



Unique learners. Limitless learning

COMMUNITY INCLUSIVE TRUST
TEACHING AND LEARNING POLICY
(adapted for Newton Bridge Academy)

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1.1 INTRODUCTION

Specialist pathways: As a Trust, we understand that pupils within our specialist schools have a wide range of developmental levels and varying degrees of complexity of need. As a result, we have created curriculum pathways that ensure that all pupils access the most appropriate curriculum or provision that meets their individual needs (*1.4 curriculum pathways diagram for Newton Bridge Academy*).

Curriculum organisation: We recognise the importance of a well organised and sequenced curriculum that provides pupils with the opportunity to develop their social, moral, spiritual and cultural understanding. CIT specialist schools work collaboratively to co create subject specific plans for our formal and semi formal learners (see *subject specific curriculum plans*)

Curriculum implementation: A curriculum is only as good as the effectiveness of its implementation. We are committed to working with all colleagues to provide all pupils with a suitable, appropriate learning environment and learning experience.

Curriculum adaptations: All pupils within our specialist schools have an Education, Health and Care Plan (EHCP), so it is our duty to ensure that pupils make progress against their targets, and that the curriculum is adapted so that all pupils can access and engage in relevant and meaningful learning experiences.

Curriculum impact: We hold high aspirations for every pupil, acknowledging that each learner follows a unique path of progress from their starting point. Schools will implement strong formative and summative assessment systems to ensure pupils, parents/carers and staff have a clear understanding of individual strengths and areas for development. This process will support the setting of realistic yet ambitious targets, enabling pupils to achieve the best possible outcomes (see *CIT assessment handbook*).



1.2 CIT EDUCATION AIMS

	Trust	School	Class
Vision, values, culture, and strategy Alignment around shared practice that supports a clear change model tracked to evidence impact.	Agreed Trust mission and values that are lived and visible to all stakeholders.	Agreed School mission and values built from the Trust mission and values which is lived and visible around school.	Agreed class expectations including positive relationships, learning environment and education values.
	Agreed principles for an effective safeguarding culture across schools and with all stakeholders.	Agreed principles for an effective safeguarding culture within the school	Agreed safeguarding procedures within class and throughout the day.
	Agreed shared Trust strategy through Trust development plan	Agreed shared school strategy and priorities through school development plan.	Agreed action plans that develop the curriculum and other aspects of school development.
	Agreed principles of collaboration between schools and wider partnerships.	Agreed principles of outward facing leadership and collaboration.	Agreed principle of reflective practitioners who support and learn from each other.
	Agreed ethical leadership behaviours modelled by central team	Agreed ethical leadership behaviours modelled by school leaders.	Agreed staff code of conduct
	Agreed Trust wide change management principles and practice.	Agreed school wide change management principles and practice.	Agreed staff consultation processes.
	Trust	School	Class
People, partnership, and capacity Systematic ways of deploying expertise and moving knowledge and evidence around within and between schools	Right skills: capabilities necessary to meet future goals, capacity and bridge current gaps.	Right skills: capabilities necessary to meet the needs of the school.	Right skills: capabilities necessary to teach and provide support to meet the needs of pupils.
	Right size: the number of people for the jobs and skills needed to achieve your goals efficiently and effectively.	Right size: the number of people for the jobs and skills needed to support pupils and their families.	Right size: the number of pupils within a class that is appropriate for the age, need and developmental level of pupils.
	Right cost: an effective employment/cost ratio, benchmarking pay and reward. Training budgets, the cost of recruitment, development and mobility costs.	Right cost: an effective use of school budget to train and develop all staff.	Right cost: effective use of school resources to support pupils in class.
	Right location: availability of people with the right capabilities at the right locations to meet changing requirements.	Right location: availability of people within school to provide support where it is needed.	Right location: availability and flexibility of adults to support pupils in lessons as and when needed.

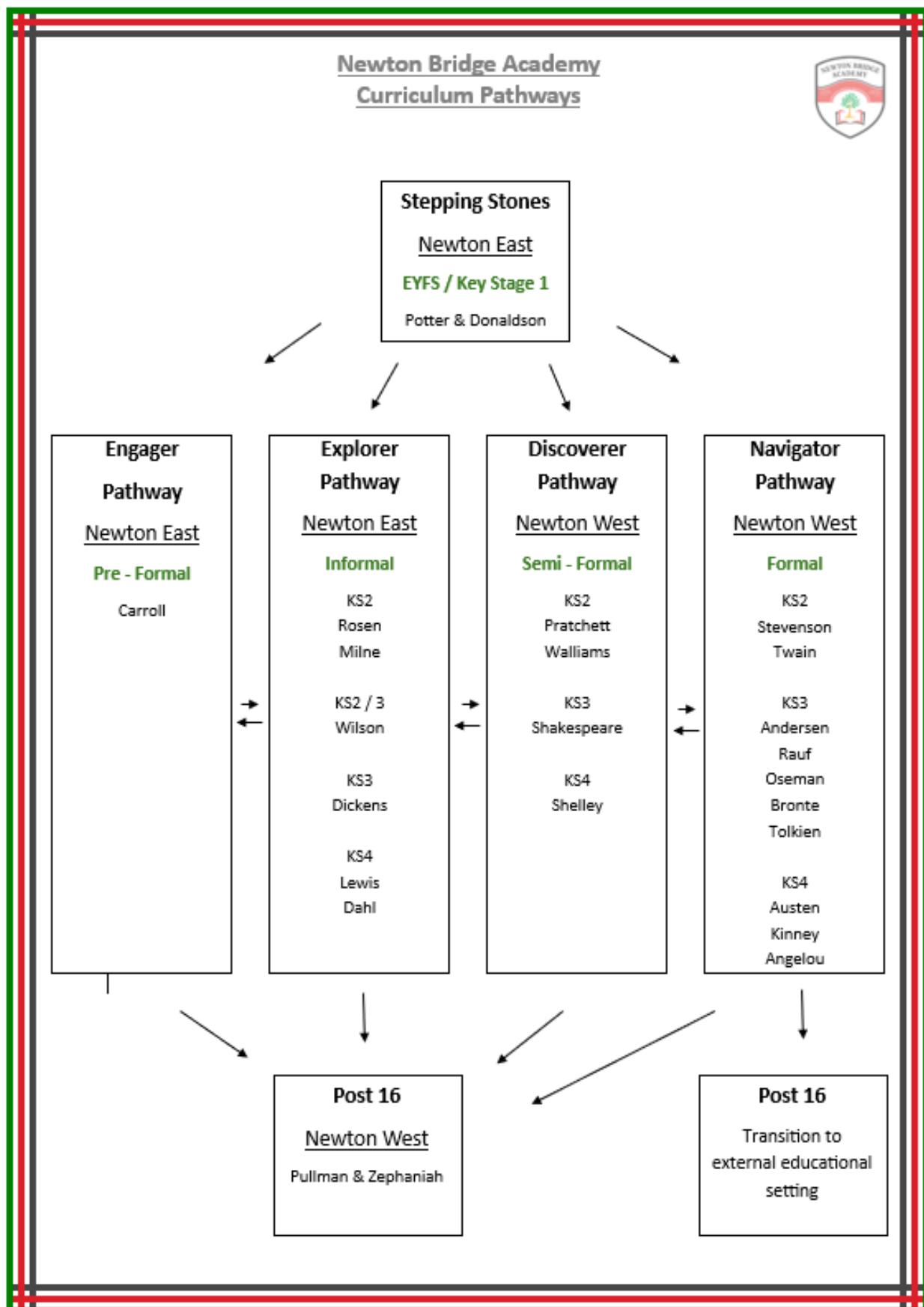
	Right shape: the right workforce composition in terms of structure, purpose, ratio of roles and right demographic mix.	Right shape: efficient and effective staff structure with appropriate staff to pupil ratios.	Right shape: the number of staff to pupil ratio (in line with funding) to support pupils in lessons.
Teaching, learning, curriculum and assessment <i>Agreement and commitment to shared principles for quality standards and success</i>	Trust Agreed principles for curriculum and teaching.	School Agreed expectations for curriculum and teaching	Class Agreed curriculum organisation and sequence.
	Agreed balance of alignment and autonomy.	Agreed practice that promotes creativity and risk taking.	Agreed pedagogical approach that is built from up-to-date evidence-based research.
	Nurture: value individual aspirations, supporting and empowering risk taking	Nurture: value individual ideas and opinions and empowers colleagues.	Nurture: value pupil and staff voice.
	Develop: capacity and sustainability in future generations of educators.	Develop: grass root leaders and senior leaders as well as lateral development of individual skills.	Develop: Adults new to the profession and to specialist settings.
	Build: an offer that appeals to staff and removes barriers to access.	Build: a workforce that is flexible, resilient and adaptable.	Build: pupils who are resilient, independent and positive citizens.
	Collaborate: Talented staff who are attached to areas of strategic need across the Trust.	Collaborate: Talented staff who can develop others within the school.	Collaboration: between staff to provide professional peer to peer support and challenge.
	Trust Viability: Ensure KPI's have positive outcomes and financial risk management	School Viability: ensure school development priorities are achieved within the school budget.	Class Viability: ensure positive pupil outcomes.
Sustainability and organisational effectiveness <i>Putting systems, structures, processes, and people to support effective collaboration</i>	Sustainability: develop an infrastructure that ensures efficiencies and succession planning within the different context of schools.	Sustainability: develop grass root leadership with opportunities to support upward progression.	Sustainability: develop future teachers and teaching assistants with opportunities to become qualified.
	Collaboration: ensure effective engagement with other MAT's, LA's, Trustees, Business etc	Collaboration: effective engagement with families, LA, agencies, other settings, LSB, local community etc.	Collaboration: effective engagement with parents/carers and other professionals.
	Growth: develop a positive National reputation ensuring effective recruitment, retention and scheme of delegation.	Growth: a positive local reputation ensuring effective recruitment and retention.	Growth: a positive regard for each other encouraging shared celebration and accountability.

	Trust	School	Class
Quality assurance and accountability	<p>Standards: develop a structure and culture to monitor the performance of schools and maintain high standards against agreed criteria e.g. Ofsted framework, SOAP.</p>	<p>Standards: develop a structure and culture to monitor the performance of teachers and maintain high standards against teacher standards.</p>	<p>Standards: assess pupils progress and performance against EHCP and academic targets.</p>
<i>Appropriate challenge and support that is fit for purpose across all schools based on an inclusive culture of trust and mutual accountability</i>	<p>Continuous improvement: develop processes that enable school to implement targets interventions and improvements e.g. school reviews and deep dives.</p>	<p>Continuous improvement: develop people and processes that enable adults to deliver targeted interventions to groups and individuals.</p>	<p>Continuous improvement: develop adults' ability to adapt learning to support all pupils to make progress.</p>
	<p>Accountability: ensure that the central team and school leaders are supported and challenged to be accountable to stakeholders e.g. Trustees, Local Authority, DFE.</p>	<p>Accountability: ensure that staff are supported and challenged to be accountable e.g. HR processes.</p>	<p>Accountability: ensure that pupils are supported and challenged to be accountable for their learning and actions.</p>
	<p>Equitable learning experiences: Ensure that all adults within the Trust have access to high quality training and opportunities for progression.</p>	<p>Equitable learning experiences: Ensure that all adults within school have access to high quality training and opportunities for progression.</p>	<p>Equitable learning experiences: Ensure that all pupils have access to high quality learning experiences as well as additional and different support where needed so all can access and achieve.</p>

1.3 CORE PRINCIPLES

CIT principle	Evidence based theory	Research
Create a culture so that pupils feel physically and emotionally ready to learn .	Readiness for learning (R4L) uses the principles of attachment theory, nurture principles, trauma-informed approaches and the neuro sequential model to help children and young people become the best learners they can be.	https://sites.google.com/flipcharts.org/cwp/readiness-for-learning-r4l
Create a safe place for pupils to learn once their basic needs are met	Maslow's hierarchy of needs. People must have their basic needs met before they can focus on higher-level learning and personal growth. 1. Physiological needs 2. Safety needs 3. Love and belonging 4. Esteem 5. Self-actualisation	https://www.simplypsychology.org/maslow.html
Create an environment where recognition promotes positive learning behaviours .	Operant Conditioning. Behaviour is strengthened when followed by positive consequences. In a learning environment, timely and specific praise acts as positive reinforcement, encouraging learners to repeat effective behaviours such as participation, effort, collaboration, and persistence. (B.F. Skinner 1938)	https://www.simplypsychology.org/operant-conditioning.html
Create a learning environment where mistakes are ok and create resilient learners	Formative assessment: The process of gathering evidence during learning so that adults can adjust teaching and pupils can adjust their approach. It focuses on feedback, responsiveness, and correcting misconceptions, making it central to long-term consolidation and mastery. (Black & Wiliam, 1998)	https://www.liverpool.ac.uk/centre-for-innovation-in-education/resources/all-resources/formative-assessment.html
Create pupils who lead their own learning and becoming independent thinkers	Metacognition Theory. Effective learning happens when pupils can think about their own thinking. It involves planning how to approach a task, monitoring understanding while doing it, and evaluating how well it went afterwards. When pupils develop metacognitive skills, they become more independent, make better learning choices, and can identify and correct their own errors. (John H. Flavell 1976)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation

1.4 CURRICULUM PATHWAYS DIAGRAM



2.1 CORE PRACTICE

Lesson structure	Evidence base	Success criteria
Get curious (Cognitive/ Sensory curiosity)	Curiosity is a driver of attention and learning. Curiosity is a motivational state triggered when a person encounters novelty, uncertainty or an information gap. When curiosity is activated, the brain releases dopamine, which increases attention, memory formation, and willingness to engage. (George Loewenstein 1994) https://thedecisionlab.com/insights/society/the-science-behind-curiosity	<ul style="list-style-type: none"> ✓ Pupils show visible signs of curiosity ✓ Pupils' attention is captured within the first 10–20 seconds. ✓ Pupils begin thinking before the teacher explains. ✓ The prompt is accessible for all ability levels. ✓ Duration: typically, 2–4 minutes ✓ Low-level behaviour issues are minimal ✓ The transition from hook to learning is smooth, quick, and meaningful.
Focus (Intended outcomes and success criteria)	Pedagogical Content Knowledge (PCK) is what allows teachers to turn subject knowledge into accessible learning—anticipating misconceptions, selecting examples, modelling processes, and using representations that help students grasp difficult ideas. (Shulman 1980) https://www.improvingtechnicaleducation.org.uk/teacher-education/your-journey/subject-leader/pedagogical-content-knowledge	<ul style="list-style-type: none"> ✓ Pupils know the key knowledge they need to learn. ✓ Pupils understand how the subject works and can use its methods. ✓ The adult clearly connects the content to the processes used. ✓ Pupils can explain the learning goals in their own words and show them in practice.
Connections (prior learning and lesson sequence)	Meaningful Learning Theory. When new information is linked to what learners already know. He highlighted prior knowledge as the most important factor in learning and recommended using advance organisers and clear sequencing to help learners integrate new ideas into their existing understanding. Ausubel (1968) https://distancelearning.institute/instructional-design/ausubel-advance-organizers-learning/	<ul style="list-style-type: none"> ✓ The recap deliberately brings forward the specific knowledge pupils need for the new learning ✓ Prior knowledge is not only recalled but evaluated to ensure it is accurate before new learning is added. ✓ The teacher clearly explains how today's lesson builds on previous content ✓ The teacher helps pupils connect the new concept to real-world examples.
Vocabulary (priority language)	Three pillars of vocabulary. <ul style="list-style-type: none"> ➢ Explicit vocabulary Instruction ➢ Rich & repeated language exposure ➢ Independent word-learning strategies 	<ul style="list-style-type: none"> ✓ Adults explicitly teach key words with simple, pupil-friendly explanations. ✓ Adults model the word using examples, non-examples, and correct pronunciation.

	<p>https://alexquigley.co.uk/three-pillars-of-vocabulary-teaching</p>	<ul style="list-style-type: none"> ✓ Pupils meet the word repeatedly in different contexts. ✓ Pupils use the word in talk and writing. ✓ Pupils learn strategies to understand unfamiliar words.
Gradual release 'I do' phase (Modelling and success criteria)	<p>Cognitive Load Theory (CLT) states that pupils learn best when teaching reduces unnecessary mental effort. Because working memory is limited, teachers should model new ideas clearly, break tasks into steps, and use worked examples to prevent overload and support understanding. (Sweller 1988)</p> <p>https://www.structural-learning.com/post/cognitive-load-theory-a-teachers-guide</p>	<ul style="list-style-type: none"> ✓ Teacher accurately models all steps slowly, clearly, and deliberately. ✓ The teacher narrates their thought process ("thinking aloud") so pupils understand how and why decisions are made. ✓ The teacher shows what success looks like. ✓ Pupils watch, listen, and process.
Gradual release 'We do' phase (Steps to success)	<p>Zone of Proximal Development (ZPD). Pupils learn best when working on tasks they can't yet do alone but can succeed at with support. Through guidance, dialogue, modelling, and questioning, the adult provides temporary scaffolding that helps pupils progress toward independent success. (Vygotsky's 1978)</p> <p>https://www.simplypsychology.org/zone-of-proximal-development.html</p>	<ul style="list-style-type: none"> ✓ Adult and pupils work through the task together using clear steps to success. ✓ Tasks require guidance but are achievable with support. ✓ The adult provides prompts, cues, questions, and partial models. ✓ Support is adjusted based on pupil need. ✓ Pupils are encouraged to explain their thinking and ask questions. ✓ Support is gradually reduced as pupils grow more confident.
Gradual release 'You do' phase (reduced support)	<p>Mastery Learning. Pupils should only move forward in learning when they have achieved a sufficient level of mastery of the current objective. Learning should be sequenced so that pupils practise independently only after they have received the instruction and support they need. (Bloom's 1968)</p> <p>https://fctl.ucf.edu/teaching-resources/course-design/blooms-taxonomy/</p>	<ul style="list-style-type: none"> ✓ Pupils complete the task on their own, with reduced prompts, scaffolds, or adult guidance. ✓ Errors are minimal ✓ Pupils can recall the key steps or ideas without prompts. ✓ They can apply the learning to similar tasks or slightly varied contexts. ✓ Pupils use success criteria to judge progress
Consolidation (recap and check)	<p>Retrieval practice theory. Actively recalling information from memory strengthens learning. (Roediger & Karpicke 2006)</p> <p>https://www.cultofpedagogy.com/retrieval-practice/</p>	<ul style="list-style-type: none"> ✓ Pupils recall key knowledge ✓ Tasks are effortful but manageable. ✓ Adults check understanding based on unassisted recall. ✓ Gaps are identified and corrected quickly.

2.2 GRADUATED APPROACH FOR SUBJECT SPECIFIC LEARNING



Get curious	Short, high-impact sensory starters to draw attention and calm/alert pupils.	Choose, match, or identify basics related to the day's content.	Begin making connections with early reasoning.	Explore predictions, simple logic, and early reasoning related to the topic.	Short tasks that link content to real-world thinking.	Creative reasoning, simple abstraction, and strategic thinking.
Focus	Experience the learning intention through sensory cues.	Begin to understand what they will be doing and make simple links.	Understand the intended outcome at a basic level.	Understand the outcome and can talk about how to achieve it.	Understand both the outcome and the steps needed to get there.	Understand outcomes, success criteria, and qualities of excellence.
Connections	Recap learning with adult support, using concrete cues and repetition.	Recall learning when given clear prompts or visual clues.	Retrieve previous learning when guided through questions or prompts.	Recall key knowledge with reduced prompting and begin to make supported links	Recap learning with little support and make straightforward connections	Confidently retrieve prior learning and use to deepen and apply understanding
Teach vocabulary	Intensive, concrete support to engage with vocabulary.	Can identify a word when given clear prompts.	Can retrieve vocabulary when prompted.	Begin applying vocabulary with structured help.	Use vocabulary in sentences or explanations with light support.	Confidently select and explain vocabulary with independence.
My turn	Highly concrete, simplified modelling and very clear success criteria.	Clear visuals, repetition, and simplified criteria.	Follow modelling when questions and cues guide attention.	Follow more detailed modelling and begin linking steps.	Clear, well-sequenced modelling but can track several success criteria.	Follow more abstract modelling and use success criteria without scaffolding.
Our turn	Full prompting and rely completely on adult support to take part in the shared task.	Frequent step-by-step prompts and can only join the task with significant scaffolding.	Follow the model with structured cues and attempt small parts of the task with support.	Complete short steps after modelling and use scaffolds with some independence.	Apply the model with increasing independence.	Apply modelled strategies accurately with minimal support.
Your turn	Attempt a small part of the task but still require close adult presence to reduce overload	Attempt short sections independently but need step-by-step prompts to try, edit or correct their work.	Have a go independently and make basic edits with cues.	Complete most of the task independently, with minimal prompting.	Work independently, <i>self-editing, proof-reading and refining</i> using strategies taught earlier.	Work confidently independently producing, revising, proof-reading and improving work
Consolidation	Full adult guidance and strong prompts to help them recall learning.	Clear cues or structured questions to support their recall.	Light scaffolds or hints to retrieve learning with growing independence.	Minimal support and can recall learning through structured tasks.	Little support and can recall learning while evaluating their own understanding.	No support and can independently recall and apply learning confidently.

3.1 Get Curious Ideas



Sensory activation	Simple curiosity	Early thinking	Emerging problem solving	Functional thinking	Abstract thinking
Sensory object reveal: Show a single object related to the lesson “How does this feel?”	Short video clip Show a clip from a video. “What might this lesson be about?”	Objects on a table: A range of objects that link the learning.	Predict the outcome Show two related options. “What do you think will happen when...?”	Quick categorise Provide a small set to sort by rule you choose. “What rule can we use to group these?”	Problem of the day A short puzzle, riddle, or scenario tied to the topic. “What’s your first idea to solve this?”
Quick sensory Comparison Show two contrasting items related to the topic. “How are these different?”	Quick sort Give 3–4 mixed images/objects. “Which one fits today’s learning?”	Mini sequencing (2 steps) Show two images. “Which one comes first in today’s topic?”	Mystery question Reveal a short, simple question about the topic. “What could the answer be?”	Real-world mini problem Pose a simple issue related to today’s content. “How would you solve this quickly?”	Quick analysis picture Show a surprising or unusual photo linked to the lesson. “What questions does this raise?”
Sound surprise Play a sound linked to the topic “Where might we hear this?”	Mystery bag reveal Pull out one clue item about the lesson. “What might we learn about if we use this?”	Odd one out Show 3 related, 1 unrelated item. “Which doesn’t belong?”	Mini role or scenario prompt Hold up a prop or picture. “Who might use this in real life?”	Quick prediction chart Show an image. “What do you think is happening here?”	Think-Pair-Share Give a short prompt or claim. “Do you agree or disagree—and why?”
Movement/texture pass Pass one themed item for pupils to explore. “What does this remind you of?”	One-Piece puzzle Show a single puzzle piece or zoomed-in picture. “What could this be part of?”	Quick guess the topic Show 3 clues (sound, object, picture). “What do these all have in common?”	Concept cartoon Show an image with different views about the stimulus, “who is right and why?”	‘Which One Works Best?’ Present 2–3 approaches, tools, or examples. “Which one would you choose—and why?”	Mini debate prompt Offer two contrasting statements “Which one seems more true?”
High energy model: Teacher giving high energy-transition song or attention Autism to support. Support staff modelling engagement	Creating suspense and intrigue. What is the teacher doing and why/drama – modelling the activity	Close zoom: What is the object? A magnified section of an image. Gradually zoom out. Who knows what it is yet? Were you right?			

3.2 FOCUS IDEAS



Pre-Intentional / sensory learners	Early intentional learners	Early cognitive understanding	Developing reasoning	Functional & conceptual understanding	Qualities of excellence
<p>Single object Symbol Show one concrete object representing the topic. “We are learning with this today.” “You will look at, touch, or use it.”</p> <p>Simple action Demonstration Model a very short action connected to the goal. “We are learning to do this...” “You will try the action with help.”</p> <p>Visual cue card One large symbol/photo. “This is our learning today.” “You will engage with our symbol.”</p>	<p>First-Then Board “First we learn about ___, then we will ___.”</p> <p>Dual coded one-sentence outcome “Today we are learning to... “You will join in and ...”</p> <p>Simple yes/no check Hold up the target picture. “Is this what we’re learning today?” “You will recognise the topic picture.”</p> <p>Model + imitate Teacher models then pupils imitate. “You can copy one step of what we are learning.”</p>	<p>We are learning to...’ + Picture Support One clear sentence with a photo/symbol.</p> <p>Simple Sequence of 2 Steps “First we will ___. Then we will ___.” “You can follow a short sequence.”</p> <p>Show examples / non-examples Two images: one matches the success criteria, one doesn’t. “You can point to what success looks like.”</p> <p>WAGOLL “Yours will look a bit like this, with help.”</p> <p>‘What will we need?’ Show the tools/resources needed. “You can use the tools as part of the task.”</p>	<p>Guided Choice Tasks Provide two images only. Ask: “<i>Which one will help you with this task? Why?</i>” Encourage a simple reason</p> <p>Sentence Stems Provide structured responses “<i>I chose this because ___.</i>” “<i>This one is better because ___.</i>” “<i>We do this first because ___.</i>”</p> <p>Spot the difference Identify just one difference. Say why that difference matters.</p> <p>“What if...?” Scenarios “<i>What if we skipped this step?</i>” “<i>What if we used the wrong ___?</i>”</p>	<p>Break it down in clear steps Visual of each step and talk through these. Add suggestions as discussed through.</p> <p>Define success criteria. Your answer should include X,Y,Z.</p> <p>Visual trackers for pupils to RAG rate. Share and discuss for the lesson with clear steps and encourage them to RAG as they go through.</p> <p>Gamify the lesson Missions or goals to achieve an outcome by the end of the lesson.</p> <p>Lesson road map Steps to what to do and what success looks like at the end.</p>	<p>Co-construct Success Criteria Collaborative Brainstorm: “What would a successful piece of work look like?” and record their ideas.</p> <p>Visual Rubrics: Share a rubric with clear descriptors and visuals</p> <p>Real life connection: We are learning to... So you will be able to... in the future</p> <p>Project based enquiry: Starting the session with a question and building the lesson around their responses.</p>

3.3 CONNECTION IDEAS



Concrete cues	Familiar ideas	Guided thinking	Supported links	Connections	Apply learning
Use objects or manipulatives to model yesterday's learning	Use a first-then-next recap slide With two or three images reminding pupils of key learning steps.	Ask scaffolded recap questions Provide multiple-choice pictures to support thinking.	Use a "What's the same / What's different?" activity Pupils compare last lesson's example with today's using a scaffolded table.	Provide an open-ended recap question "How does today's learning connect to what we learned before?" Pupils respond using word banks or diagrams if needed.	Provide a self-directed recap task Pupils choose how to recap: mind map, bullet notes, diagram, explanation to a partner.
Repeat a short, structured teacher-led recap routine Using the same phrasing and visuals each time to build familiarity.	Provide sentence starters with visuals E.g., "Last time we learned about...", paired with pictures or symbols.	Model "think aloud" linking Teacher verbally connects yesterday's step to today's	Create a guided link diagram Teacher gives two related concepts; pupils add simple linking words or visuals.	Use a "Which strategy will help?" activity Pupils choose from several prior methods learned in previous lessons.	Use "Apply what you know" starter tasks Pupils use previous learning to solve a new problem or explain a new concept.
Provide a "match-up" task with identical images or symbols Pupils match today's symbol to yesterday's symbol to recognise continuity.	Offer a forced-choice recap question "Did we learn about X or Y last time?" with images to support memory.	Use a partially completed recap mind map Pupils fill in missing pictures, keywords, or symbols.	Use retrieval practice cards Some simple recall, some requiring pupils to connect yesterday's idea to today's activity.	Ask pupils to complete a recap summary E.g., "Yesterday we learned... Today we will..." Support available through vocabulary prompts.	Encourage pupils to generate their own links E.g., "Where else have we used this skill?" "What past lesson helps you with this task?"
Use a simple "Now and Before" photo board Show a picture of today's activity and a matching picture from the previous lesson.	Use paired recall with prompt cards Pupils work with an adult or peer to choose picture cues that show what they remember.	Provide a matching activity with similar but not identical images Encourages pupils to look for meaning, not just visual similarity.	Prompt pupils with sentence frames: "This is similar to..."	Use "Odd one out" tasks Pupils identify which idea doesn't fit and explain reasoning using links to prior learning.	Use comparison or transfer tasks Pupils apply learning to a new context and explain the connection independently.

3.4 VOCABULARY IDEAS



Concrete	Prompts	Retrieve	Connect meaning	Applying	Application
Teach the word using objects or sensory cues E.g., show a real item (leaf, cube, spoon) when naming the word.	Use simple symbol or picture choices “Which one is heavy?” Show two clear contrasting pictures.	Ask scaffolded questions about the word “What did this word mean again?” with visuals or examples to choose from.	Word routines: create essential word routines that incorporate pupils saying, writing and using the word. Use sentence stems with key vocabulary “I know it is ___ because...” Pupils complete with the target word.	Scaffolds: Provide pupils with scaffolds such as Frayer or SEEC model to understand the words Ask open questions requiring the vocabulary “Why is the material transparent?”	Semantic mapping: showing a word and its related ideas in a visual map
Use a simple “See it, say it, touch it” routine The teacher models the word repeatedly with the object or picture.	Use actions to represent meaning E.g., miming “stretch”, “shake”, “jump” while saying the word.	Model the word in short, simple sentences E.g., “The surface is rough.”	Provide short tasks requiring vocabulary selection Pupils choose the correct word from a small bank to complete statements.	Morphemic analysis. Pupils break a word into its parts (prefix, root, suffix) to help them work out its meaning.	
Provide a single clear picture with the spoken word Keep visuals identical each time to reinforce recognition.	Use repetition with predictable routines E.g., “This word means...”, always paired with a picture clue.	Use cloze activities with picture support “The sandpaper is ___.” (with “rough” as a picture option).	Compare two linked words E.g., “What’s the difference between smooth and rough?”	Include vocabulary in extended answers Pupils independently weave vocabulary into explanations or reasoning.	
Use one-step matching tasks Pupils match the same picture to itself while hearing the word aloud.	Provide word-picture match tasks This time pictures are similar but not identical, to deepen recognition.	Use teacher-led sorting tasks	Create visual word maps together Teacher prompts pupils to add images, examples, or simple definitions.	Encourage pupils to teach the word to others They define it, give examples, and explain when to use it. Encourage pupils to justify choices “I chose the word evaporate because...”	

3.5 MY TURN IDEAS



Physical	Routines	Guided thinking	Linking steps	Multi step	Abstract
Model using real objects or physical demonstration Keep language minimal and repeat key steps slowly (e.g., “first... then...”).	Model step-by-step with pictures that match each action E.g., first–next–then with simple symbols.	Visual schedules: to support pupils to stay on task. Use guided questions during modelling “What am I checking first?” Pupils choose an answer from pictures or words.	WAGOLL’s/WABOLL’s. Provide completed examples of a good one and a bad one Model the task while connecting back to the success criteria “This step matches number 2 on our checklist.”	Think aloud: Use the think aloud approach to help pupils understand what the thought process is Model the full process and point explicitly to each success criterion “Here is how step 3 helps us succeed.”	Sabotage: Provide planned sabotage to support pupil to critically analyse. Model using abstract reasoning or multi-step explanations Pupils follow and note key steps independently.
Use single-step success criteria shown with pictures or symbols E.g., “Put it in” with a matching symbol.	Provide 2–3 simple success criteria using visuals “Look, point, choose.”	Think-aloud with simple, consistent phrases “I am choosing the longest one.”	Think-aloud focusing on the decision-making process “I need to choose this because it fits the rule...”	Show a worked example AND annotate it live Pupils see how to judge quality, not just process.	Co-construct success criteria with pupils Pupils help judge what “good” looks like based on the model.
Repeat the same modelled example several times To build familiarity and recognition.	Use contrasting examples Show correct and incorrect versions so pupils visually grasp success.	Show a partially completed example and model how to finish it using the criteria.	Present success criteria in simple language with icons or keywords Pupils follow along as teacher ticks’ steps during modelling.	Reduce visuals over time Pupils shift from picture-supported criteria to simple text.	Analyse strong and weak examples Pupils identify which success criteria have been met.
Use hand-over-hand or close physical guidance So pupils experience the model physically while watching the teacher.				Provide Mnemonics, Graphical organisers that are linked to pupil’s interests to support pupils with memorising.	Model self-correction Demonstrate how to evaluate and improve work using the criteria.

3.6 OUR TURN



High load – full support	High load – guided steps	Moderate load – scaffolded cues	Reduced load – shared control	Low load – light prompting	Independent – optimised load
<p>Use explicit modelling (“Watch me first...”) with clear step-by-step demonstration.</p> <p>Provide dual coding (symbols, images, gestures) to reinforce meaning.</p> <p>Use precision partnering or close adult proximity to maintain engagement.</p> <p>Break the task into micro-steps, checking for understanding after each one.</p>	<p>Provide worked examples that pupils complete alongside the teacher.</p> <p>Offer visual scaffolds (word mats, prompt cards, checklists).</p> <p>Use mini whiteboards to check understanding after each small step.</p>	<p>Ask guided questions (“What might the next step be?”) to prompt thinking.</p> <p>Provide sentence starters or writing frames to structure responses.</p> <p>Use live modelling of common mistakes to help pupils improve accuracy.</p> <p>Encourage choral response or joint construction to practise new learning.</p>	<p>Remove parts of the worked example for pupils to fill.</p> <p>Facilitate Think–Pair–Share so pupils articulate their next steps.</p> <p>Use hinge questions to determine whether to pause, re-teach, or move on.</p> <p>Provide success criteria that pupils refer to independently.</p>	<p>Use live marking or in-the-moment feedback to refine accuracy.</p> <p>Ask pupils to explain their reasoning using “Because...” or “This shows that...”</p> <p>Use cold call to ensure accountability and assess whole group understanding.</p> <p>Offer light-touch scaffolds, such as quick prompts or strategy reminders.</p>	<p>Provide extension challenges or stretch questions that deepen understanding.</p> <p>Encourage peer tutoring or paired explanation during the guided phase.</p> <p>Facilitate self-assessment routines (e.g., traffic-lighting, success-criteria checks).</p>

3.7 YOUR TURN IDEAS



High load – full support	High load – guided steps	Moderate load – scaffolded cues	Reduced load – shared control	Low load – light prompting	Independent – optimised load
<p>Provide a partial model and ask pupils to finish one small, manageable element.</p> <p>Use guided correction: “Let’s find one thing we can improve together.”</p> <p>Offer very small editing prompts, e.g., “Can you add one missing word?”</p> <p>Use think-aloud editing to show micro-changes pupils can copy.</p>	<p>Fill-in-the-gap or structured frame to complete independently.</p> <p>Improve one sentence using a scaffold or prompt card.</p> <p>Provide a guided checklist for simple self-check (e.g., capital letter, full stop).</p> <p>Use mini conferences where teacher and pupil review one improvement together.</p>	<p>Provide editing stations (punctuation check, vocabulary upgrade, clarity check).</p> <p>Encourage pair editing, using prompts like “Find one place to make this clearer.”</p> <p>Give colour-coded proofreading tasks, e.g., highlight verbs or errors.</p> <p>Offer guided success criteria pupils can tick off as they refine their work.</p>	<p>Self-editing rubric and ask pupils to complete a first edit independently.</p> <p>Use peer-assessment protocols (e.g., “Two stars and a wish”).</p> <p>Set a revision challenge, such as improving vocabulary or tightening structure.</p> <p>Provide targeted feedback codes pupils decode and fix independently</p>	<p>Run proof-reading routines, e.g., reading aloud to check clarity.</p> <p>Set editing goals, such as “Improve three sentences for precision.”</p> <p>Use gallery critique: pupils review displayed work and apply improvements to their own.</p> <p>Optional challenge prompts, e.g., “Can you strengthen your conclusion?”</p>	<p>Assign full independent tasks with expectation of thorough proof-reading and revision.</p> <p>Provide open-ended extension prompts, e.g., “How could you elevate this for impact?”</p> <p>Encourage self-regulation cycles: draft → edit → proof-read → final refine.</p> <p>Use reflection journals where pupils describe what they improved and why.</p>

3.8 CONSOLIDATE



Retrieve with support	Prompted retrieval	Supported recall	Structured retrieval	Reflective retrieval	Independent retrieval
Choral response review – pupils answer together (“We learned about...”)	Use Yes/No cards or simple choices to check basic understanding.	Ask pupils to summarise with scaffolds , like sentence starters or word banks.	Learning bingo (keywords or skills) – supports recall but requires independent thinking.	Exit tickets (open-ended) – explanation, not just recall.	Independent summary challenge – “Write the three most important things you learned and why.”
Sketch It (Teacher-led) – teacher models a simple doodle; pupils copy.	Provide a matching task (e.g., vocab → image/symbol).	10-Second challenge (focused prompt) – recall 1–3 key facts/steps.	Quickfire quiz show (structured rounds) – pupils retrieve without heavy prompts.	Gallery critique – pupils move around and add improvement suggestions.	Transfer task – apply today’s learning to a new example or scenario.
True/False treasure hunt (paired with adult support) – only two options reduce overload.	Exit ticket lucky dip (with guided question) – simple recall, one idea only.	Paired talk : “Tell your partner one thing you learned” – social support aids retrieval.	One-minute master (paired teaching) – pupils explain one key point clearly.	Two stars and a wish (peer reflection) – focuses on understanding and application.	Self-evaluation check – pupils identify what stuck and what needs revisiting.
Pass the knowledge ball (with sentence stems) – e.g., “Today we learned...”	Matching bingo – pupils match images/keywords rather than generate independently.	Emoji exit ticket – scaffolded creative recall (symbols + words).	Brain dump race – pupils write everything they remember in 30 seconds.	Knowledge dominoes – matching concepts independently.	Teach the class – a pupil explains a key concept or process to everyone.
	Mini-whiteboard relay (structured questions) – clear, controlled recall tasks.	Memory mountain – pupils categorise what they remember into confidence levels.			
	Sketch It! (choice of 2–3 teacher-provided ideas) – guided, not open-ended.				

4.1 SPOT LITE MODEL

Supporting Professional Ownership of Teaching Leading Individual Training Experiences

At CIT we believe that all teachers should have personalised support to continue to refine and develop their practice using a ‘SPOT LITE’ approach. This approach aims to

- Develop teachers’ confidence and knowledge in meeting pupils’ individual needs.
- Develop reflective practitioners who are open and responsive to professional feedback.
- To provide personalised realistic and achievable targets for professional development
- To evaluate the impact of the advice, support and training.

Below is the model:

1. Each teacher will have an allocated window of time (2/3 weeks) dedicated to them in the first half of the year, where a designated leader will spend time with the teacher reflecting on all aspects of their pupils and the learning.
2. In that allocated timeframe, teachers and leaders will work together on the following activities:
 - Progress discussion with teacher looking at attendance, behaviour & progress
 - Teacher will complete a self-evaluation against agreed criteria.
 - Planning and Evidence for Learning discussion.
 - Lesson visits across the weeks with a focus on Communication, Behaviour & Adaptations
 - Feedback and next steps discussion and personalised report.
3. In the second half of the year there will be a dedicated week with the same leader to review the next steps.
 - Review support provided and actions completed.
 - Self-evaluate – comparing 1st half of year to 2nd half of year.
 - Review complex cases to identify any further support or training.
 - Lesson visits across the week with a focus on Behaviour and Attitudes.
 - Feedback and next steps discussion and personalised report.

4.2 SPOTLITE PROCESS

(Only the 1st and last activity need to remain in the order below, all others can be done in any order).

Activity	Purpose	Approach	
1. Triangulation discussion	<ul style="list-style-type: none"> ➤ Provide time for the Leader and Teacher to discuss the pupils within the class. ➤ Seek professional view of teacher about how the pupil is progressing and behaving. ➤ Triangulate pupil attendance with teacher judgement of progress and behaviour. ➤ Discuss any concerns a teacher may have about a particular pupil. 	<ol style="list-style-type: none"> 1. Teacher and leader agree a time to meet (approx. 45 mins) 2. Admin to send the class attendance data to teacher prior to the meeting. 3. Teacher uses attendance data to complete the triangulation document. 4. Teacher brings triangulation document to meeting and shares with Leader. 5. Leader uses the discussion as an opportunity to understand the pupils' needs within the class and the teachers view on each pupil to help with the spotlight. 	
2. Planning and work scrutiny	<ul style="list-style-type: none"> ➤ Provide the opportunity for the teacher to meet with leader and show how their planning is implemented over time. 	Semi formal, Informal & Pre-formal <ol style="list-style-type: none"> 1. Teacher and leader agree a time to meet. 2. Sit together and look at evidence using the grid to evaluate the quality of planning and evidence 	Formal <ol style="list-style-type: none"> 1. Teacher and leader agree a time to meet. 2. Leader chooses 3 pupils (a higher, middle, lower ability) 3. Teacher ensures that they bring all subjects books for the 3 identified pupils 4. Sit together and look through planning and books to evaluate the quality of planning and work.
3. Lesson visits	<ul style="list-style-type: none"> ➤ Provide leader with the opportunity to evaluate Behaviour, Total Communication approach and Adaptations. 	<ol style="list-style-type: none"> 1. Over the allocated week, Leader will visit lessons (a range of times/days) gathering evidence about Behaviour, Total Communication approach and Adaptations. 2. Leader will visit between 3 -5 times across the week, attending each lesson for 10 minutes and capture evidence. 3. Record the evidence using the lesson visit record to help evaluate Behaviour, Total Communication approach and Adaptations using the Lesson Visit grids. 	
4. Pupil voice	<ul style="list-style-type: none"> ➤ Provide leader with the opportunity to capture the voice of the pupils who are taught by the class teacher 	Pupils with limited preferred communication system Leader will review through informal discussion how the teacher liaises with parents and professionals of the pupils in their class.	Pupils with functioning preferred communication system. Leader will speak with pupils and seek their views on their experiences being in class
5. Feedback	<ul style="list-style-type: none"> ➤ To provide personalised feedback for each teacher with clear strengths, areas of developments and actions. 	<ol style="list-style-type: none"> 1. Teacher and Leader agree a time meet. 2. Leader uses all the evidence to write a report. 3. Teacher and leader to sit together to go through the report and discuss CPD/support/request to support others. 4. Report is emailed to the teacher with the Headteacher copied in. 5. Headteacher will identify if there are common themes where extra whole training is necessary. 	

4.3 Class triangulation discussion

1. Add below each pupils' initials in your class based on your overall judgement of their progress across subjects.

Class	No concern	Slow progress	No progress	Regression	Concern

Range	Progress	Attendance	Behaviour
5	Concern	Below 50%	Risk of permanent exclusion
4	Regression	79 – 50%	Persistent incidents/suspensions
3	No progress	87 – 80%	Increase in incidents
2	Slow progress	92 – 88%	Increase in low level disruption
1	Progress	100 – 93%	Engaged

2. Add each pupil (initial) into the triangulation document below, making sure they are only in one box
e.g. *Pupil X (P3, A2, B2) = Pupil X is making slow progress (P3) attendance in 92 – 88% range and increase in low level disruption.*

PROGRESS only	PROGRESS & ATTENDANCE	ATTENDANCE only
	TE (P4, A2,)	
PROGRESS & BEHAVIOUR	PROGRESS, ATTENDANCE & BEHAVIOUR	ATTENDANCE & BEHAVIOUR
PROGRESS & BEHAVIOUR	BEHAVIOUR only	ATTENDANCE & BEHAVIOUR

3. State your worry level for each pupil and provide brief narrative & further actions.

No concern	Slow progress	No progress	Regression	Concern
Pupil	Worry	Narrative	Further action	

4.4 PLANNING AND WORK SCRUTINY DISCUSSION TEMPLATE

FORMAL PATHWAY				
	Repair	Improve	Sustain	Share
Building knowledge	Learning is jumbled and does not follow the agreed sequence.	Not all subjects follow the agreed sequence.	Learning follows the agreed sequence.	Learning follows the agreed sequence with appropriate adaptations to meet pupils needs.
Quantity of work	There is insufficient quantity of work for the time of the year	There are gaps in learning that are not evidenced in other ways and not caught up.	The quantity of the work matches the time of the year.	The quantity of the work goes beyond the expected.
Pitch	Planning and work demonstrate that work is not pitched to the pupil's ability.	Work suggest that the pitch is too hard or too easy for some of the pupils.	Work is pitched in line with pupils' ability/EHCP targets	Work suggest that the pitch matches pupils' needs and allows for appropriate challenge in a supportive way.
Feedback	There is insufficient feedback for pupils in line with MAF expectations	Feedback is superficial based on expectations of MAF policy	Feedback in line with expectations of MAF policy	Feedback goes above and beyond the expectations of the MAF policy

SEMI FORMAL PATHWAY				
	Repair	Improve	Sustain	Share
Building knowledge	Planning focuses on activities that occupy pupils, and they are sequenced in an organised way.	Planning does not show how activities build knowledge and independence over time.	Planning shows how activities build in complexity over time	Planning is sequenced to develop pupils' maintenance and generalisation over time.
Quantity of work	There is insufficient evidence for the time of the year.	There are gaps in the amount of evidence expected for the time of the year	There is an appropriate amount of evidence for the time of the year	There is more evidence for the time of the year.
Pitch	Activities are too easy or too difficult for pupils to access	Activities are not always appropriately pitched to meet pupils' needs and ability	Activities are appropriately pitched in line with pupils' needs and abilities	Activities are highly differentiated to meet the range of needs and abilities of pupils.
Feedback	Observations are generic and focus on activities pupils do rather than pupil progress	Observations are personalised and link to specific targets but lacks detail.	Observations are personalised and ensure that level of support is recorded.	Observations are personalised with explanation of where they were, level of support and next steps.

4.5 Lesson visit record for SPOT LITE

Date	Time	Lesson/activity	+ Evidence	- Evidence

4.6 SPOT LITE OUTCOME LETTER

Headed paper

(date of feedback meeting)

Dear (teacher name)

RE: Spotlite

Thank you for participating in your professional development spotlite this week (state dates).

I have had the opportunity to talk to you about your planning and look at pupil's work. I have also had the opportunity to talk to you about your class and visit some lessons.

Based on these activities, I have identified the below strengths and areas for development.

Strengths: (where possible use examples)

Areas for development:

Key actions: (include where appropriate any deadlines)

(Choose the most appropriate statement and delete the others)

- I would like to take this opportunity to thank you for all your hard work. I would like to invite you to **share** your practice with another colleague.
- I would like to thank you for having a professional and reflect approach to your spotlight you have a good understanding of your strengths and areas for development and are **sustaining** the teacher standards. I look forward to your next spotlight to see the progress of your areas of development.
- I would like to thank you for your participation in your spotlight. Based on the information gathered, I would like to discuss additional **support** that would develop your practice.

Yours sincerely

(Name of leader and role)

5.1 LEARNING ENVIRONMENT GRID

	Repair	Improve	Sustain	Share
Welcoming and cared for	The learning environment is damaged and is not a welcoming environment. Displays are damaged/not used.	The learning environment is not a welcoming environment and lacks a personalised approach	The learning environment is warm and welcoming with displays supporting pupils to understand this is their space.	The learning environment is highly personalised helping pupils to have a sense of belonging and identity.
Tidy and organised	The classroom is not clean and poses a hygiene risk. It is disorganised puts pupils at risk.	The classroom is messy and disorganised. This impacts on the smooth running of the day.	The classroom is tidy and organised. Staff keep on top of any mess that is corrected throughout the day.	The classroom is organised to enhance pupils' comfort, and they are encouraged to participate in 'tidy up'.
Lighting and heating	Basic electrical and heating systems are not effective and/or impact on pupils/staff wellbeing	The learning environment isn't meeting pupils' sensory and physical needs.	The learning environment is adjusted (where possible) to meet pupils sensory and physical needs	The learning environment is highly adapted to respond to pupils sensory and physical needs.
Postural and mobility support.	Seating/standing resources are not effectively used and/or pupils are not provided with sufficient movement to support their posture.	Seating/standing resources are not appropriate for all pupil's height, weight and specific needs.	Seating/standing resources are appropriate to meet pupils' height, weight and specific needs. They are used effectively in line with their EHCP.	Pupils have access to a wide range of seating and mobility support systems that promote choice and good postural and physical wellbeing.
Total communication	The learning environment is not accessible to pupils, resulting in pupils not being able to communicate their wants and needs.	The learning environment has some basic principles of total communication approach however these aren't being used effectively	The learning environment supports all pupils to communicate their wants and needs with their preferred communication system.	The learning environment is highly effective and adapted to meet all pupil's individual communication systems. The environment support pupils to use and improve their communication system.
Furniture	Furniture is damaged or ineffective to meet pupils needs.	Furniture is not organised effectively to make use of the available space.	Furniture is organised to provide pupils with clear ques as to their function.	Furniture is carefully considered in how it is used to best use the available space and to promote independence and communication.
Resources	Resources are a risk to pupils and staff e.g. inappropriate objects are accessible for pupils which is a safety concern.	Resources not organised or accessible. There is either too much out or not enough to stimulate and engage pupils.	Resources are appropriately stored and/or accessible to develop pupils' communication and independence.	Resources are carefully chosen and positioned. They are labelled effectively for pupils and adults to access them.
Routines	There are no effective routines in place to maintain high standards of the learning environment.	Routines are inconsistent resulting in inconsistent patterns of clean, tidy and organised.	Routines are in place to encourage adults and pupils to keep their environment clean, tidy and organised.	Routines are highly effective in promoting pupils and adults to care and look after their learning environment. This promotes good levels of independence.
Independence	The learning environment prevents pupils from being able to safely navigate the space.	The learning environment does not encourage pupils to develop independent skills.	The learning environment is organised to encourage pupils to develop independent skills (from their starting points).	The learning environment prioritises pupils' independence. There are sufficient adaptations in place to promote this.
Outside space	Outside areas are not accessible to pupils or are unsafe places.	Outside areas are not well used and not well looked after.	Outside areas are effective in providing pupils with space to	Outside area is designed to meet the needs of pupils and provided them with outdoor curiosity and safety.

5.2 BEHAVIOUR GRID

	Repair	Improve	Sustain	Share
Learning environment	The learning environment provides an unsafe provision.	The learning environment is a barrier to support pupils to regulate	The learning environment supports pupil to manage their arousal levels and support self and coregulation	The learning environment is highly adapted to meet the needs of individual pupil's arousal levels, sensory and mental health needs
Routines	There are no clear routines causing pupils to be unclear on expectations.	Routines are in placed however they are not consistently/effectively implemented	Routines are in place with appropriate transactional support to help pupils to transition from one activity/area to another.	Pupils are beginning to manage their own transitions to a new activity/area due to consistent routines.
Adult to adult interaction	Adults do not effectively communicate with each other. Adults do not appropriately interact with each other.	Adults are appropriate in their interacts with each other but are not always focused on learning.	Adults communicate and work effectively with each other.	Adults use highly effective verbal and non-verbal communication and are supportive of each other.
Adult to pupil interaction	Adults do not effectively interact with pupils, as a result behaviour is unsafe and/or poor.	Adults focus on getting pupils to complete tasks rather than developing positive interactions and a nurturing environment	Adults are consistent in their approach with pupils. Adult's model positive interactions. Adults are professional and respectful to pupils.	Adults provide positive and nurturing interactions. Adults are consistent in their boundaries but are flexible to the individual needs of pupils.
Adult language	Adults use inappropriate language/humour/tone	Adults use language that is not appropriate for the level of understanding.	Adults use appropriate language which is pitched to the age and ability of pupils.	Adults consciously use and model language and develop new vocabulary.
Respecting boundaries	Adults are no professional in their approach to pupils.	There are blurred boundaries e.g. being over familiar, not seeking consent.	There is mutual respect between adults and pupils.	Pupils are encouraged to make their own choices and these choices are respected.
Developing independence	Staff do not provide pupils with the opportunity to develop their independence and identity.	Too often staff do not allow for sufficient processing time before adults intervene.	Staff avoid unnecessarily assisting pupils, encouraging independence whenever possible.	Pupils are given opportunities/support to complete tasks as independently as possible in a safe and patient environment.

5.3 TOTAL COMMUNICATION GRID

	Repair	Improve	Sustain	Share
Visual timetables	No class timetable available	A simple whole class timetable of daily events is displayed but not used effectively	Visual systems are in place for the whole class and some individuals.	Visual systems are available, these are clear in their messages and can be seen for individuals, groups and they relate to timetable and in task expectation.
Access to preferred communication method	Communication systems are not available for students.	There are some communication methods visible, however these are either not accessible or being used effectively.	AAC high tech devices and any other communication method is always within the student's line of vision so that they can easily access their voice.	Total communication is evident, including fixed communication boards and portable communication systems.
Early vocabulary	No priority vocabulary identified	Vocabulary is shared but not explicitly taught	Identified vocabulary is explicitly taught and repeatedly practiced throughout the lesson by saying/showing, reading and writing (where possible)	Priority vocabulary is explicitly taught using real life examples and revisited and applied throughout the lesson.
Signing	Staff do not sign.	Some staff use occasional signing	Staff use consistent signing for key vocabulary. Pupils are encouraged to sign some words	An effective signing communication system is in place to support spoken word.
Verbal modelling	Staff do not match their language or pace of speech with the ability of the pupils.	Staff use language that is age/need appropriate but do not model or correct language errors	Staff encourage increase in language banking and model tone/speed and synonyms.	Staff understand what word level pupils are working at and use appropriate language and resources to expand their skills and knowledge
Physical modelling	Adults over support e.g. do it for them resulting in limited independence	Adults provide physical support such as hand over hand however adapted resources are not being used to support independence.	Adults use appropriate levels of physical support, allowing pupils to try first and/or using physical adapted resources.	Adults accurately track the level of physical prompting required and plan in how to reduce physical support over time. Resources are effective in supporting pupils to be independent.
Processing time	Adults do not provide sufficient processing time for pupils to follow and instruction.	Adults are inconsistent in their approach to pupils and their processing time.	Adults provide appropriate processing time and factor this into their routines and planning. Transactional support such as timers, music, symbols etc are in place for some transitions.	Adults use a range of techniques to support pupils to process information and instructions. Transactional support systems are in place and built into daily routines.

5.4 ADAPTATIONS GRID

	Repair	Improve	Sustain	Share
Staff knowledge	Adults are unaware what specific adaptations pupils need to access the curriculum	Not all adults understand what pupil adaptations are needed resulting in inconsistent approaches	Planning allows all adults to know what support they should be giving, and the necessary adapted resources required	Planning allows for all adults to know how to support pupils with clarity about how to capture evidence of progress and independence
Professional recommendations e.g. SALT, Physio	Pupils are not accessing the required support recommended by professionals	Some pupils access targeted support for professional recommendations however these are inconsistent.	Planning identifies where additional professional recommendations are built into daily routines	Adults provide planned and incidental opportunities to deliver professional recommendations
Pre teaching and prior knowledge checks	Pupils are not provided with what they have learnt or will learn	Pupils are provided with a verbal reminder of previous lesson	Pupils are provided with a visual/verbal reminder of what they have learnt, and retention levels are checked	Identified pupils are provided with pre-teaching. Pupils are provided with clarity about their learning journey and how what they have learnt builds over time.
Alternative spaces	There are no zones within the classroom	The room may have some different spaces which hold a permanent purpose, eg a book area, but these are not multi-purpose areas.	The room has at least one alternative space which students can use if they need a reduction in stimulus for concentration, sensory or emotional reasons.	Spaces are used thoughtfully and sympathetically to support students emotional, physical and sensory needs.
Sensory support	Staff do not know what the sensory needs of their students are	Some pupils have adjustments to support their sensory needs e.g., ear defenders available	Staff understand what strategies are needed to support pupils who may experience sensory processing difficulties	Staff plan to ensure that their environment and responses consider pupils' sensory preferences and ensure sensory integration is actively incorporated into their planning
Scaffolding	Pupils are not provided with any scaffolding to complete tasks	Some pupils are provided with scaffolding support however this is not always pitched appropriately.	Pupils are provided with scaffolded resources based on their starting points; this allows pupils to have some degree of independence when completing tasks.	Adults recognise when scaffolding support can be reduced and this is done in a planned way resulting in pupils having increased independence.
Adapted resources	Pupils do not have access to any resources that could support them to access the curriculum	Some pupils with specific plans are provided with some adapted resources.	All pupils have access to adapted resources with some accessing specifically adapted resources for their individual needs.	Resources are chosen carefully to ensure that all pupils can access the curriculum and are developing their skills in choosing for themselves what resources they need.

5.5 Formal and Semi formal pathway lesson grid

	Repair	Improve	Sustain	Share
Get curious	Provides little or no meaningful stimulus at the start of the lesson, resulting in weak curiosity and limited pupil engagement.	Introduces a basic but relevant stimulus and some simple curiosity-building activities to begin drawing pupils into the learning.	Uses a high-impact, life-relevant stimulus and an engaging environment to hook pupils while providing opportunities that spark strong, sustained curiosity.	Enables pupils to lead aspects of the hook by contributing stimuli, shaping the environment, and modelling curiosity strategies.
Focus	Vague or incomplete explanations of what pupils need to know and do, leaving them unclear about the intended learning and expected outcomes.	Introduces the key knowledge more clearly with basic explanations and simple examples so pupils begin to understand what they are learning and why it matters.	Clearly introduces learning using pupil-friendly dual-coded intended outcomes, showing worked examples of what success looks like.	Using success criteria to model how to predict and apply the substantive and disciplinary knowledge confidently.
Connections	No clear explanation of the learning outcome, real-life relevance, or links to prior learning	There is inconsistency in the explanation of outcomes and connections giving students only a partial sense of purpose.	Clear explanation of the learning outcome, its relevance, and how it builds on prior learning	Strong, meaningful connections mean that pupils see the purpose and relevance and are motivated to engage.
Teach vocabulary	There is no introduction or explanation of key vocabulary, leaving pupils uncertain about essential terms.	Key vocabulary is superficially introduced without ensuring pupils understand.	Clear explanation and modelling of priority vocabulary so pupils can understand and apply it confidently.	Vocabulary is explicitly taught, enabling pupils to use key terms accurately, independently, and across contexts.
My turn	There is little or no modelling, leaving pupils unsure how to approach the learning task.	The task is modelled but does so briefly or inaccurately, giving pupils only a partial understanding of the process.	There is a clear, step-by-step modelling that shows pupils exactly how to succeed in the learning task.	Highly effective, insightful modelling that empowers pupils to apply the process independently and confidently.
Our turn	There is little or no opportunity for pupils to practise the technique, leaving them without the support needed to improve.	Pupils have some practice time, but support and scaffolding are inconsistent or only partly effective.	There are opportunities for structured practice with clear support and scaffolding so pupils can apply the technique with growing confidence.	Purposeful, well-matched practice with responsive scaffolding that enables pupils to refine the technique and move towards independent mastery.
Your turn	There are no clear steps to success or meaningful opportunities for pupils to practise or assess, leaving them unsure how to improve.	Some opportunities to practice, but they are inconsistently applied or insufficiently explained, so pupils only partially understand how to develop their work.	There is structured practice with clear steps to success and opportunities for self-, peer-, or adult assessment so pupils can improve with growing independence.	Purposeful practice where steps to success and high-quality assessment enable pupils to evaluate, refine, and extend their work.
Consolidate	There is limited or unfocused consolidation, resulting in gaps or misconceptions that are not effectively addressed."	There are some opportunities for consolidation, but they are uneven or not clearly linked to the learning, leading to partial or uneven understanding.	There are well-planned consolidation activities that reinforce key learning and enable pupils to apply their knowledge with confidence.	There are rich, responsive consolidation that deepens understanding, challenges pupils to apply learning in new contexts, and secures long-term retention
Pitch and adaptation	The lesson is poorly pitched, showing little awareness of pupils' needs and offering no meaningful adaptations to support them.	Adults show some awareness of pupils' needs, but the lesson pitch and adaptations are inconsistent or only partly effective.	The lesson is appropriately pitched, demonstrating clear knowledge of pupils' needs and providing well-matched adaptations to support their progress.	Adults use detailed knowledge of pupils' needs to deliver precise, responsive adaptations that enable all pupils to thrive with increasing independence.
Pace	The pace of the lesson is poorly managed, leading to ineffective use of time and causing pupils to become disengaged or unable to complete learning successfully.	The pace is mostly suitable, though some periods are unevenly timed, causing a few learners to struggle to keep up or complete tasks fully.	The pace of the lesson is well-judged keeping pupils engaged and ensuring they have enough time to understand and apply new learning.	There is an optimal pace that maximises learning, sustains engagement, and responds precisely to pupils' needs.

5.6 Informal pathway grid

Focus	Repair	Improve	Sustain	Share
Learning environment	The learning environment is not safe.	The learning environment lacks purpose and is not used effectively	The learning environment is effective in supporting pupils to navigate the classroom to develop independence and communication	The learning environment is carefully considered to maximise pupils' independence, communication and is highly personalised.
Visual timetables	No class or individual timetable available.	Visual timetable available for children but not effectively used.	The day is structured, consistent and pupils are provided with purposeful activities. Consistent use of planned transitions with some evidence that they are individualised.	Visual systems are available, these are clear in their messages and can be seen for individuals, groups and they relate to timetable and in task expectation.
Communication	There are no communication aids available for pupils. Communication is not a focus and not present within the environment.	Some communication aids are visible, but not accessible. There are inconsistencies with communication and therefore opportunities are missed.	Total communication approach is evident, and communication aids are accessible for pupils and used effectively. Adults facilitate communication opportunities throughout the day.	Adults provide constant and purposeful opportunities for pupils to communicate. Communication aids are available at all times and implemented effectively and consistently. Adults are trained and knowledgeable about total communication and know how to effectively communicate support pupils to develop their communication skills.
Personalised Timetables.	All pupils access universal provision with no consideration for individual needs.	Some evidence of pupils accessing personalised timetables suited to specific targets. However, these are applied inconsistently.	Pupil access personalised timetables as required to support them in achieving their personalised targets consistently.	Personalised timetables are effective in ensuring pupils needs are met and maintained. Adaptations utilise a wide range of specialist equipment and resources including adult support, considering the needs of others.
Routines	The day is unstructured. Transitions are not planned for	There is some structure to the day with identified sessions of clear/focus. Routines and transitions are planned but needs to be more personal.	The day is structured, consistent and pupils are provided with purposeful activities. Consistent use of planned transitions with some evidence that they are individualised.	Pupils are able to follow regular routines as a result of a persistent and consistent approach by all adults. Routines are well structure and purposeful. Individual adaptations are in place and seamless. Multi-sensory use of transitional support.
Adult specialist knowledge	Staff have limited understanding of PEC's, talkers and other AAC systems	Staff are able to support pupils with PEC's, talkers and other AAC systems however do not effectively model	Staff effectively model communication aids and understand what pupil's communication targets are.	Staff have highly effective knowledge and skill which is used to support and develop pupil's communication skills.
Knowledge of the child	Adults have limited knowledge of the pupils and their needs.	Adults have some knowledge of the pupils' needs but are inconsistencies. The provision and environment are not tailored to meet specific needs.	Adults have a good understanding of pupil's individual needs. This knowledge is used to adapt in the moment and over time the provision and environment to meet their needs.	Adults have a detailed understanding of each individual pupils' needs and share this information effectively with colleagues and external professionals. Adults facilitate pupil focused discussions to ensure that provisions are appropriate and purposeful consistently.
Intensive interaction	There are missed opportunities for intensive interaction.	There are attempts to provide intensive interaction opportunities, but these are not meaningful	Pupils and staff are tuned in to each other's voice, facial expression and body language and interactions are responsive	There is sufficient time and attention given to effective intensive interactions with processing time and mutual enjoyment and communication.

Responding to pupil arousal levels	Pupils are dysregulated and adults are not effectively supporting pupils	There is inconsistency in how adults respond to dysregulation	Adults are consistently and effectively responding to pupils who become dysregulated as well as providing proactive strategies to reduce triggers.	Adults have created safe and appropriate provision with clear routines providing pupils with the opportunities to self-regulate. Adults provide pupils with opportunities and choice to self and coregulate.
Crisis response	Adults do not have the confidence, knowledge or training to keep pupils safe.	Adults are developing confidence to use their training to respond to individual pupils in crisis.	Adults use their knowledge and training effectively to keep pupils and adults safe.	Adults use effective specialist knowledge alongside individual de-escalation techniques. Adults prioritise recovery and repair of relationships.
Evidencing	There is insufficient evidence for the pupils in the class	Evidence is focused on activities rather than individual progress	Sufficient evidence per pupil of the progress of individual targets	Evidence allows for generalisation, extra-curricular opportunities alongside highly effective evidence of progress of targets which is shared with parent/carers.
Behaviour plans and risk assessments	Documents are not in place or appropriate.	Documents are in place for identified pupils however lack detail.	Documents are personalised and ensure consistent responses by adults.	Documents are detailed and aligned to planning which is individualised and provide reactive and proactive strategies that are consistently implemented.

5.6 Pre formal pathway grid

Focus	Repair	Improve	Sustain	Share
Learning environment	The learning environment is not safe.	The learning environment lacks clarity and is not used effectively to meet the pupil's needs.	The learning environment is effective in supporting pupils to navigate the classroom to develop independence, communication, sensory and physical needs.	The learning environment is carefully considered and adapted to maximise pupils' independence, communication, sensory and physical needs and is highly personalised.
Resources Budget allocation	There are insufficient resources to stimulate pupils.	Minimal resources are available and do not meet the needs of the pupil's.	The resources available are purposeful and support pupils to be engaged and make progress	The resources are individualised and support pupils progress and encourage engagement. Staff are trained and aware how maximise resource usage for pupils' development.
Timetables	No class or individual timetable available.	Visual timetable available for children but not effectively used.	The day is structured, consistent and pupils are provided with purposeful activities. Consistent use of planned transitions with some evidence that they are individualised.	Multi-sensory systems are available, these are clear in their messages and can be seen for individuals, groups and they relate to timetable and in task expectation.
Routines	The day is unstructured. Transitions are not planned for.	There is some structure to the day with identified sessions of clear/focus. Routines and transitions are planned but needs to be more individual.	The day is structured, consistent and pupils are provided with purposeful activities. Consistent use of planned transitions with evidence that they are individualised.	Pupils have access to regular routines as a result of a persistent and consistent approach by all adults. Routines are well structure and purposeful. Individual adaptations are in place and seamless. Multi-sensory use of transitional support.
Communication	There are no communication aids available for pupils. Communication is not a focus and not present within the environment.	Some communication aids are visible, but not accessible. There are inconsistencies with communication and therefore opportunities are missed.	Total communication approach is evident, and communication aids are accessible for pupils and used effectively. Adults facilitate and respond to pupil communication opportunities these may be preverbal (gestural, vocalisation).	Adults create constant and purposeful opportunities for pupils to communicate. Communication aids are implemented effectively and consistently in range of environments. Adults are highly trained support pupils to develop their communication skills.
Specialist Knowledge of the child	Adults have limited knowledge of the pupils and their needs and how adapt and present learning opportunities including engagement.	Adults have some knowledge of the pupils' needs, but there are inconsistencies and therefore the provision and environment are not engaging to each pupil to meet their specific needs.	Adults have specialist knowledge of approaches and a good understanding of pupil's individual needs. This knowledge is used over time to adapt the provision and environment to meet their needs.	Adults have a detailed understanding of each pupils' needs and work closely with families and professionals. Adults are able to adapt in the moment to create purposeful learning opportunities. Adults create a provision that is appropriate and purposeful.
Planning	There is no structure to the planning, teaching and learning.	There is inconsistency in how adults plan and support pupils to access learning.	Planning is clear and reflective overtime, considering individual needs and staff effectively understand the	Staff understand pupils individual engagement profile and how these impacts on every interaction. Planning is a working document,

			process required with a learning activity. Staff are able to reflect on their practice frequently and this informs learning.	responding in the moment. Staff are confident to adapt activities and to offer learning opportunities allowing the pupils to take charge or manage their learning.
Responding to pupil arousal levels	Pupils are dysregulated and adults are not effectively supporting pupils.	There is inconsistency in how adults respond to dysregulation.	Adults are consistently and effectively responding to pupils who become dysregulated as well as providing proactive strategies to reduce triggers.	Adults have created safe and appropriate provision with clear routines providing pupils with the opportunities to self-regulate. Adults provide pupils with opportunities and choice to self and coregulate.
Medical	Pupil's medical needs are not met. Staff do not have the appropriate training to meet the pupils. Ineffective recording of medical documents.	Staff have accessed appropriate medical training, however, are not always confident when providing complex medical support. Medical documents are recording but can be inconsistent.	Staff use their training effectively to respond to pupil's medical needs. Staff calmly react in the moment. Staff have a good knowledge of the medical policy and are able to record medical incidents/administration effectively.	Pupils receive the highest care through highly skilled trained staff who know pupils medical care plans and protocols. Staff are able to deliver medical support safely and calmly promoting the pupil's well-being and protecting their dignity. Staff can effectively and timely record and respond to medical incidents.
Moving and Handling	There are no moving and handling plans in place for pupils, and they are not safe. Equipment is inappropriate, not regularly checked or reviewed.	There are moving and handling plans in place, but these are not consistent, and staff do not follow them effectively. Equipment is reviewed but not purposeful.	Staff are trained and effectively follow personalised moving and handling plans, ensuring the pupils remain safe. Pupils change their positions every 2 hours or in line with individual plans.	Staff and external professionals work together to ensure pupils are comfortable, safe and in optimal positions for their physical needs and learning. Planning is clear and individualised for each pupil and is informed by professional advice.
Professional/Therapies	No interaction between staff and other professional/therapists resulting in a lack of support	Professional/Therapists are providing strategies to staff but little evidence of these being implemented in the class.	Staff advocate for their pupils, obtaining professionals and therapies when appropriate. Professional and therapists' strategies are implemented throughout the school day.	Staff work collaboratively with professionals to review and create new strategies to help support individual pupils.
Assessment	There is insufficient evidence and knowledge of progress for the pupils in the class	Evidence is focused on activities rather than individual progress	Sufficient evidence per pupil of the progress of individual targets and there is evidence of professional and family engagement	Evidence allows for generalisation, extra-curricular opportunities alongside highly effective evidence of progress of targets which is shared and informs further teaching with parent/carers.
Emotional	Emotional needs are not met	Emotional needs are not always met, sometimes pupils are unable to regulate their emotions. This hinders their	Emotional needs are met. All feel safe and secure giving them consistent opportunities to make progress and engage fully in learning opportunities ensuring progress can be made.	Pupils are emotionally secure. They are/feel secure and thrive during learning experiences. Emotional well-being is paramount and is held in high regard by all staff. This is evident through high levels of progress.

		progress and engagement in learning.		
Sensory	Pupil's sensory meets are not met	Although sensory activities are available this lacks clarity and purpose. There is limited response to pupil's sensory needs.	Pupils are provided with planned and incidental sensory integration opportunities with appropriate resources to access.	Pupils are provided with a multisensory experience that supports them to engage and communicate. Staff have the knowledge to adapt sensory experiences in the moment and in planned reflection.
Physical Development	Pupils remain in the same position and physical development opportunities are not considered.	Basic physical development opportunities are provided, but do not effectively cater to pupil needs.	Pupils safely access regular physical development opportunities, and these are individualised, fun and purposeful.	Physical development opportunities integrate professional recommendation into activities include fine and gross motor skills.
Relationships Staff and pupils.	Interactions are limited and relational language is not appropriate, leading to relationships not being formed.	Interactions are tasked based therefore inconsistent relationships are developed. Sometimes positive relationships are developed.	Staff are emotionally available and facilitate interactions in a positive safe relationship within the classroom. Adults know how to support and respond to individual wellbeing celebrate the pupil's response.	Staff and pupils work harmoniously where interactions are responsive and are of high quality. Adults consistently use appropriate relational language and interaction.