



Embracing Empathy | Achieving Excellence | Unlocking Opportunities

# Planning, Teaching & Assessment

<b>Date</b>	
<b>Signed</b>	



## Introduction

This document outlines the processes and expectations around planning teaching and assessment, including our curriculum, schemes of work, planning, resources to support quality of teaching, pedagogy, assessment, feedback and ensuring learning is embedded.

## Planning

### Curriculum & Scheme of work

We teach all of the national curriculum subjects and our scheme of work is based on the subjects and expectations in the national curriculum for each year and key stage. It plans for the levels that each student should reach each year, leading towards when they leave us, at the end of key stage 2 (year 6 / 11 yo).

In practice, many of our students have significant deficits either through specific learning difficulties, anxieties or because of time out of school due to challenges they have faced. As such, we have a scheme of work that provides a clear, sequenced curriculum to support high levels of progress but also a targeted 'focus and mastery' element to planning and teaching.

We have a KS3 curriculum available to those ready to achieve to that level and the long term aim is to provide education to at least GCSE level, with students supported to achieve as highly as possible as both an academic and as an individual who can thrive in the world we live in.

### Initial Assessment - Baseline

When each student is placed, they are formatively assessed against the national curriculum for evidence of prior learning, deficits and areas of high ability. This is important because students with complex profiles have often missed out on parts of their education so assessing for strengths and challenges is key.

We use a combination of formative assessment from lessons and summative assessments in the form of in class mini tests and our online program, Century.

### Termly planning & student targets

Once a baseline assessment is complete, teachers follow their scheme of work for the term and termly basis. The plan identifies all learning objectives from each block of learning and teachers adapt to pupils' levels as well as planning to specific areas of focus and mastery.

Show progress targets identify overall areas of learning for the term, key focuses and wider targets drawn from wellbeing, EHCP and therapy/specialist input.

## Teaching

Teaching is expected to a high standard against both the teacher's standards and specialist expectations within specific SEN expertise and our own ethos. All planning should be specific to each student/group and is based around each student's needs and preferences.

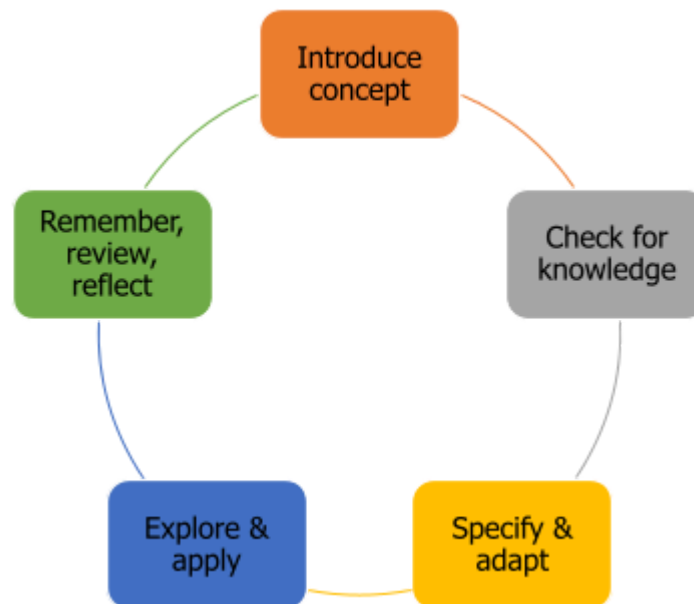
## Pedagogy

We focus on simple steps to engaging, exploring and embedding learning.

1. All teaching is underpinned by clear schemes of works and well sequenced learning.

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2. All teaching is underpinned by a developed understanding of each child's complex needs, with key input for EHCP's and professional assessments.
3. Lesson plans follow the scheme but must be adapted to individuals each lesson.
4. Lesson plans/structure should typically consist of an introduction, main input and then plenary. However, the structure, timing and input must consider the needs, key targets and professional assessments for each child.
5. Each lesson focuses on:
  - a. Introducing the concept and/or check for previous knowledge
  - b. Specifying and adapting the lesson to the needs and knowledge of students
  - c. Explore and apply the learning to assess and embed learning
  - d. Check students can remember, review and reflect on the learning, short and long term



## Evidencing learning

Students' work is recorded in learning folders. Learning folders consist of daily learning that has been completed and learning records where learning has been discussion, physical or non-worksheet/book based. All students have their own objective(s) identified for each lesson (although they will typically match with adaptation), with assessments, feedback and reflection with students to act as marking and feedback also for each session.

## Quality of Teaching

Teaching development cycles are implemented half termly, with learning walks identifying strengths and areas for improvement in teaching and then with planned teaching improvement interventions, teaching is robustly supported and expected to be reviewed and impacted on as part of a half termly cycle and Teaching Improvement Plan (TIP).

We acknowledge the challenge in schools finding highly skilled, experienced and qualified teachers and understand that in order to ensure teaching is to a high standard, a significant CPD program is required (and in place) as well as teaching, planning and assessment resources to support subject knowledge and skilful teaching.

Areas that we observe, explore and focus on are:

- Environment
- Displays

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- Expectations & objectives
- Engagement & supporting learning
- Subject knowledge & planning
- Adaptation
- Resources & scaffolding
- Assessment for learning & reflections
- Social, emotional and behavioural support
- Cross curriculum & Quality of life learning
- Learning records

## Assessment

### Daily review

Engagement, progress and evidence of learning is reviewed each day with a view to update and adapt learning for the following session. Reviewing a student's progress towards an objective is key to maximising progress, ensuring teachers push more able learners on and adapt lessons for those who need more input.

### Half term review – show progress

Each half term/term teachers review and update show progress targets to ensure EHCP, specialist and focus/mastery targets are a key part of our day to day and overall plan for each pupil.

### Termly Progress & Report

Each term, progress is measured. Tracking is done via formative assessment daily as well as assessment weeks at the end of each term where teachers use a combination of formative and well structured summative assessments. However, reading and phonics is done via a DFE approved scheme so has an adapted system for measuring progress.

### Robust reflection

Each session, or at appropriate intervals (perhaps at the achievement of an objective), teachers review learning and next steps. This, in comparison to written feedback, is intended to give a deeper reflection on learning and progress with students. Taking the opportunity to have a conversation around learning not only accounts for students who have communication issues but robustly embeds learning further, offers a positive experience around success and gives the students a clear understanding of how they can improve and take ownership for their own progress.

### Annual review

Every student at Redbourn Park has an EHCP and will be subject to an annual review in which their levels, academic progress and other developmental targets will be reviewed.

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## Reading

Students will be assessed in reading via phonics screening and reading assessments to allow teachers to effectively plan and adapt for each student. This assessment will dictate whether the priority is to focus a phonics program or a specific level on the reading scheme.

Our phonics program was developed and acquired from Twinkl and is a fully comprehensive, synthetic phonics teaching programme, with a range of planning, resources and assessment tools provided.

Reading is progressed using four main methods:

Reading or being read to (Daily)	Phonics program (most days)
Exposure to wider vocabulary (where appropriate)	Indirect reading opportunities (where appropriate)

Where children are late to reading, or have a considerable deficit in reading, developing this may become a priority. In practice, this means they would still continue through the English curriculum with appropriate support, but a large proportion of their English time, and additional interventions would be focused on reading, phonics and language.

## Remote learning

Where a student is restricted from attending school through unavoidable circumstances, such as isolating due to an illness, potential illness or other reason supported by government guidance or best practice.

The school will put in place appropriate learning programs on a case-by-case basis, considering a few key factors:

- Nature of absence
- Current home situation
- Available resources, technology and support at home
- Available resources, technology and support at school

The school will do everything possible to fulfil a full timetable but acknowledge the challenges of learning within the home environment. Depending on the situation the school may suggest:

- Online tutoring
- 1:1 home visits & tutoring
- Home working packs
- Sending resources, technology and other necessities home
- Wellbeing check ins
- Online social groups

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It is important to consider each situation individually, balancing the challenges with high expectations. SLT should review any home learners each week to ensure potential is maximised.

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**Appendix 1****The process**


<b>1. Baseline / assess</b>	Gain a robust initial understanding of a child's academic, social, emotional and special education needs.  Use EHCP, parent interview, baseline assessments, specialist assessments.
<b>2. Plans</b>	Create a risk assessment based on paperwork Review/update risk assessment Create support plan Create development plan Use schemes of work, weekly plans and daily plans and resources for each subject Adapt plans to L/M/H students and key areas of focus/mastery
<b>3. Teach</b>	Each session, use the lesson plan whilst adapting around the development plan, RA and pupil profile  Teach: 1. Introduce the key concept/learning and aims & check for prior knowledge 2. Teach key learning with adaptation to previous knowledge 3. Explore and apply learning 4. Check students can remember it, can they review it, can they reflect on it (and how they found it) – mark for correctness & feedback/reflect on learning during lesson
<b>4. Assess</b>	Live review & reflection as with point 5 above Review the lesson, engagement and progress in the lessons Adapt next session to consolidate knowledge not yet embedded/learned
<b>5. Plans</b>	Follow scheme and sequence Adapt as per review, reflection and daily/weekly/termly assessment
<b>3. Teach</b>	Repeat daily/weekly cycle
<b>4. Assess</b>	
<b>5. Plans</b>	
<b>6. Half termly</b>	Review development plan and update
<b>7. Termly</b>	Assessment weeks Review and update risk assessments Review and update pupil profile Review and update academic progress

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## Appendix 2

### Sample overview



# Maths

**Number: Number & Place Value**

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words

**Number: Addition & Subtraction**

- read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \square - 9$ .

**Number: Multiplication & Division**

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

**Number: Fractions**

- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

**Measurement**

*Compare, describe and solve practical problems for:*

- lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- mass/weight [for example, heavy/light, heavier than, lighter than]
- capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- time [for example, quicker, slower, earlier, later]
- measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

**Geometry: Properties of Shapes**

*Recognise and name common 2-D and 3-D shapes, including:*

- 2-D shapes [for example, rectangles (including squares), circles and triangles]
- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

**Geometry: Position & Direction**

- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

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## Sample mathematics long term plan

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Week 1	Let's Identify Numbers	What's My Number?	Understanding Place Value	Place Value and Ordering	A Million Numbers	Decimal Place Value
Week 2	Let's Represent Numbers	What is Place Value?	Investigating Number Facts	Exploring Addition	What's the Total?	Choosing Methods
Week 3	Let's Add Objects	Let's Use Number Bonds	Mental Addition	Seeing Doubles	What's the Difference?	Subtraction Strategies
Week 4	Let's Subtract Objects	What is multiplication?	Mental Subtraction	Exploring Subtraction	Measuring Shapes	Calculating Compound Shapes
Week 5	Let's Identify 2-D Shapes	What is division?	2D Shape	Properties of 2D Shapes	Fractions and Proportion	Parts and Proportion
Week 6	Let's Compare Length, Height and Mass	Let's Explore 2-D Shapes	What is length?	Recording Length	Methods for Multiplying and Dividing	Practising Multiplication and Division
Week 7	Let's Find One More and One Less	Let's Use a Ruler	Time	Data Handling	Angles and Triangles	Using Money
Week 8	Let's Add and Subtract Objects	Let's Make a Pictogram	Multiplication Facts	Multiplication and Division Facts	Changing Time	Mental Methods
Week 9	Can you recognise coins?	Let's Use Number Patterns	Multiplying and Dividing	Revising Multiplication and Division	Squares, Cubes and Factors	Calculators
Week 10	Let's Find the Value of Coins	How can we add numbers?	Finding Fractions	Fractions and Time	Length, Weight and Capacity	Solving Data Problems
Week 11	Let's identify 3-D Shapes	How can we subtract numbers?				
Week 12	Let's Use Time Language	Let's Use Pounds and Pence				

## Sample mathematics medium term plan

	Autumn Term	Spring Term	Summer Term
Week 1	<b>Let's identify numbers</b> <ul style="list-style-type: none"> <li>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>read and write numbers from 1 to 20 in numerals and words</li> </ul>	<b>Let's read, write and use numbers</b> <ul style="list-style-type: none"> <li>given a number, identify one more and one less</li> <li>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>read and write numbers from 1 to 20 in numerals and words</li> </ul>	<b>Let's use numbers to 100</b> <ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>given a number, identify one more and one less</li> <li>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> </ul>
Week 2	<b>Let's represent numbers</b> <ul style="list-style-type: none"> <li>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>read and write numbers from 1 to 20 in numerals and words</li> </ul>	<b>Let's count in twos, fives and tens</b> <ul style="list-style-type: none"> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> </ul>	<b>Let's use number facts</b> <ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>represent and use number bonds and related subtraction facts within 20</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 + \_ = 9</math></li> </ul>
Week 3	<b>Let's add objects</b> <ul style="list-style-type: none"> <li>read and write numbers from 1 to 20 in numerals and words</li> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> </ul>	<b>Let's learn number bonds</b> <ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>represent and use number bonds and related subtraction facts within 20</li> </ul>	<b>Let's halve and quarter</b> <ul style="list-style-type: none"> <li>recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> </ul>
Week 4	<b>Let's subtract objects</b> <ul style="list-style-type: none"> <li>read and write numbers from 1 to 20 in numerals and words</li> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> </ul>	<b>Let's make shapes</b> <ul style="list-style-type: none"> <li>recognise and name common 2-D and 3-D shapes</li> </ul>	<b>Let's find the total by grouping</b> <ul style="list-style-type: none"> <li>count in multiples of twos, fives and tens</li> <li>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li> </ul>
Week 5	<b>Let's identify 2D Shapes</b> <ul style="list-style-type: none"> <li>recognise and name common 2-D and 3-D shapes</li> </ul>	<b>What is half?</b> <ul style="list-style-type: none"> <li>recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>recognise, find and name a quarter as one of four equal parts of an object</li> </ul>	<b>Let's share objects equally</b> <ul style="list-style-type: none"> <li>count in multiples of twos, fives and tens</li> <li>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li> </ul>
Week 6	<b>Let's compare length, height and mass</b> <ul style="list-style-type: none"> <li>compare, describe and solve practical problems for:                             <ul style="list-style-type: none"> <li>lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)</li> <li>mass/weight (e.g. heavy/light, heavier than, lighter than)</li> </ul> </li> </ul>	<b>Let's tell the time</b> <ul style="list-style-type: none"> <li>sequence events in chronological order using language (e.g. before, after, next, first, today)</li> <li>recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>tell the time to the hour and half past the hour and draw hands on a clock face to show these times</li> </ul>	<b>Which direction?</b> <ul style="list-style-type: none"> <li>describe position, direction and movement, including whole, half, quarter and three quarter turns</li> </ul>
Week 7	<b>Let's find one more and one less</b> <ul style="list-style-type: none"> <li>given a number, identify one more and one less</li> <li>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>read and write numbers from 1 to 20 in numerals and words</li> </ul>	<b>Let's use a number line</b> <ul style="list-style-type: none"> <li>read and write numbers from 1 to 20 in numerals and words</li> <li>identify and represent numbers using objects and pictorial representations including the number line</li> <li>given a number, identify one more and one less</li> <li>count, read and write numbers to 100 in numerals</li> </ul>	<b>Let's get confident with numbers</b> <ul style="list-style-type: none"> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>identify and represent numbers using objects and pictorial representations including the number line</li> </ul>
Week 8	<b>Let's add and subtract objects</b> <ul style="list-style-type: none"> <li>read and write numbers from 1 to 20 in numerals and words</li> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> </ul>	<b>Let's count in multiples</b> <ul style="list-style-type: none"> <li>identify and represent numbers using objects and pictorial representations including the number line</li> <li>count in multiples of twos, fives and tens</li> <li>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li> </ul>	<b>Let's identify and use shapes</b> <ul style="list-style-type: none"> <li>recognise and name common 2-D and 3-D shapes</li> </ul>
Week 9	<b>Can you recognise these coins?</b> <ul style="list-style-type: none"> <li>recognise and know the value of different denominations of coins</li> </ul>	<b>Let's solve missing number problems</b> <ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 + \square = 9</math></li> </ul>	<b>Let's tell the time to half past the hour</b> <ul style="list-style-type: none"> <li>compare, describe and solve practical problems for:                             <ul style="list-style-type: none"> <li>time (e.g. quicker, slower, earlier, later)</li> <li>sequence events in chronological order using language</li> </ul> </li> <li>tell the time to the hour and half past the hour and draw hands on a clock face to show these times</li> <li>measure and begin to record the following                             <ul style="list-style-type: none"> <li>time (hours, minutes, seconds)</li> </ul> </li> </ul>
Week 10	<b>Let's find the value of coins</b> <ul style="list-style-type: none"> <li>recognise and know the value of different denominations of coins</li> </ul>	<b>Let's make totals using coins (part 1)</b> <ul style="list-style-type: none"> <li>recognise and know the value of different denominations of coins</li> <li>count in multiples of twos, fives and tens</li> </ul>	<b>Let's measure time</b> <ul style="list-style-type: none"> <li>compare, describe and solve practical problems for:                             <ul style="list-style-type: none"> <li>time (e.g. quicker, slower, earlier, later)</li> <li>measure and begin to record the following                                     <ul style="list-style-type: none"> <li>time (hours, minutes, seconds)</li> </ul> </li> <li>sequence events in chronological order using language</li> <li>recognise and use language relating to dates, including days of the week, weeks, months and years</li> </ul> </li> </ul>
Week 11	<b>Let's identify 3D shapes</b> <ul style="list-style-type: none"> <li>recognise and name common 2-D and 3-D shapes</li> </ul>	<b>Let's make totals using coins (part 2)</b> <ul style="list-style-type: none"> <li>recognise and know the value of different denominations of coins and notes</li> <li>count in multiples of twos, fives and tens</li> </ul>	<b>Let's use money</b> <ul style="list-style-type: none"> <li>recognise and know the value of different denominations of coins and notes</li> </ul>
Week 12	<b>Let's use time language</b> <ul style="list-style-type: none"> <li>sequence events in chronological order using language (e.g. before, after, next, first, today)</li> <li>recognise and use language relating to dates, including days of the week, weeks, months and years</li> </ul>	<b>Let's compare mass and capacity</b> <ul style="list-style-type: none"> <li>compare, describe and solve practical problems for:                             <ul style="list-style-type: none"> <li>mass/weight (e.g. heavy/light, heavier than, lighter than)</li> <li>capacity and volume (e.g. full/empty, more than, less than, half, half full, quarter)</li> </ul> </li> <li>measure and begin to record the following                             <ul style="list-style-type: none"> <li>lengths and heights</li> <li>mass/weight</li> <li>capacity and volume</li> </ul> </li> </ul>	<b>Let's measure</b> <ul style="list-style-type: none"> <li>compare, describe and solve practical problems for:                             <ul style="list-style-type: none"> <li>lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)</li> <li>mass/weight (e.g. heavy/light, heavier than, lighter than)</li> <li>capacity and volume (e.g. full/empty, more than, less than, half, half full, quarter)</li> </ul> </li> <li>measure and begin to record the following                             <ul style="list-style-type: none"> <li>lengths and heights</li> <li>mass/weight</li> <li>capacity and volume</li> </ul> </li> </ul>

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### Show progress planning example

The screenshot shows a progress planning interface. On the left is a sidebar with categories and counts: EHCP - Cognition & learning (2), EHCP - Communication & interaction (1), EHCP - Social & emotional wellbeing (3), EHCP - Sensory and/or physical (3), Core (Reading, Writing, Mathematics) (6), Topic & Project (Science, Humanities & Foundation) (10), Enrichment (Music, MFL Art, Dance +) (8), Social, Emotional, personal development & SMSC (1), Key children/Outreach (0), Psychotherapy (6), Occupational Therapy (0), Speech & Language Therapy (0), Communication and Interaction (0), Social Understanding and Relationships (0), Sensory Processing (0), Interests, Routines, and Processing (0), and Emotional Understanding and Self-awareness (0). The main area is titled 'Overview' and features a progress bar chart with a legend: New objective (grey), Walking - Low / 25% (red), Running - Mid / 50% (orange), Sprinting - High 75% (yellow), and Achieved (green). Below the chart are sections for 'Learning Intentions' with sub-sections for 'Writing' and 'Maths Focus'. Each sub-section includes 'Measures of Success' and 'Implementation Strategy'.

### Show progress evidence example

The screenshot shows a progress evidence interface. At the top, it displays 'Classes/Groups: Chesnut (UKS2)', 'Pupil: Sophie Roper', 'Year: 2024/2025', 'Term: Autumn', and 'Department: All'. The sidebar on the left is similar to the previous screenshot but highlights 'Social, Emotional, personal development & SMSC' with a count of 2. The main area shows 'Overview' with a progress bar chart. Below it, the 'Learning Intentions' section is expanded to show evidence for the 'Walking - Low / 25%' objective. It includes 'Measures of Success' (Sophie to be able to settle back into school and be able to re-gain a relationship with her key workers), 'Implementation Strategy' (Not defined), and two evidence entries. Each entry includes a photo, a description, and an evaluation/assessment. The first entry shows a child at stables, and the second shows a child working on a scrapbook.

### Sample daily plan resource

Let's Identify Numbers!

Maths

Year 1

Lesson 1 of 5

Learning Objective	Resources
To identify and represent numbers.	Slides Number Cards Bingo Cards Picture Cards Number Sheet Vehicle Sheet People Sheet Magnetic fishing rods, play dough, paperclips and blocks
<b>Mental Oral Starter</b>	

Last 1

Head Teacher

- Show the children the number ten on the slide. What is it? Can they count to ten? Challenge the children to make their body as small as they can and then 'growing' bigger, by standing and raising their arms, as

### Sample daily plan/assessment addition by teacher

NAME: LT

<b>Date</b>	20/03/23			
Therapeutic, personal development, SMSC, values or other development observed				
LT came into school today and was very engaged in conversation, telling staff about his weekend and we got up to.				
SSC did some brilliant work today. Very engaged in discussion during english and showed great perseverance during maths.				
<b>Subject</b>	English			
<b>Objective</b>	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.			
<b>Focus target</b>	I can analyse elements of a character description and plan my own character.			
<b>Extending target</b>	Continue to explore character development.			
<b>Outcome</b>	In today's lesson the students began recapping what topic we have been exploring this half term. The students were then introduced to the next subtopic, which is Story Writing. We began by identifying how a story can begin and the language we can use for the opening of a story. The students then moved on to exploring character development and identifying how characters are described and introduced in a text. Students were asked to read through a text and highlight any parts that describe a character's movements, the way they looked, the way they speak and their thoughts and feelings.			
<b>Progress</b>	LT was brilliant in today's lesson. LT was able to brainstorm with the class the 'Qualities of a war time pilot' and spoke about how a wartime pilot might be feeling. LT was also engaged when watching an interview with a veteran who fought in the war and could relay facts and information he found from the interview. LT also read through and highlighted key information, taking time and care when reading through the text about a wartime pilot. LT was then able to discuss this with staff.			
<b>Reflection</b>	It says in the button paragraph about the way he speaks.			
<b>Dojo's</b>	3	3	3	5
<b>Subject</b>	Maths			
<b>Objective</b>	To be able to estimate and compare the volume of cubes and cuboids.			
<b>Focus target</b>	<ul style="list-style-type: none"> <li>- Can students estimate the volume of cubes and cuboids?</li> <li>- Can students compare the volume of cubes and cuboids?</li> <li>- Can students calculate the volume of cubes and cuboids to check their estimates?</li> </ul>			
<b>Extending target</b>	Consolidate knowledge of topic using Century.			
<b>Outcome</b>	In today's lesson, students were looking at the formulae used to find a cube or a cuboid. Students were looking at how we realistically estimate a missing length by checking lengths that have been given. Students completed this first of all by going through a powerpoint with staff and then a worksheet with the support from staff.			
<b>Progress</b>	LT was excellent in maths this morning. He quickly picked up on the formulae used and was able to apply that to the rest of the lesson. He was able to give a realistic			

Notes on progress outside of academic, technical or vocational seen that day

Subject and learning objective of the lesson

Focus target – area of deficit being targeted or consolidating learning

Extending target – area of to extend if learning is accelerated

Outcome – what was planned or what happened in the lesson

Progress – what progress was made or evidence was there to meet the LO, focus or extending targets

Reflection – students feedback from discussion / active feedback in class

<b>Progress</b>	LT was able to identify the three passes used in basketball. He understood the need to pass the ball accurately to teammates and the need for it to have enough power for the ball to reach his team. He performed the passes accurately and made sure that as he went to pass the ball he stepped forward each time. He performed a variety of passes in the match and was able to explain the reasons for performing a pass.			
<b>Reflection</b>	You have three types of pass: chest, overhead and bounce. I did the overhead pass so it could go over BB.			
<b>Dojo's</b>	3	3	3	5

<b>CFC</b>	N/A	Logged (tick)
<b>Incidents</b>	N/A	Logged (tick)
<b>Points for the day</b>		
<b>Celebrations</b>	Brilliant english session today!	


	estimation of what he thought the missing length were. He then used the missing length to find the volume of cubes or cuboids.			
<b>Reflection</b>	We were pretty close!			
<b>Dojo's</b>	3	3	3	5

Owner	Head Teacher
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<b>Subject</b>	Topic - P.E
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<b>Last Review</b>	August 2024	<b>Nex Review</b>	August 2025	<b>Owner</b>	Head Teacher
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## Sample Support Plan

<b>Pupil Support Plan</b>		 <b>Redbourn Park School</b>
Name ZL	Key teacher RHH	
DOB 20/02/2012	Reviewed on April 23	
Likes	Dislikes	
<ul style="list-style-type: none"> <li>• Geometry Dash</li> <li>• Physical sports/activities</li> <li>• iPads</li> <li>• Board games</li> <li>• Card games</li> <li>• Pokemon</li> <li>• YouTube</li> <li>• Maths</li> <li>• Numbers</li> <li>• Climbing</li> <li>• Walking</li> </ul>	<ul style="list-style-type: none"> <li>• Physical touch (hugs/hair)</li> <li>• Losing</li> <li>• Not understanding something</li> <li>• Things don't go in my favour</li> <li>• PDA</li> <li>• Drinking from a water bottle that not his</li> <li>• Wearing a coat</li> </ul>	
I may become dysregulated if	Signals I am becoming dysregulated	
<ul style="list-style-type: none"> <li>• I lose at something</li> <li>• Things don't go in my favour</li> <li>• If something isn't factual</li> <li>• There is a technical fault with something</li> <li>• Change in routine/structure/activities</li> <li>• Unfamiliar with new faces</li> </ul>	<ul style="list-style-type: none"> <li>• Pacing</li> <li>• Climbing</li> <li>• Doesn't follow instructions</li> <li>• Throws objects</li> <li>• Bumps into people</li> <li>• Quiet</li> <li>• Refusal to talk</li> </ul>	
When dysregulated I may	When in crisis I may	
<ul style="list-style-type: none"> <li>• Throw objects</li> <li>• Pinch you</li> <li>• Hold you</li> <li>• Run at you</li> <li>• Kick</li> <li>• Quiet</li> <li>• Refusal to talk</li> </ul>	<ul style="list-style-type: none"> <li>• Scream</li> <li>• Throw objects</li> <li>• Pinch you</li> <li>• Run at you</li> <li>• Kick you</li> <li>• Punching</li> </ul>	
What helps me regulate	What's best after a crisis	
<ul style="list-style-type: none"> <li>• Walking</li> <li>• Pokemon Go</li> <li>• Space</li> <li>• Time</li> <li>• Sport/Physical activities</li> </ul>	<ul style="list-style-type: none"> <li>• Walking</li> <li>• Pokemon Go</li> <li>• Space</li> <li>• Time</li> <li>• Sport/Physical activities</li> </ul>	

Last Review	August 2024	Nex Review	August 2025	Owner	Head Teacher
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## Engagement in lessons

	I may	To help me:
Engine Running Just Right	<ul style="list-style-type: none"> <li>- Be engaged and focused in the lesson</li> <li>- Engage in conversation/discussion with staff and classmates</li> <li>- Sit on a chair for the lesson</li> <li>- Show good understanding of what is being said to me - answering questions and responding to questions</li> <li>- Show enthusiasm towards working/complete a task or activity</li> <li>- Walk around the classroom but engage in the lesson</li> </ul>	<ul style="list-style-type: none"> <li>- Give clear instructions as to what the activity/task is</li> <li>- Explain what the content of the lesson is about</li> <li>- Have 1:1 staff support</li> <li>- Work in a smaller group/independently (with staff support)</li> <li>- Ensure the work is pitched at the correct level</li> <li>- Offer a fidget toy whilst working</li> <li>- Use an iPad for long writing tasks</li> <li>- Staff can listen and write the content of the lesson</li> </ul>
Not sure how my engine is running	<ul style="list-style-type: none"> <li>- My focus may begin to dip in and out during the lesson</li> <li>- Shout out answers</li> <li>- Talk over staff/students</li> <li>- Ignore staff requests</li> <li>- Talk about things that aren't related to the topic</li> <li>- Walk around the classroom, but losing focus</li> <li>- Run or jump around the classroom</li> <li>- Seek proprioception by hanging off of furniture</li> <li>- Throw objects</li> </ul>	<ul style="list-style-type: none"> <li>- Set achievable goals for completing the work/activities</li> <li>- Offer movement breaks - walking 'Pokemon Go'</li> <li>- Have some time outside - football or basketball</li> <li>- Offer food</li> <li>- Have 1:1 staff support</li> <li>- Move to a different space to complete the lesson</li> <li>- Make the lesson discussion based</li> </ul>
Engine running high or low	<ul style="list-style-type: none"> <li>- Disrupt other students from their work</li> <li>- Run or jump around the classroom</li> <li>- Draw over work on the dry wipe boards</li> <li>- Run into staff or students</li> <li>- Pace around the room</li> <li>- Refuse to talk</li> <li>- Become competitive with any task</li> <li>- Rush through work</li> </ul>	<ul style="list-style-type: none"> <li>- Have 1:1 staff support</li> <li>- Have some time away from the classroom</li> <li>- Offer a break before trying to re-engage in the lesson</li> <li>- Avoid working in teams or group activities</li> <li>- Long movement breaks - walking around the community or playing football/basketball on the playground</li> </ul>
Personal development focuses	<ul style="list-style-type: none"> <li>- ZL to create, with OT support, a personalised Zones of Regulations board or Sensory Ladder to identify different levels of feelings and behaviours resulting from sensory integration difficulties.</li> <li>- ZL will continue to develop an interest in reading - Guiding Reading/ERIC.</li> <li>- ZL will continue to develop positive relationships/friendships with his peers.</li> <li>- ZL to increase hand strength and fine motor skills by engaging in a hand strengthening and fine motor skills programme, daily for 10 minutes. Additional hand strengthening activities will be built into activities throughout the day.</li> </ul>	

Last Review	August 2024	Nex Review	August 2025	Owner	Head Teacher
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