

Hamilton School

An honest school that strives to do the best.

Teaching, Learning and Assessment Policy

1. Policy Aims

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so.
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across the school.
- Promote high expectation and raising standards of achievement for all pupils in our school.

2. Our vision and values.

At Hamilton School we aim to be an inspirational school where staff work together to ensure pupils are happy, safe and engaged. Learning is purposeful and personalized and provides pupils with the tools they need to become the best versions of themselves.

Inspirational – we endeavour to provide a curriculum that is inspirational and relevant for the pupils in the school.

Aspirational – we aim to provide learning that is personalised and adapted to meet the needs of each individual pupil.

Transformational - we strive to ensure we are teaching the skills each pupil needs to achieve their potential in life. Communication, independence and engagement are at the centre of our curriculum and we involve families along every step of the way. We aim to transform the lives of our pupils and families by removing barriers to learning that Autism can create.

Pupils learn best at our school when they:

- Feel safe, secure and valued.
- Have their sensory needs met.
- Are engaged and motivated
- Understand the learning outcome
- Have appropriate communication support in place
- Have the physical space and the tools needed.
- Have access to the necessary materials and resources.
- Are working in a distraction free environment
- Are given the appropriate level of support
- Can apply their learning in both familiar and new contexts

- Have the appropriate support to manage their own emotional regulation.

3. Roles and Responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

The following table gives clarity around the roles that different groups of staff have in terms of teaching, learning and assessment.

Area/ Task	T	UQT	HLTA	TA3	TA2
Ensure the environment is Autism friendly.	✓	✓	✓	✓	✓
Accountable for the progress of pupils in the class for the whole week	✓	✓	✓		
Planning lessons and deciding what resources are to be used, including for those pupils who require 1:1 support throughout the day.	✓	✓	✓		
Evaluation of lessons to inform future planning	✓	✓	✓		
Suggesting next learning outcomes	✓	✓	✓	✓	
To develop learning outcomes in order to promote opportunities for learning.	✓	✓	✓		
Create resources using the computer to support learning such as work sheets, comprehension tasks, lotto boards etc	✓	✓	✓	✓	
Suggest next learning outcomes for work trays either verbally or via post it notes	✓	✓	✓	✓	
Annotating on work tray record sheets	✓	✓	✓	✓	✓
To be responsible for changing the activities in a specified pupils' work box. *requires support from teacher or TA3 to change work boxes.	✓	✓	✓	✓	✓*
Recording progress using Evidence for Learning	✓	✓	✓	✓	✓
Completing termly summative assessments and inputting data to SOLAR *To be done alongside the class teacher as appropriate	✓	✓	✓*		
Creating resources for work boxes, eg cutting, laminating and printing	✓*	✓*	✓*	✓	✓

resources *This shouldn't be a priority for the class lead but there will clearly be times when it is required.					
To lead whole class lessons. *TA3 should only lead whole class lessons if they are happy to do so. There should be no expectation for them to do this.	✓	✓	✓	✓*	
To lead small group learning following the planning provided. *TA2 should only lead these sessions if they are happy to do so. There should be no expectation for them to do this.	✓	✓	✓	✓	✓*
Putting up learning/ celebratory displays that show what/ how the learning has happened *This shouldn't be a priority for the class lead but there will clearly be times when it is required.	✓*	✓*	✓*	✓	✓
Preparing resources for lessons, for example making sure symbols are out and specialist equipment such as paint and paintbrushes, are in place.	✓	✓	✓	✓	✓
Contribute to wider school development in terms of the curriculum	✓	✓	✓	✓	✓
Writing BARA's for educational visits	✓	✓	✓		
To lead educational visits *TA3's should only lead if they are happy to do so.	✓	✓	✓	✓*	
To have responsibility for communication with parents	✓	✓	✓		
To communicate with parents on a daily basis regarding each child using Class Dojo (paper diaries should be completed for those children whose parents have chosen not to join Class Dojo)	✓	✓	✓	✓	✓
To contact parents by phone regarding any problematic issues *TA3's may need to phone parents if the teacher is unable, for example not in school, however this should be following a discussion with a member of SLT.	✓	✓	✓	✓*	
To provide feedback at parents meetings/ EHCP reviews	✓	✓	✓		
To write annual reports *HLTAs should write comments to be added to reports for the lessons they teach.	✓	✓	✓*		
To review targets for annual EHCP review meetings and to lead those meetings with parents, including filling out paperwork with new and/ or	✓	✓	✓*		

reviewed targets. *Where HLTAs are leading in a class for more than 1 day they should be part of the discussion with regards to reviewing the targets on the EHCP but should not be expected to make new targets.					
To contribute to discussions that promote good behaviour	✓	✓	✓	✓	✓
To use Sleuth to record any behaviours that may have occurred	✓	✓	✓	✓	✓
To ensure appropriate strategies are in place to support behavior and consistently used by all class team members. This should include any strategies suggested by Occupational Therapists or Speech and Language Therapists.	✓	✓	✓		
To have responsibility for producing Positive Behaviour Plans (PBPs) where needed.	✓	✓	✓		
To provide regular input when reviewing PBPs	✓	✓	✓	✓	✓
Responsibility for safeguarding	✓	✓	✓	✓	✓
Alerting a DSL and recording on MyConcern when a concern is raised	✓	✓	✓	✓	✓
To lead regular PE lessons including the use of large apparatus *TA3 should only lead these sessions if they are happy to do so	✓	✓	✓	✓*	
To support pupils in play activities during break times outside *Teachers to support play at break times and lunch times in a way that suits the needs of their class.	✓*	✓*	✓*	✓	✓
To have responsibility for organising suitable activities for individual pupils with regards to break times/ lunch times when there are adverse weather conditions.	✓	✓	✓	✓	
To organise contributions to newsletters – selecting images etc	✓	✓	✓	✓	
To contribute to record of achievements and producing work to be included in them	✓	✓	✓	✓	
Ensure that pupils and volunteers are aware of protocols around things such as toileting and not being left alone with a student.	✓	✓	✓		
Collecting pupils from minibuses in the morning and putting them on the minibus safely at the end of the day	✓	✓	✓	✓	✓

<p>To prepare the classroom for the day eg preparing individual timetables, sorting anything needed for snack, ensuring any sensory support is prepared, get resources for lessons ready</p> <p>*the class lead would be expected to delegate staff as needed to carry out these responsibilities either through the form of a rota or through verbal discussions</p>				✓	✓
<p>To tidy the classroom at the end of the day including wiping tables and tidying away resources</p> <p>*the class lead would be expected to delegate staff as needed to carry out these responsibilities either through the form of a rota or through verbal discussions</p>				✓	✓
<p>To contribute to class discussions, team meetings, on Friday afternoons or before and after school, 8:30-8:45 or 3:10-3:30.</p>	✓	✓	✓	✓	✓
<p>To supervise minibus routines at the beginning and end of each day including waiting for late arrivals.</p> <p>*at the end of the day staff should stay with pupils if needed by the guide or because the guide is not yet on the minibus.</p>	<p>ELT should be positioned in each of the pick up/ drop off areas around the site.</p>				

Leadership

All classroom based staff are leaders of learning and have the trust to make decisions in the best interests of the pupils that they are working with. It is very difficult to consult during lessons so all staff should feel empowered to act in a way that supports the principles as set out by the class teacher. The class teacher is ultimately accountable and should be made aware of all issues that occur as soon as possible. In the absence of the teacher, the HLTA or Level 3 Ta, who is leading, should be informed. This work is supported by the non-classroom based staff team.

Where pupils receive 1:1 support throughout the day, class teams are expected to support the teacher at times when they are doing focused work with the 1:1. Flexible working would be needed in order to ensure that at appropriate times the teacher could swap with a TA in the class in order to ensure that the teaching and learning continues for the rest of the class.

Senior Leadership Team

It is the responsibility of the Senior leaders in the school to evaluate teaching, learning and assessment effectively. This is done through a range of Quality Assurance processes to evaluate the day in day our quality of teaching, learning and assessment. The main ones are: Work scrutinies, learning walks, lesson observations, analysis of student progress data and specific moderation activities. These are complimented by looking at the targets in the

Education and Health Care Plans (EHCPs). Annual reports and informal monitoring on a daily basis. Informal monitoring would be in the form of annotations on planning, class team discussions, completed work, photographs and Evidence for Learning.

Parents and Carers

It is the responsibility of parents and carers to ensure their child is ready and able to learn on a daily basis. They should be expected to support good attendance and participate in discussions about their child's progress and attainment.

The Class Dojo app is used to promote communication between home and school. Parents and carers are expected to communicate with the school and share any information that is relevant to the school. For any parents and carers who do not want this app, they will be provided with a paper based diary for any communications between home and school.

Where appropriate the school will provide home learning and will support with resources as needed. Home learning may be in the form of a web based programme, laminated resources, work sheets or practical activities that could benefit the child. Parents and carers are expected to support in any home learning as much as possible and communicate with school as to their child's progress.

Parents and carers are expected to attend their child's EHCP review annually and will be invited into school to meet with their child's teacher on a termly basis.

Governors

Governors at the school will be expected to monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning. They will be expected to monitor the impact of teaching and learning strategies on pupils' progress and attainment and monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. It is also their responsibility to make sure other school policies promote high-quality teaching and that these are being implemented.

4. Planning

Teachers plan for their lessons. They ensure that there is a high level of challenge and that the teaching is suitable adapted to meet the needs of all the pupils in the class. The planning should take into consideration not only academic ability but also attention levels.

Teaching Assistants in lessons have responsibility for reading, and following, the planning provided by the teacher. They need to ensure they understand the learning objective for the pupils they are working with and that they are enabling the pupils to access the learning at the appropriate level for them. The learning and progress of the class is, of course, the overall responsibility of the teacher.

5. Assessment

Day to day formative assessment is used to assess pupils' progress in the short term. Annotations on planning together with discussions with other members of the class team, completed work and photos of activities help to inform teachers of progress made and identification of appropriate next steps. Longer term summative assessments take place on a termly basis where teachers are expected to assess pupils against the small steps on SOLAR. These assessments will then be analysed to see what progress pupils are making towards their school based targets. This analysis, together with other quality assurance processes, will determine if any support or interventions are needed for pupils on an individual basis.

6. Learning environment

When pupils are at school, learning will take place in classrooms as well as other teaching spaces such as separate group rooms, the library and the hall. Outdoor areas will be used for outdoor learning for those pupils for whom it is appropriate.

Across the school teaching and learning areas should be clear from clutter. There should be spaces prepared for pupils to go should they need any regulation.

Work stations should be in place in classes for those children for whom it is appropriate. Furniture should be used safely to create areas for pupils as needed to meet their own individual needs.

Communication support should be in place to support the transitions of pupils around the school as well to support the learning support both pupils receptive and expressive language.

Displays should be relevant, celebrate and support pupils' learning. When creating displays staff should reduce the clutter and number of colours on the boards in order to make them as Autism friendly as possible. Symbols should be used to highlight key language.

7. Marking and feedback

Feedback to pupils should be appropriate and relevant based on individual pupils' levels of understanding. Feedback may take the form of verbal praise, use of the 'good' symbol, written praise, or rewards for work completed.

Assessment for learning slips should be at the top of any written work which explain the outcome of the activity and gives space for an adult to annotate. Opportunity should also be given for pupils to identify how easy or difficult, they found the work. This may not be appropriate for all pupils.

When annotating work the following abbreviations should be used:

FP	Full prompt
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LPP	Light physical prompt
GP	Gestural prompt
VP	Verbal prompt
NP	No prompt

Here are some examples, at different levels, of staff annotations on work and learning:

- Used own ideas to plan story. Beginning to spell own words. Next steps: Remember capital letters at beginning of sentences.
- Engaged as adult modelled task. Tolerated prompt to hold equipment. Next steps: Initiate rather than prompt.
- Completed task on own/ faded LPP. Next steps: Reduce LPP.

All staff must follow annotation guidelines, including supply staff, where it is primarily the teacher/ HLTA responsibility to share this document with them. All annotations need to be dated and in the case of work tray record sheets, staff must also date where there has been a change of focus. Staff should print their name in the box on the page to indicate who has been working with the pupil.

8. Review

This policy will be reviewed every year by both the Senior Leadership team and the Teaching and Learning committee. At every review, the policy will be shared with the full governing body.

Ratified at the Teaching, Learning and Assessment committee meeting on 13th March 2025

Signed:



Chair of Governors:

Date: 13th March 2025