 learn units wherever appropriate. If it is not appropriate to graph after every 20 learn units (e.g. The Edmark Reading Scheme) then scores are converted to a percentage or graphed out of a lower number i.e. out of 10.

8.5.3 To provide an example of a learn unit we can look at a programme where the target is for the pupil to identify objects. The teacher presents the pupil with an apple and asks, "What's this?" (the teacher antecedent). The pupil then responds with "apple" and that is their accurate response. The teacher then reinforces this response with verbal praise, an edible, a token or a prosthetic reinforcer. The teacher would record the pupil's response as a "+" or in case of an incorrect response a "-." These responses are graphed and results are used to determine how the programme should be moved forwards.

8.5.4 If the pupil responded incorrectly or did not respond at all then the teacher consequence would be a correction. The teacher would repeat the antecedent "What's this?" and say "apple" and the pupil would then repeat the answer "apple". The learn unit would not be complete until the pupil had taken part in the correction and emitted an independent correct response.

8.5.5 A learn unit can also take the form of permanent products. The teacher might present the pupil with a worksheet to complete which the teacher would mark later and then show to the pupil. The antecedent would be the written question or instruction on the worksheet. The behaviour would be the pupil's written response. The consequence would be the teacher's marking on the work. The learn unit would not be complete until the pupil had had feedback on their work and the teacher had recorded the responses.

8.5.6 Another example of a learn unit is intervals of on-task behaviour. If the long-term objective is for the pupil to remain on-task looking at books for 5 minutes then a learn unit could be a 5-second interval of on-task behaviour. The antecedent would be the book itself. The behaviour would be whether the pupil was looking at the book or not. The consequence would be verbal praise or some kind of reinforcement from the teacher. If the child was not looking at the book then the behaviour would be corrected, with a gestural prompt from the teacher.

8.5.7 Learn units are presented to both mastery and fluency criteria. All pupil responses and all objectives achieved are measured and graphed. Research has shown that the direct measurement of each of the pupil's responses during instruction is the soundest measure of his/her learning.

8.6   The Decision Protocol

8.6.1   We use the decision protocol, as described by Keohane and Greer (2005) and Greer (2002), to analyse the graphs and make empirically driven instructional decisions, and to gauge the effectiveness of the teaching.

8.6.2   With the decision protocol criterion is counted as 90% correct over 2 consecutive sessions. The short-term objective is mastered and we move the instruction on the next step towards meeting the long-term objective. If three data paths occur all with an ascending trend then the decision is made to continue with that short-term objective. If after three data paths the trend is descending or there is no trend then the decision is made to change the instruction. Tactics from the scientific literature are used to aid the pupil in meeting that short-term objective or it is checked whether the pupil has the prerequisite skills to meet the current objective. If after five data paths the overall trend is ascending then, again, the decision is made to continue with that level of instruction. If after five data paths the overall trend is descending or no trend then the decision is made to change the instruction.

8.6.3   All CABAS® teachers are trained to run programmes in learn units, to write short-term objectives and to use the decision protocol.

8.7   Summary Learn Unit Graphs

8.7.1   Each pupil's data are graphed and the following summary learn unit graphs are produced:

- Daily Learn Units Presented and Responses Correct
- Weekly Learn Units Presented and Responses Correct
- Weekly Learn Units to Criterion
- Cumulative Short-term and Long-term Objectives met

8.7.2   These graphs are used to inform the target-setting process. The data show where learning has occurred. It indicates whether the targets are set at an appropriate level in terms of level of difficulty and whether they are suitably challenging. Data also indicate where learning is not occurring and where it may be appropriate to consider additional strategies/tactics.

8.8   Evaluations of Planning

8.8.1   Where learn unit data are not available, assessment is recorded through evaluations of pupils' work.

9.   Reporting Progress & Target Setting

9.1   Once initial assessment has been completed an Individual Learning Plan (ILP) for that pupil is prepared prioritising targets so as to provide a broad and balanced curriculum. The ILP is a working document that changes continuously as LTOs and STOs are met. It is formally reviewed and updated once a year in line with the pupil's Annual Review. All parents/carers are invited into school twice per year to discuss pupil progress (Progress Review Meeting) and observe their child working in class. Parental views are sought and considered when setting targets and planning for instruction.

9.2 All pupils have an Education, Health and Care Plan (EHCP) that is reviewed annually. A report of progress over the year including data graphs, summary of LTOs met, Speech and Language Therapy & Occupational Therapy reports, pupil contribution and other reports from professionals are distributed as part of the Annual Review process.

9.3 Termly reports are provided to parents which include: the highlights of the term, areas where progress was made, summary learn unit and learn unit to criterion graphs for the term and recommendations for home learning and generalisation of skills.

10. Involvement of parents, carers and other professionals

10.1 The school has an open-door policy and positively encourages communication from parents, carers and other professionals regarding the pupils' learning. Information is shared with parents in the following ways:

- Daily communication via communication books or communication app
- Termly reports
- Annual review documentation
- Progress review meeting minutes
- Parent Education Meetings
- Individual Parent Meetings
- Outreach
- Open Days
- Sibling Workshops
- Memos
- Newsletters
- Parent Portal and School website
- Social media

11. Framework for Learning

11.1 The role and influence of the teaching staff are crucial factors in the promotion of high-quality teaching and learning. Teaching staff have equal chances of training, career development and promotion.

11.2 The quality of teaching is supported in the following ways:

- CABAS® Board Certification of professional expertise in teaching;
- Regular Teaching and Learning (*see Appendix A and B*) and Teacher Performance Rate and Accuracy (TPRA) observations *(see Appendix C)*;
- Post-graduate university distance-learning programme;
- Structured internal learning and development opportunities, and external courses and conferences;

- Structured induction programme for new teachers;

- Continuing Professional Development Profiles;

- Visits from consultants and external professionals;

- Regular line management meetings;

- Performance management and target setting.

11.3   CABAS® Board Certification of professional expertise in teaching

11.3.1 Teachers opting to complete CABAS® Board Certification, have an individually tailored set of training objectives designed to increase their behavioural expertise. The CABAS® teaching ranks are organised as follows:

- CABAS® Teaching Assistant

- CABAS® Teacher I

- CABAS® Teacher II

- CABAS® Master Teacher

11.3.2 There are further ranks within the CABAS® system for teachers to progress to higher levels of behavioural expertise. See www.cabasschools.org for further information on these ranks.

11.3.3 The training consists of working through a set of modules encompassing three repertoires associated with the strategic science of teaching. These repertoires are:

- Verbal behaviour about the science (concepts, principles and terminology).

- Contingency-shaped teaching skills (accurate and fluent teaching practices).

- Verbally-mediated scientific repertoire (strategic and analytic problem-solving).

12.   Monitoring the Quality of Teaching and Learning

12.1   The delivery of the curriculum and the quality of teaching and learning are monitored through the Teacher Performance Rate Accuracy (TPRA) and Teaching and Learning (T&L) observations.

12.2   TPRA

12.2.1 This is an observational procedure to collect data on pupil and teacher responses and to convert these responses to rates of teacher and pupil behaviour. TPRA observations are conducted on all class teachers on a regular basis using a standardised observation form. TPRAs are conducted by Lead Teachers, Supervisors, members of the School Management Team and CABAS® consultants. Feedback (immediate or delayed, verbal and/or written) is provided to teachers and data are collected and reported as the percentage of correct observations each month for each class teacher and as a whole school. TPRA observations can be carried out at any time during the school day without any notice to class teachers. Data are publicly displayed in the school and regularly reviewed by line managers and the School Management Team.

12.3   Teaching and Learning Observations

12.3.1 Supervisors and members of the School Management Team also carry out teaching & learning observations on all class teachers on permanent contract using a standardised observation form (*see Appendix B)*. Lead Teachers will receive three observations per term (two from their class supervisor and one from a member of the School Management Team). Class teachers will be observed by their class supervisor twice per term. Observations carried out by Supervisors will be between 15 and 25 minutes long and observations carried out by school managers will be 45 minutes to an hour for Lead Teachers and class teachers with QTS.

12.3.2 The overall purpose of teaching and learning observations in the Jigsaw School is to:

- observe and evaluate the quality of the educational provision;

- identify good practice that can be shared; and

- identify areas of educational provision that can be improved.

12.3.3 It is important to remember that this is not solely an observation and evaluation of teacher performance; it is an observation and evaluation of the <u>provision</u> and therefore is relevant not just to the teacher being observed but also to supervisors and management.

12.3.4 <u>Before Observations</u>

Teachers will be given a minimum of a day's notice before a Teaching & Learning observation. Those being observed must ensure that the observer has access to any relevant information or documentation prior to the start of the lesson.

12.3.5 <u>During Observations</u>

Observers must conduct themselves discreetly so as to have minimal impact on the natural course of the lesson/session. Questions should, if possible, be saved for the end of the lesson. Observers should situate themselves in such a way as to have unrestricted visual and audible access to the teacher and pupil(s) but without physical imposition. Observers should not interfere in the actions of the teacher except in the event of a serious contravention of school policy e.g. ignoring a health and safety risk. In this event, the observer must immediately cease the observation and intervene. The reason for the cessation of observation will be recorded on the form.

12.3.6 <u>After Observations</u>

The observer will co-ordinate time with those observed to provide verbal feedback as soon as mutually convenient. Written feedback will be provided via the standardised form. The original form will be sent to the Deputy Headteacher for filing in the staff member's training and development file once actions have been transferred to relevant action plans and a copy of the form will be given to the person observed.

12.3.7 <u>Grading</u>

Teaching and Learning observations are not graded. The observer will focus on highlighting the strengths of the session and also areas that needed to be developed. The targets for development will be considered by line managers when setting performance

management targets. School managers provide written consultation notes after observations.

12.3.8 Outcomes

It is the responsibility of each supervisor to ensure that actions and recommendations from each observation are added to the relevant action plans. Where serious concerns arise regarding a teacher's quality of teaching, the School Management Team and Supervisor will instigate an immediate support and training programme for the staff member and initiate extra observation sessions.

The School Management Team review the outcomes each term and share school-wide information with the teaching team.

12.3.9 Confidentiality & Records Management

Teaching and learning observation forms are confidential documents and must be treated as such. Observation forms should be filed in the confidential training files of the individual member of staff being observed and should not be accessible to members of staff other than those responsible for conducting the observation and their supervisors. If reference needs to be made to incidences recorded on observation forms for the purposes of training, the reference should be anonymous.

Original copies of the observation forms will be kept on staff file while the teacher is at Jigsaw, after which the forms will be securely shredded.

12.3.10 Moderation

To ensure consistency across staff who conduct T&L observations,

joint observations will be carried out by school managers with supervisors new to their role. School managers will provide joint feedback to the lead teacher and supervisor on the findings of the observations.

13. Policy Review

13.1   This policy will be updated as necessary to reflect best practice and to ensure compliance with any changes or amendments to relevant legislation.

13.2   This policy was last reviewed in January 2020.

14.   Version History

No.	Date	Amendment
1.1		
1.2	January 2020	ASD replaced with autism ABA referred to as science of behaviour or behaviour analysis Related policies added into section 3. Scope C-PIRK replaced with ELCAR throughout and new ELCAR repertoires added with descriptions Statements of SEN deleted throughout Topic Curriculum information updated in line with current PSHE & RSE focus Grading and Moderation sections updated in line with current practice.

15.   Related Legislation & Guidance

Document	Location

16.   Related Internal Documentation

Document	Hard Copy Location	Electronic Copy Location
ASDAN Transition Challenge	Curriculum office	www.**asdan**.org.uk
Greer, R. D. (2002). Designing Teaching Strategies: An Applied Behavior Analysis System Approach. San Diego, CA: Academic Press.	In school library	
Greer, R.D., McCorkle, N., Williams, G. (1989). A sustained analysis of the behaviors of schooling. *Behavioral Residential Treatment, 4*, 113-141.	In school library	
Inventory of Behavioral Repertoires (C-PIRK)	In pupil files	
Keohane, D, & Greer, R. D. (2005). Teachers use of verbally governed algorithm and student learning. *Journal of Behavioral and Consultation Therapy, 1 (3)*, 249-259.	In school library	
National Curriculum		On school server
QCA Schemes of Work	In topic planning where relevant	http://www.standards.dfes.gov.uk/
QCA/DCSF Guidance Supporting the target-setting process	In curriculum office	N/A
Skinner, B.F. (1957). *Verbal Behavior*.	In school library	

APPENDIX 1 – TPRA Observation Form

Teacher:			
Student:			
Date:			
Programme:			
Reliability:			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
Time :			
Student	Correct		
	Incorrect		
Teacher	Correct		
	Incorrect		
I. O. A			

APPENDIX 2 – T&L Observation Form

TEACHING AND LEARNING OBSERVATION FORM

Teacher:_____ Observer: _____ Class:_____ Date: _____ Duration: _____ Joint observation: Yes / No   IOA: Yes / No

Pupil:			Pupil:			Pupil:		
Programme			Programme			Programme		
1			1			1		
2			2			2		
3			3			3		
4			4			4		
5			5			5		
6			6			6		
7			7			7		
8			8			8		
9			9			9		
10			10			10		
11			11			11		
12			12			12		
13			13			13		
14			14			14		
15			15			15		
16			16			16		
17			17			17		
18			18			18		
19			19			19		
20			20			20		

Pupil	Correct		Pupil	Correct		Pupil	Correct	
	Incorrect			Incorrect			Incorrect	
Teacher	Correct		Teacher	Correct		Teacher	Correct	
	Incorrect			Incorrect			Incorrect	
Graphed:	# mands		Graphed:	# mands		Graphed:	# mands	
Totalled:	# CLUs		Totalled:	# CLUs		Totalled:	# CLUs	

Context of Observation (brief summary):

What went well (strengths, positive outcomes):

Evidence of learning & evaluation of teaching:

Areas for development & Target/s for performance management:

SMSC & British Values evidence:

Online safety, Health & Safety Concerns: Yes / No (specify):

Other Comments:

Good practice to share: