SEND Reflective Journal
Part 2

Lead for the SEND Additional Experience:

Joseph Mintz - IoE
Email: j.mintz@ioe.ac.uk  tel: 020 7612 6382

Margaret Mulholland – Swiss Cottage
Email: margaret.mulholland@swisscottage.camden.sch.uk
# Table of Contents

Introduction to the SEND Reflective Journal Part 2 ......................................................... 3

Learning from Special Education: The Intensive Week ....................................................... 4

What is special about special? ................................................................................................. 4

A View of the History of Special Education and Special Schools ....................................... 5

Reflecting on the Intensive Week .......................................................................................... 7

Planning for Learning in a Special School Setting ............................................................... 10

Reflecting on Planning for Learning ..................................................................................... 13

Teamwork in the Classroom ................................................................................................. 15

Reflecting on Teamwork in the Classroom ........................................................................... 19

Communication ...................................................................................................................... 23

Reflecting on Communication ............................................................................................... 26

Differentiation ....................................................................................................................... 30

Reflecting on Differentiation in the Classroom ..................................................................... 33

Promoting Positive Behaviour .............................................................................................. 37

Reflecting on Promoting Positive Behaviour ....................................................................... 41

Assessment ............................................................................................................................ 44

Reflecting on Assessment ...................................................................................................... 46

Child Observation: The Tavistock Centre Approach ......................................................... 49

Making Links to your Wider PGCE Programme ................................................................. 51
Introduction to the SEND Reflective Journal Part 2

Building on your existing skills and expertise

This is the second part of the SEND Reflective Journal. The first section was included as part of the Year 1 Guide.

The journal is designed to help you develop as a teacher who can meet the needs of all learners in the classroom and to make links between the Experience and your wider PGCE/SD Programme.

Here we focus on the knowledge and skills that you will gain during your intensive week at Swiss Cottage School. An excellent teacher has the ability to personalise learning opportunities in a classroom and deliver tailored learning experiences. Teachers who work autonomously with pupils who face severe challenges to learning can recognise how to navigate and overcome these barriers by adapting their planning to support the learners in taking each cognitive step to further their understanding.

During your time at Swiss Cottage, you will have opportunities to consider how each child has different strengths and weaknesses as a learner, no matter what the level of their intellect and to reflect on how a child’s capacity to learn varies and can be affected by many factors. Strengthening a child’s capacity to learn is key to maximising their potential, whatever label they might have been identified with.

Swiss Cottage Special School has a significant outreach function, working closely with many other schools within and outside of its Teaching School network. We have drawn on quotes from some of the teachers who have been involved in this work, to illustrate some of the potential key learning points that you will reflect on during the week.

Online Materials

In this second part of the journal we also give you online links to selected references in the ‘Training materials for teachers of learners with severe, profound and complex learning difficulties’ or ‘Complex Needs’ materials for short, developed after the Salt Review (see the Our Goals section at http://www.complexneeds.org.uk/ for an overview). These materials, which are organized into modules, were developed specifically to help teachers with achieving effective inclusion. In this document, we give you specific links to various parts of the training materials that we hope will be both useful and well matched to your needs. The materials can be viewed through 4 different levels (A, B, C and D) – you can see the tab for selecting the level at the top of each module page, although you may want to stay with the setting “All levels” which allows you to see a progression of concepts through each module topic. The links are best viewed using the electronic version of this document available on Moodle.

You might also be interested in additional online materials in relation to preparing teachers for working with children with SEND at http://www.nasen.org.uk/onlinesendcpd/
Learning from Special Education: The Intensive Week

Your week at Swiss Cottage will provide you with a fabulous opportunity to extend your skills and understanding of how, all children learn, particularly learners with special educational needs and disabilities.

During the placement you will focus on how effective classrooms create effective learning opportunities for pupils of all shapes, sizes and abilities. This experience will provide you with an opportunity to build confidence and expertise in the teaching of pupils with SEND, to learn from experienced teachers about how to personalise learning enable young people to maximise life experiences and achieve their potential.

Transferable learning

So this experience is not a ‘different’ classroom experience, it is a ‘core’ experience, that will be of real relevance to teaching and learning in mainstream settings.

What is special about special?

The Oxford English Dictionary defines “special” as:

“Marked off from others of the kind by some distinguishing qualities or features; having a distinct or individual character ... Additional to the usual or ordinary.”

The key words in this definition is “individual”; when thinking about special educational needs and disability there is a limited place for terms such as typical, usual, average or regular.

All children or young people who have a special educational need have an approach to learning which is individual to them. Where such a need arises from a physical or sensory impairment, successful teaching interventions may follow a defined route, seeking to ameliorate the effects of the impairment, through aids and adaptations, so that the child or young person can benefit from education alongside his or her peers.

Where a special need arises from a learning difficulty, the path to successful learning is far less clear; working effectively with children with special educational needs in a special school setting requires a great deal of creativity from practitioners; the intellectual demands of supporting learning in a child and young person for whom there is no readily prescribed curriculum or pedagogy are key element of teaching pupils with SEND, both in terms of meeting individual need and meeting the needs of a changing and evolving demographic.
A View of the History of Special Education and Special Schools

Special Education has evolved in flexible, creative and pragmatic ways to meet these challenges. Prior to the Education (Handicapped Children) Act 1970, children with severe and profound learning difficulty were deemed “in-educable” in British law; the passing of the Act prompted a significant movement within education, involving universities, teacher training institutions and schools, to develop a body of knowledge about teaching and learning for the pupils who were now exercising their right to education.

Until the advent of the National Curriculum in the late 1980s the field was entirely child-centred, with curriculum and pedagogical developments driven by local need, developing knowledge and shared practice.

The historical absence of a “blueprint” for special education has a legacy in today’s provision, influenced by local strategy and decision-making, evident in the variety of structure and character in special and mainstream schools across the country. The drive for “integration” following the Warnock enquiry into Special Education in 1978, motivated some local authorities to close their specialist provision in favour of inclusive, mainstream schools; others maintained a special sector which has become increasingly rationalised and restructured but which, retains a local character.

As a result, special schools can vary enormously; some are structured according to phase, others are all age, from 2-19. Some special schools are generic, catering for all pupils who cannot have their needs met in a mainstream setting. Others specialise, focusing on the needs of specific groups of pupils; for example, those with severe, profound and complex learning difficulty, those with a moderate learning difficulty, those with an autistic spectrum condition, those with social and emotional difficulties, or those who need alternative provision such as that provided by Pupil Referral Units.

Increasingly, special schools are co-located with mainstream provision and have a strengthening role in supporting mainstream colleagues to meet the needs of pupils with SEN.

Creating a “can-do” culture

The educational culture of testing and league tables which followed the introduction of a national curriculum had little impact on special education for pupils with severe and profound learning difficulties; even today, when successive governments issue very clear guidelines regarding expectations of attainment for typically developing children, there is a less clear expectation for all pupils with SEND who are working significantly below levels expected for their age. A national picture, however, is slowly beginning to emerge; this includes the Progression Materials data sets and nationwide databases such as CASPA, gathered from a relatively small sample and requiring significantly more sampling before a reliable picture emerges.

In the absence of such a national expectation, such schools have developed their own child-centred expectations. Special schools share a willingness and obligation to “go the extra mile” for pupils, to be creative in developing the curriculum, to embrace “what works” and to ensure that “no stone remains unturned” in securing success for pupils.
Inspired by this challenging ethos, teachers working in special school settings can develop the flexibility, creativity and resilience to extend their knowledge and understanding of pedagogy, to sharpen their forensic teaching skills and to participate in enquiry based practice to find the best way forward for the individual children and young people whom they teach. This expertise, prevalent in special schools, is potentially very applicable for pupils with SEND in mainstream schools and settings.

The spirit of collaboration in special education supports experienced teachers and those new to the profession to draw on the expertise and creativity of colleagues in order to develop new ways of working. A culture of enquiry, embracing learning for staff as well as students and including school and university based research, stimulates professional development in far-reaching ways; special educators all have a role in creating a dynamic body of skills and knowledge across the field.

What teachers say:

“Students with SEN need teaching which responds to their very diverse needs so that they can learn to the best of their ability” SENCO – Mainstream High School

“Teaching in a special school allows me to be creative to meet the diverse and challenging needs of my pupils” Teacher - Secondary Special School

“Our creative and inclusive approach to education means that we offer a rich learning environment which helps our children to achieve their very best” Head Teacher – Primary SEN School

Finding out more:

Training materials for teachers of learners with severe, profound and complex learning difficulties

Training materials for teachers of learners with severe, profound and complex learning difficulties: The Legislative Context - Meeting Needs

Training materials for teachers of learners with severe, profound and complex learning difficulties: Welcome to the Special School

Training materials for teachers of learners with severe, profound and complex learning difficulties: Comparing Mainstream and Special Schools

Training materials for teachers of learners with severe, profound and complex learning difficulties: A Curriculum for Special Education

Training materials for teachers of learners with severe, profound and complex learning difficulties: The Curriculum Challenge
Reflecting on the Intensive Week

This part of the journal will be kept by you over the course of the intensive week. This section details the observations, investigations and reflections which you will undertake in relation to the key concept areas developed during the week. You should also take opportunities to make links to the taught IoE Additional SEND Experience sessions, and the wider PGCE/SD Programme. You should also think about what implications the experience in the intensive week will have for your final school placement.

During the week, you should:

**Observe:**

- Observe how the structure of the school supports staff to meet the needs of pupils.
- Observe and note those features which the school says are characteristic of all special schools.
- Observe and note those features which are particularly characteristic of this special school.

**Investigate:**

- School Context: find out the designation of the school, how many pupils and staff it has, how many teachers, catchment area etc.
- School Structure: investigate how the school is structured, whether pupils are taught in mixed-ability classes or grouped according to learning need etc.
- Core Values: find out the mission statement and core values of the school.
Reflect:

What aspects of the school are significant in creating the whole school character and why?

Compare the special school with other placement schools; what are the similarities and differences?

What changes will you make to your teaching as a result of your observations and investigations of
Do you have any further questions regarding the school?
Planning for Learning in a Special School Setting

All pupils with SEND have the capacity to learn, but they may all do this in a highly personal way. Within any one class in a special school there will be a wide range of ability and learning styles and the teacher has the complex task of adapting to this. Meeting a pupil’s individual learning needs requires effective planning that shows differentiation, a variety of resources including ICT, and appropriate support strategies.

Lessons are planned to create a safe, caring and stimulating atmosphere where pupils are valued, respected for themselves and have their achievements celebrated.

Planning to meet individual learning needs

Planning is the process of preparing and organising teaching so that it meets the learning needs of students. Following assessment, planning imposes structure by articulating the next steps of learning as specific, measurable, achievable targets. Given this information together with curriculum structure, teachers plan out a programme of work.

Medium-term plans identify how a curriculum module or strand will be delivered to a specific group of students to ensure each student learns fully, meeting his or her potential. Individual targets focus on specific aspects of learning for each student, with a full and detailed evaluation of that learning at the end of the module. Individual targets take account of the skills knowledge and understanding which a pupil has achieved, any gaps, the outcomes relating to the module any gaps and patterns of prior learning are also considered.

Lesson planning details the work which will take place within a single lesson as part of this longer programme. Having outlined the broader aspects of the learning environment and resources, an outstanding lesson plan describes each stage - starter, main activity and plenary in detail; it includes learning outcomes for individual pupils within each stage of the lesson, differentiation strategies and direction for staff in terms of their roles within the lesson. Assessment opportunities are highlighted so that teachers can be sure of gathering evidence of the impact of teaching on learning.

Individual planning takes account of the individual learning needs of a pupil; following assessment a teacher sets specific, measurable, achievable targets which clarify and articulate the next steps of learning. Individual targets will be set across the curriculum.

Teachers differentiate planned activities to ensure that all pupils learn at their own individual level and with their own learning style. Planning is practical and understandable by class teams; teacher evaluation always forms the basis for future planning, of both lessons and individual learning plans.

Communication

It is essential that teachers share the aims and objectives of the lesson with class staff as they are there to support the pupils’ learning. By sharing the objectives, teachers ensure that the whole team has high expectations and that all staff delivers high-quality education.
This communication is also paramount when evaluating any lesson; the teacher will seek feedback from all of the class staff to inform the next lesson’s planning. This ensures that the objectives are not too high/low, that progress is being made, and that targets are being met.

Sharing the lesson objective with the pupils, where appropriate, ensures that they can evaluate their own progress and experience success.

**Differentiation**

Teachers’ plans for lessons include a variety of whole class, group and individual teaching sessions as this ensures that pupils are actively involved in learning. By delivering structured lessons with a clear beginning, middle and end, pupils know what to expect and can predict next steps and staff can prepare the pupils for the next part of the lesson.

Planning is linked to the relevant schemes of work with clear objectives and maximising the use of practical/concrete materials that are interesting, motivating and varied. Resources for pupils with a sensory impairment need extra attention in planning so that the lesson is accessible to all and encourages independent learning where possible.

**Resources**

When planning for any lesson, teachers consider the age, ability and interest of all of the pupils. The resources should be of good quality, in good condition and fully accessible to the pupils. Teachers consider the use of ICT for most lessons whether it’s an Interactive Whiteboard, class PC or iPod/iPad. Pupils of all ages and abilities enjoy ICT in some form and this can be linked to possible communication approaches for the less vocal pupils.

Resources are identified in the planning and evaluation process; support staff are made aware of the resources planned for any lesson, preparing them in advance of the lesson to maximise learning-time and on-task behaviour.

**What teachers say:**

“*Sharing planning with my staff ensures that we all work together to achieve the same goal*” - Teacher - SEN secondary school.

“I rely heavily on my support staff to help me fill in my lesson evaluations. Their contribution is invaluable and I couldn’t plan my next lesson without their input” - NQT - SEN secondary school

“When evaluating staff planning, I look for exciting, engaging resources that will stimulate the pupils and promote their self-esteem*” - Head Teacher - SEN Primary School
Finding out more:

Training materials for teachers of learners with severe, profound and complex learning difficulties: Effective planning

Training materials for teachers of learners with severe, profound and complex learning difficulties: Considering Communication and Interaction

www.teachersmedia.co.uk/nqt/effective-lesson-planning

www.tes.co.uk/lesson-plans

www.tes.co.uk/sen-teaching-resources

www.busyteacher.org
Reflecting on Planning for Learning

Observe:

- How a class team contributes to the planning process either at the end of the lesson or end of the school day.

- How the teacher plans to use resources to ensure all pupils can participate in the lesson including a multi-sensory approach.

- Different learning styles of the pupils and how the teaching takes this into account including deployment of support staff.

Investigate:

- Medium-term planning, lesson planning and individual planning; investigate the ways in which the teacher and staff team link individual planning with planning for the whole group.

- How planning contributes to effective teamwork in the classroom – talk to teachers and teaching assistants.
Reflect:

<table>
<thead>
<tr>
<th>How does teacher planning impact on pupil learning?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How does effective planning support outstanding teaching?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What changes will you make to your planning for learning, as a result of your placement?</th>
</tr>
</thead>
</table>
What are the ways in which a teacher can communicate plans for teaching and learning to other adults in the classroom?

Do you have any further questions about planning for learning?

Teamwork in the Classroom

In special schools, teachers ensure that all students have their learning needs met in a way that is personal and appropriate. In order to achieve this high level of personalisation within a group of children with a wide range of learning needs there is a team of staff in the classroom; teachers are often supported by one or two teaching assistants. It is the teacher’s
role and responsibility to maximise the impact of additional adults in the classroom on pupils’ learning; within the classroom the teacher fulfils the role of lead professional.

Creating an effective class team

Essential criteria to meeting this aim are good communication, clear roles and expectations and shared approaches to teaching, recording and assessment.

Communication

Good communication for teams within school is essential. Some information is shared in written form, for example planning for a lesson, or series of lessons, which outlines overall learning targets for students and planned learning activities. Teachers share specific information about staff roles, planned outcomes for pupils at each part of the lesson, teaching strategies and differentiation.

Some information may be shared verbally or visually; the teacher often models a particular approach or strategy to keep all team members abreast of changes. At times, good communication takes the form of timetabled meetings to discuss approaches for groups and individuals; this is often characterised by opportunities for the class team to pool their ideas, collaborating on appropriate support for learning, communication and/or behaviour.

Roles and expectations

From the outset a teacher working with pupils with special needs will manage his or her team, ensuring that all staff have a very clear knowledge and understanding of his or her expectations in relation to learning.

The allocation of staff roles within the classroom can make the staff team more efficient. For example, a room manager role can reduce the impact of interruptions to the classroom in low distraction environments; clearly communicated roles also ensure that staff-support for learning is targeted and effective.

Good behaviour management requires that only one person at a time intervenes in any episode of challenging behaviour, being joined by a colleague on request; similarly the communication.

The general environment in the classroom is often clearer when staff minimise excess verbal instruction, concentrating on communicating clearly to their allocated students.

Shared approaches to teaching, recording and assessment

Teaching teams work hard to achieve a seamless approach to teaching, recording and assessment so that students maximise their learning. Teachers model activities which they plan for delivery by another member of the team to ensure that team members are clear about how to support each student to learn. The classroom is a setting for active learning by all
members of the team about effective and appropriate support for students; this learning is a key responsibility of all teaching team members.

Information regarding the type and level of support which a student receives to complete a task is recorded, using a shared vocabulary, to ensure that teachers are clear about the progress that a student is making; this record may take a number of forms including teaching notes, annotation of written work or coded notes on the level of support given in a learning task. This detail is essential to support a consistent approach to assessment across the school.

**Working with other professionals**

The complex needs of pupils with SEN often require input from health and social care professionals, for example, colleagues with a background in speech and language therapy, physiotherapy, educational psychology or social work. Successful multi-agency working also requires carefully structured work, often coordinated by a lead professional, in order to secure the best outcomes for the child and the family.

**What teachers say:**

“I value the experience of my team of experienced teaching assistants as they often make suggestions based on their experiences with another child.” RQT – SEN primary School

“When trying to come up with solutions to a problem behaviour two heads are often better than one!” Teacher, Special Secondary School

“Leading my first team was a daunting experience but I asked a senior teacher in the school for help and this was really useful in supporting me to gain confidence” NQT Special School

“The learning support assistants in school are very skilled and are an excellent resource; it is important for me to meet with them outside lesson time so that they can inform me on how an SEN pupil is progressing with work I have set for them” Teacher, Mainstream High School
Finding out more:

Training materials for teachers of learners with severe, profound and complex learning difficulties: Working with other professionals

Training materials for teachers of learners with severe, profound and complex learning difficulties: Teaching Support

Training materials for teachers of learners with severe, profound and complex learning difficulties: Working with Teaching Assistants

Training materials for teachers of learners with severe, profound and complex learning difficulties: Working with other services

Reflecting on Teamwork in the Classroom

Observe and note:

- the ways in which the teacher deploys the classroom team in lessons, at either end of the school day and over less structured times e.g. break times;

- the ways in which members of the school and classroom team communicate about learning and teaching;

- the pastoral support offered by the class team; for example, how does the team communicate with families? Who is the primary contact for families within school?; and

- the input of other professionals within the school, e.g. physiotherapist, speech and language therapist, school nurse; how do other professionals communicate with the class team?

Investigate:

- Communication: find out how the teacher communicates with members of the class team.

- Planning: ask to share planning so that you can see how the teacher plans to deploy and include teaching assistants in learning and teaching.

- Investigate how the class team works together to develop planning.

- Impact on learning: investigate the impact that additional adults in the classroom have on pupil learning.
Reflect:

<table>
<thead>
<tr>
<th>What have you learned from your observations and investigations into teamwork in the classroom?</th>
</tr>
</thead>
</table>

<p>| What roles will you plan for additional adults in your classroom to have maximum impact on learning? |</p>
<table>
<thead>
<tr>
<th>How will you communicate with additional adults about teaching strategies, assessment and pupil learning targets?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you measure the impact of your leadership of the classroom team on teaching and learning?</td>
</tr>
<tr>
<td>---</td>
</tr>
</tbody>
</table>
Do you have any further questions regarding teamwork in the classroom?
Communication

Communication is the foundation of learning. For many children communication development progresses smoothly as they learn words, using simple then complex and abstract communication. For others the potential to communicate may be present, but the way this appears can be unusual and very individual. The challenge for the teacher of pupils with special educational needs is to help each child to develop ways to communicate that are “functional” – that really let them be an active part of their class, family and world. The child with SEN needs adults who can communicate effectively and productively about him and who can share information with each other to enable him to communicate – in whatever way he can. The adult as the skilled communicator has a duty to ensure that the child with SEN is able to use his communication skills to learn - whatever his level or speed of learning.

Establishing the communication environment

The teacher establishes good communication in school by ensuring that all adults have:

- Sound understanding of communication development,
- Good communication skills,
- The ability to differentiate learning goals and
- The means for the child to participate and demonstrate success regardless of their SEN.

Successful teaching depends on the ability of teacher and child to share a focus and a functional means of communication the general pattern of communication is usually seen in all children, but factors such as consistency or the speed of change can vary widely. A firm understanding of the development of communication enables the teacher to recognise and act on perceived difficulties.

A good teacher will communicate effectively to share information with colleagues within the classroom as well as other agencies and the child’s family. The sum of all these areas of expertise builds a clearer picture of the child’s communication skills – what, where and when, as well as how they communicate. Knowledge of the child to this degree will help adults to understand more subtle communication, and plan as a team how to move forward and how to react to behaviours which may be perceived as negative.

A good teacher will ensure that each child with SEN is able to understand what is expected of them and to have communicative turns within the classroom. An excellent teacher will expect and enable every child, regardless of their SEN, to be an active communicator within their educational environment. A wide range of strategies and aides are available to support this process. “Soft” strategies such as simplifying adult language, pre-tutoring, rehearsal and repetition may be successful. Other children may also need more formal “hard” support such as Signing, PECS or high-tech augmentative and alternative communication aids (AAC). Support will be as individual as the child!
In order to support the learning and development of a child with SEN it is vital that staff are aware of strategies which could support them. Each teacher does not need to know everything, but does need to be aware of where to look for appropriate advice and supplementary skills which can help them to support the child with SEND, and then what to do with them. All special schools have access to Speech and Language Therapy Services, providing a valuable source of support for assessment, intervention and access to appropriate technologies. Good communication with other agencies working with the child, and the flexibility and inventiveness to focus on functional success within the classroom are key in securing effective provision for pupils. There will be occasions when a teacher may need to be the child’s voice. This is a responsibility but also a privilege.

What teachers say:

“Communication is Fun!” NQT Mainstream school

“Communication Matters.” Special School Teacher

“Communication provides us with a ‘voice’ which enables us to connect with people, experiences and everyday life. A voice isn’t always something you can hear” Speech and Language Therapist

“I didn’t realise how much I was communicating without speaking” TA Mainstream School

“Communication is how we transfer communication whether it be through speech, sign or symbol” Special School Class Team

Finding out more:

Training materials for teachers of learners with severe, profound and complex learning difficulties: Considering Communication and Interaction

Training materials for teachers of learners with severe, profound and complex learning difficulties: Modes of communication

Training materials for teachers of learners with severe, profound and complex learning difficulties: The Purpose of Communication

Training materials for teachers of learners with severe, profound and complex learning difficulties: Using Objects in Communication

Training materials for teachers of learners with severe, profound and complex learning difficulties: Patterns of Development

Training materials for teachers of learners with severe, profound and complex learning difficulties: Using Cues and Routines
Resources

http://www.communication4all.co.uk/HomePage.htm

http://www.letters-and-sounds.com/

http://www.mayer-johnson.co.uk/ (Boardmaker Picture Communication)

http://www.afasicengland.org.uk/

http://www.communicationmatters.org.uk/
Reflecting on Communication

Observe and note:

- how the environment enhances and supports communication;
- the ways in which members of the school team demonstrate communication;
- the range of resources and strategies used to support communication; and
- how children become active participants in communication EVERYWHERE.

Investigate:

- Identify at least three specific strategies to support learners communication;
- Note ways in which the staff repair the communication chain;
- Describe how a breakdown in communication was repaired; and
- Impact on Learning: investigate the impact of communication strategies on learners.
**Reflect:**

<table>
<thead>
<tr>
<th>Reflect on the principles of ‘SMILE’ and its impact on children’s learning</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What have you learnt about the fundamentals of communication?</th>
</tr>
</thead>
</table>
Describe how you will incorporate strategies to clarify communication in your classroom as a result of your observations and investigations regarding communication.

How will improved communication strategies in your classroom impact on learning?
**Do you have any further questions regarding communication?**
Differentiation

“Differentiation is the process by which differences between pupils are accommodated so that all students have the best possible chance to learn” (Teaching Agency).

Teachers in special schools aim to deliver lessons which are highly personalised to the learning needs of the students. This is achieved through differentiation.

It is the teacher’s role to ensure lessons are planned to meet the needs of all the students in the group through a range of tasks, support and outcomes.

Meeting individual needs.

When planning a lesson all three types of differentiation should be used to meet the different learning styles of the students:

- Task – setting different tasks for students of different abilities.
- Support – identifying additional help for certain students.
- Outcome – pupils responding at different levels, setting open-ended tasks.

Differentiation by task

Teachers set a range of tasks within a lesson; tasks may be set by ability level, expecting students of different levels to complete a different number of tasks. Teachers may also set a number of related tasks but select groups to undertake one task, not complete them all. Open tasks can be set so all the group can attempt the same activity but care has to be taken as this could result in a student achieving only the bare minimum.

Resources can be modified to aid learners with poor reading skills or visual difficulties.

Differentiation by support

When working with SEN students, the support of other colleagues such as Teaching assistants, Learning Mentors or other professionals can impact positively on the learning if correctly managed. With support the teacher can:

- split the class for more focussed teaching;
- provide additional help before or after a lesson for less able students;
- maintain detailed records of on-going assessment and provide feedback to the teacher;
- simplify the language on worksheets or break it down into manageable steps;
- help with reading, signing or instructions for those who struggle to process language;
• encourage students to stay on task;

• provide help with note taking, writing frames and supporting any written/communication tasks;

• check understanding and provide additional time to clear up any difficulties;

• provide help with practical tasks;

• supervise small group work such as computing or working in a different area;

• allocate support when behavioural issues occur; and

• encourage learners participation in discussion work.

Peer support can be very effective when tasks are set that challenge all learners and do not slow down the learning of the higher ability students. Finally, the appropriate technology to assist SEN students such as communication devices, (iPads or Clicker 6 grids) can help the learners participate fully in the lessons.

_Differentiation by outcome_

Teachers plan very carefully with clear success criteria and consideration of learning styles to ensure all can participate fully. Students are not left with an open-ended task where a teacher waits to see what each learner will produce as valuable time can be wasted.

Written work is always a challenge for SEN students – sometimes what is actually required is communication which can be done with signing / switches etc. When writing is required, plan other strategies to achieve a written response such as mind maps, text/table completion, “cloze” activities, word matching and Clicker 6 grids so they can work alongside their peers.

When setting different tasks for the class, time required to set up each task needs to be considered as the group receiving the last set of instructions can waste a lot of time waiting. Use of support staff, lead pupils or clear visual instructions can overcome this, maximising on task and learning behaviour.

Learners work in parallel or different groups or with different levels of support through the course of study helps to maintain pace and keeps the lessons moving forward.

Finally a teacher may consider giving a choice of activity to all the students occasionally. Give them the responsibility for selecting an activity that they believe they can do well. This will help them understand their preferred learning style.
What teachers say:

“I am doing it all the time for every single lesson. I am constantly developing and adapting work to meet the needs of the wide range of pupils I work with.” Outstanding Special School Teacher

“Differentiation facilitates everyone joining in – recognising that everyone’s style of learning and achievement. It ensures everyone is included and takes ownership of their learning.” Special School HLTA

“Differentiation is essential in all schools but especially in special schools because we have to cater for such a wide range of ability.” Special School Middle Leader

Finding out more:

Training materials for teachers of learners with severe, profound and complex learning difficulties: Teaching Support

Training materials for teachers of learners with severe, profound and complex learning difficulties: Working with Teaching Assistants


http://www.teachingexpertise.com/e-bulletins/differentiation-output-3-7202

http://newteachers.tes.co.uk/news/planning-using-differentiation-mixed-ability-classes/23165

http://www.pearsonpublishing.co.uk/education/samples/S_494342.pdf

Reflecting on Differentiation in the Classroom

Observe and note:

- the ways in which the teacher uses differentiation to support children’s learning with a practical task;
- the ways in which the teacher uses differentiation to support communication so that all students are able to participate fully throughout the lesson;
- any uses of differentiation in the pastoral situation. How effective was it compared to its use in other lessons?; and
- any uses, led by support staff, of differentiation. Do you see any difference in the outcomes between teachers and support staff?

Investigate:

- Differentiation by task: find an outstanding example of this and explain why it was effective.
- Differentiation by support: ask to share planning so that you can see how the teacher uses support to differentiate the lesson.
- Impact on learning: investigate the ‘effective time on task’ for a group of students completing a differentiated piece of work.
Reflect:

<table>
<thead>
<tr>
<th>What have you learnt from your observations and investigations into differentiation practice?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What impact did differentiation have on participation and engagement of students?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What changes will you make to differentiation in your own teaching as a result of your observations and investigations into this key concept?</td>
</tr>
<tr>
<td>---</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How does differentiation impact on learning? How will you assess this impact?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have any further questions regarding differentiation?</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
</tr>
</tbody>
</table>
Promoting Positive Behaviour

Special schools stress the positive achievements of students and value the contributions that all pupils make to the life of the school. They aim, through strong, consistent and fair management of pupil behaviour, to establish a happy, secure and purposeful environment in which each child may develop his or her full potential. A key factor in achieving this good learning environment is support for all learners in developing appropriate behaviour for learning, based on the use of praise and the celebration of good behaviour.

Meeting Behaviour Needs

Pupils with Special Educational Needs have a complex learning profile that frequently includes communication difficulties, both expressive and receptive; difficulties in establishing and maintaining social relationships; difficulties in establishing meaning and understanding the complex world around them. Such difficulties are not necessarily immediately apparent to the observer. The impact of trying to manage and live with these difficulties often gives rise to challenging behaviour; behaviour can be the way which students communicate an inability to cope with complexity. This places the child or young person in a position which mediates against their inclusion in school; they can become increasingly marginalised and alienated. Good behaviour is an essential pre-requisite for good learning. No matter the extent or nature of challenging behaviour, it is a barrier to learning and teaching for the individual concerned; as well as for their peers.

Celebrating and Rewarding Good Behaviour

Rewards are often more important than sanctions in special schools; good behaviour should be recognised and rewarded. Teachers recognise and highlight good behaviour as it occurs; they ensure that children are praised for behaving well. They explain and model the behaviour they wish to see from pupils; teachers recognise that their behaviour influences the behaviour of the child. Children are encouraged to be responsible for their own good behaviour; individual children and groups are rewarded for behaving well. Staff let parents and carers know about their children’s good behaviour.

Appropriate behaviour receives an immediate social reward in the form of praise. For many pupils this affirmation is sufficient to keep them on-task and learning. Some students work within an agreed reward system where their appropriate behaviour will earn points, ticks or stars which count towards a specified goal. The time-scale for the system is appropriate to the student’s understanding and the class rewards system.

Occasionally children may forget about the code for good behaviour; teachers encourage students to follow the code by reminding pupils about the school code, noting good behaviour as it occurs and dealing positively with inappropriate behaviour.
Using positive communication:

Communication can be a significant factor in supporting students to achieve good behaviour for learning. Teachers are aware of the functional communication levels of pupils, ensuring that all appropriate staff understand the child’s communication needs. Spoken language and other forms of communication are modified so that it is appropriate to the student, recognising that levels of understanding may be significantly delayed. Some students find spoken language difficult to understand; their understanding can be supported by pictures, symbols, objects or gesture.

Students are prepared for what is expected of them in different situations. For example, pupils are given prior warning of a change in activity; strategies are used to support understanding e.g. using a timer or traffic light system. The use of visual schedules or timetables will help many students to understand what is coming next.

Pupil engagement is essential to effective behaviour for learning. The activities planned for the pupils are interesting, relevant, purposeful and well matched to pupil ability. Teachers strive to ensure that all students experience success, praise and reward.

Students are given clear information about acceptable behaviour and staff model this at all times. Consistency of approach, extending across the class team, is important so that pupils feel secure and all members of staff respond to behaviour in a broadly similar way.

Most pupils incidents can be and should be dealt with as a one-off situation; but sometimes the underlying causes of the behaviour can be far more complex and demand a range of strategies over a period of time.

Behaviour intervention

Some students experience more challenging behaviour which needs consistent, planned responses. In this instance a Behaviour Intervention Plan may be drafted, taking account of the environmental issues which need to be controlled, the teaching strategies used to support the student to manage their own behaviour and the coping strategies employed when instances of challenging behaviour arise. Where students need positive handling strategies they are included in the plan having been agreed with parents or carers. Pupils may have planned access to learning mentors, Think rooms or therapeutic strategies.

Coping with incidents of challenging behaviour: escalation and de-escalation

Challenging behaviour frequently arises as a result of the student experiencing difficulty with the physical, emotional or learning environment; the response of members of staff to the challenges also becomes part of that environment. Challenging behaviour can be escalated by conformational responses; conversely, skilled and thoughtful de-escalation can support the child or young person to calm, to regain control of their behaviour and to come out of crisis in a positive way.

It is important for staff to keep calm and try to avoid letting the pupil know that they are cross or getting wound up. When children are out of control it is imperative that members of staff
remain in control of the situation. Some inappropriate behaviour may need to be ignored; at
times, if a particular pupil is “winding them up”, staff will walk away and let a colleague take
over. Pupils with SEN do respond differently to different adults; staff will work hard to
avoid letting any pupil “dig themselves into a hole”. Being confrontational is avoided; for
most pupils the subtle approach will usually work more effectively. Confrontations, if they
do occur, are dealt with swiftly and sensitively, and the pupil removed from the situation.

Multi-agency approaches to behaviour

Special schools work closely with parents and carers to promote positive behaviour both in
school, at home and in the community; where behaviour difficulties are a significant concern
both in school and at home a multi-agency team is gathered around the, involving
psychology, speech and language therapy, community nursing and/or social care. Parents are
always involved at an early stage if there are concerns about their child’s behaviour.

What teachers say:

“Challenging behaviour can be extremely scary; initially I found it difficult to remain in
control. The behaviour lead in school helped me to develop my own “toolkit” of strategies
and I now feel far more confident.” NQT Special School

“Positive role models from within the staff team create an affirming learning environment”
Head of Department – Special High School

“I work with pupils on a weekly basis on their behaviour targets and this helps them to take
responsibility for managing their own behaviour” Behaviour mentor Special High School

“By developing our learning environments to meet the needs of the students we have had a
positive impact on the number of incidences of challenging behaviour” Deputy Head teacher
Special primary school

Finding out more:

Promoting Positive Behaviour: maintaining positive relationships

Training materials for teachers of learners with severe, profound and complex learning
difficulties: Using an ABC chart

Training materials for teachers of learners with severe, profound and complex learning
difficulties: Using solution focused thinking

Training materials for teachers of learners with severe, profound and complex learning
difficulties: Setting boundaries and routines

Training materials for teachers of learners with severe, profound and complex learning
difficulties: Managing change

Training materials for teachers of learners with severe, profound and complex learning
difficulties: Physical intervention
Training materials for teachers of learners with severe, profound and complex learning difficulties: Positive handling

Training materials for teachers of learners with severe, profound and complex learning difficulties: Causes of challenging behaviour

Training materials for teachers of learners with severe, profound and complex learning difficulties: Levels of support

Training materials for teachers of learners with severe, profound and complex learning difficulties: Working with families

Training materials for teachers of learners with severe, profound and complex learning difficulties: Multidisciplinary teams

Training materials for teachers of learners with severe, profound and complex learning difficulties: A case study
Reflecting on Promoting Positive Behaviour

Observe:

- the ways in which pupil behaviour can challenge learning opportunities in the classroom;
- how teachers use a range of strategies to manage incidences of challenging behaviour so that pupils are kept on task and learning;
- how the class team works together to manage challenging behaviour; and
- the successful use of de-escalation techniques.

Investigate:

- The School Policy on behaviour and discipline; how this is communicated to staff.
- Specialist approaches to behaviour intervention, e.g. Team Teach, SKIP, used by the school.
- Ask to look at behaviour planning with the teacher and explore how the whole team are involved in implementing it.
- Systems of reward and sanction used by the school.
Reflect:

<table>
<thead>
<tr>
<th>How do behaviour support strategies impact on inclusive learning?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What changes will you make to your practice to promote positive behaviour in your classroom?</th>
</tr>
</thead>
</table>


How does the behaviour of the teacher impact on the behaviour and learning of pupils?

Do you have any further questions regarding the promotion of positive behaviour?
**Assessment**

Pupils with a learning difficulty do not attain within the levels usually expected for their age; those with severe and profound learning difficulties attain well below this level. Pupils with SEN may have an inconsistent attainment profile with considerable strengths in some areas and much greater difficulty in others. Because typical development cannot be used as a marker for learning expectations, high quality assessment is imperative if the teacher is to pitch teaching at an appropriate level for the individual to learn. By monitoring, tracking and evaluating progress, schools ensure that teaching enables pupils to learn to their maximum potential.

*Using assessment to support learning*

Through teacher assessment, special schools gather information about a pupil’s knowledge, skills and understanding, contributing to a developing picture of each pupil’s attainments and learning needs. Pupil progress is not always linear and skills are rarely generalised spontaneously. Teachers gather evidence relating to a pupil’s work in a number of different settings and with different staff; it is important to have a very clear picture of the amount of support which a pupil has had to complete a task. Using this wide spread of evidence the teacher will make a judgement about the level which most accurately describes what the pupil has achieved and in so doing make a summative assessment.

By communicating with the pupil about what they have achieved, what the next steps will be and what they need to do to achieve those steps, the teacher can work effectively with the pupil to secure learning. In a special setting, where so many pupils have communication difficulties, teachers have to be particularly creative and empathic to include pupils in their own learning and to use effective assessment for learning strategies which are independent of verbal skills, both expressive and receptive.

Opportunities for both formative and summative assessment are built into the everyday teaching process so that teachers have a reliable, on-going picture of pupil attainment which can inform teaching, whole school tracking and target setting.

*P-Scales*

Performance scales or P scales are the statutory vehicle for reporting attainment for pupils with special educational needs who are working below level 1 of the National Curriculum. They are used at the end of Key Stages 1-3 for reporting teacher assessment in English, mathematics and science to the Standards and Testing Agency (STA). P scales are also used for reporting teacher assessment to parents in other National Curriculum subjects.

Some special schools use P scales as the basis for summative assessment across all curriculum areas, some incorporate P scales and National Curriculum level descriptors into schemes of work and programmes of study; others use assessment schemes such as B-squared or PIVATS to record pupil progress and establish the next steps in learning.

Moderation of this teacher assessment is an important factor in good practice, both within and between schools and groups of schools. Many special schools also use the CASPA
(Comparison and Analysis of Special Pupil Attainment) database to make comparisons between pupil attainment in their own schools against pupil attainment in schools included on the database.

**Pupil Progress**

DfE Progression Materials, relating specifically to outcomes for pupils working on P scales and early National curriculum levels, clearly outline the expectation that schools will develop systems for gathering pupil assessment data, tracking progress and evaluating progress as part of the self-evaluation process. The key principles embedded in the guidance are:

- high expectations are key to ensuring good progress;
- accurate assessment is essential to securing and measuring pupil progress; and
- age and prior attainment are the starting points for developing expectations of pupil progress.

It is an OFSTED expectation that schools take account of this guidance when setting challenging whole school targets for pupils working at P-Scales.

What teachers say:

“Assessment is key to successful learning in any school but it is essential to help to personalise learning for each individual within a special school to meet the needs of each and every individual” Teacher – Special High School

“Good assessment means that I can take account of the diverse starting points of pupils in my class ensuring that my teaching is tailored to their learning” Teacher – Primary Special School

“Understanding and sharing assessment with teachers means that I can work effectively to support the children” Teaching Assistant – SEN department, Mainstream Primary School

Finding out more:

**Using the p scales to assess pupils progress.pdf**

**Training materials for teachers of learners with severe, profound and complex learning difficulties: Assessment, Monitoring and Evaluation**

**P_Scale_Moderation.pdf**
Reflecting on Assessment

Observe and note:

- opportunities for assessment in lessons;
- the approaches which the teacher uses to assessment in the classroom;
- how classroom teams communicate about the level of support which a pupil has received in completing a task or piece of work; and
- how pupils are made aware of their learning targets.
- how pupils receive feedback on their learning.

Investigate:

- Find out the levels at which pupils in your class are working, moderate these to P scale and early national Curriculum level descriptors; can you see evidence of the descriptions in their working?
- Does the school use an assessment system other than the P scales? Investigate the system and how it is used.
- How does the school gather assessment data from teachers? How is this used to set pupil targets?
**Reflect:**

<table>
<thead>
<tr>
<th>What have you learned from your observations and investigations into assessment?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How do you plan to incorporate assessment for and of learning into your teaching as a result of your observations and investigations?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>How will you measure the impact of your assessment practice on learning?</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
</tr>
</tbody>
</table>

| Do you have any further questions regarding this area of practice? |
Child Observation: The Tavistock Centre Approach

There are many different approaches to child observation, which can be used in supporting the work of teachers with children with SEND. During the week, you will be introduced to a particular approach based on the work of the Tavistock Centre in London.

The Tavistock Centre is recognised as one of the world’s leading centres of psychoanalytic therapy. It is a major NHS mental health provider for children, adolescents and adults. It is also one of Britain’s leading training institutions and a pioneer researcher in infant and child observation. Their approach is based on the use of young child observation as a core component of mental health training. Trainees there regularly observe babies in their family setting for up to two years. In recent years this model has been modified and expanded to encompass other disciplines and professions in a range of settings.

An exercise in child observation for trainee teachers

Exploring how children develop both emotionally and cognitively is a cornerstone of this approach. Children’s behaviour communicates so much about their state of mind, and their perceptions of the people around them and most importantly, how they experience being themselves. Educational professionals, who are sensitive to these things and also understand the importance of nourishing well-being in our children, become more responsive and effective teachers.

Focused observation

It is essential that teachers take time to develop their observational skills. So many factors intervene in a child’s capacity to learn and engage with their peers and adults within the school community. You will have the opportunity to learn about and use this particular approach to child observation during the week. As part of this you should carry out the task specified below.

In this task you observe a child within the school setting and away from their family. You will be asked to reflect on what the child might be experiencing and also on your own reaction to what you have observed.

As noted, the Tavistock approach to child observation is one particular approach, and there are many others that can be employed and which can often be appropriate and effective when working with children with SEND.
Task

1. Choose a child to observe during your SEN School Experience placement. Location is important. Possibilities include; the classroom, the playground, or during a meal. Plan to observe for at least 30 minutes.

2. Observe discreetly. Do not take notes but do try to take in everything in the child’s context, but from their point of view. Notice both their interactions and also how they are when on their own. For instance, many children struggle to contain their anxieties when left to work alone. Also, notice your own thoughts and feelings that emerge as you are watching. A very important feature of this model is the opportunity to be self-reflective in a conscious way as a seminal part of the observation task. Children evoke strong feelings in us.

3. After, try to write up the session in prose and in as much detail as you can. Don’t worry about forgetting bits – just note that you have. Include your own reactions.

4. At the end of the placement we will meet in small groups to share and discuss your observations with the other trainees. We will try to think about the vignettes in terms of what may be happening inside the child: how what the child is doing tells us about their state of mind and the way they are feeling. And how that in turn affects the way we feel and think about the child.
Making Links to your Wider PGCE Programme

The Experience is also very much based on you making links to the wider PGCE/SD programme, and several opportunities are provided to allow you to make these links, including the SEND Reflective Journal, which allows you space to reflect on the work in sessions on the Experience, and think about how this relates to school placement, wider PGCE sessions, and your engagement with theory and research. It also shows links to the Teachers’ Standards, and what you record in your SEND Reflective Journal can be used as evidence against your achievement of the Standards. It will also allow provide a useful resource for you to make use of in completing your other assessed work in the PGCE programme.
**Making Links to the Teachers’ Standards and the wider PGCE/SD Programme**

This grid allows you to reflect on how the intensive week relates to fulfilling the requirements of the Teachers’ Standards. You can use it to make short notes on what you have done in the Experience that provides evidence towards fulfilling each standard. You could then use this as evidence in your Teachers Standards’ File.

You can also use it as a review tool, when working individually or with your university tutor and school based mentor on your teaching placement, to think about how the intensive week relates to your PGCE/SD placements.

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>Links in the intensive week</th>
<th>Ways in which you made use of the intensive week in your wider PGCE/SD related to this Standard.</th>
<th>Further Development Opportunities you might want to explore in relation to this topic/area</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PART 1 - TEACHING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1(a) establish a safe and stimulating environment for pupils, rooted in mutual respect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1(b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1(c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2(a) be accountable for pupils’ attainment, progress and outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2(b) be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2(c) guide pupils to reflect on the progress they have made and their emerging needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2(d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2(e) encourage pupils to take a responsible and conscientious attitude to their own work and study</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3(a)</td>
<td>have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings</td>
<td></td>
</tr>
<tr>
<td>3(b)</td>
<td>demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</td>
<td></td>
</tr>
<tr>
<td>3(c)</td>
<td>demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject</td>
<td></td>
</tr>
<tr>
<td>3(d)</td>
<td>if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</td>
<td></td>
</tr>
<tr>
<td>3(e)</td>
<td>if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</td>
<td></td>
</tr>
<tr>
<td>4. PLAN AND TEACH WELL STRUCTURED LESSONS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4(a) impart knowledge and develop understanding through effective use of lesson time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4(b) promote a love of learning and children’s intellectual curiosity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4(c) set homework and plan other out-of-class activities to consolidate and extend the knowledge &amp; understanding pupils have acquired</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4(d) reflect systematically on the effectiveness of lessons and approaches to teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4(e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5(a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5(b) have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5(c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5(d) have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 6. MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6(a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6(b) make use of formative and summative assessment to secure pupils’ progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6(c) use relevant data to monitor progress, set targets, and plan subsequent lessons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6(d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 7. MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7(a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7(b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

7(c) manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them

7(d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

<table>
<thead>
<tr>
<th>8. FULFIL WIDER PROFESSIONAL RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>8(a) make a positive contribution to the wider life and ethos of the school</td>
</tr>
<tr>
<td>8(b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</td>
</tr>
<tr>
<td>8(c) deploy support staff effectively</td>
</tr>
</tbody>
</table>
8(d) take responsibility for improving teaching through professional development, responding to advice & feedback from colleagues

8(e) communicate effectively with parents with regard to pupils’ achievements and well-being

<table>
<thead>
<tr>
<th>PART 2: PERSONAL &amp; PROFESSIONAL CONDUCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uphold public trust in the profession and maintain high standards of ethics and behaviour, within &amp; outside school</td>
</tr>
<tr>
<td>(a) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position</td>
</tr>
<tr>
<td>(b) having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions</td>
</tr>
<tr>
<td>(c) showing tolerance of and respect for the rights of others</td>
</tr>
<tr>
<td>(d) not undermining fundamental British values, including democracy, the rule of law,</td>
</tr>
<tr>
<td>Individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>(e) ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law</td>
</tr>
<tr>
<td>Have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality</td>
</tr>
<tr>
<td>Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</td>
</tr>
</tbody>
</table>
A copy of this document can be made available in large print and other alternative formats, on request to the Disability and Wellbeing Support Administrator.
Telephone: +44 (0)20 7612 6641
Email: disabilityadmin@ioe.ac.uk