



Jigsaw CABAS® School – fulfilling potential

JIGSAW CABAS® SCHOOL

TEACHING & LEARNING POLICY

Prepared By: Mariann Szabo

Job Title: Head of Curriculum Development

Authorised By: Emma Hawkins

Job Title: Director of Education

Reviewed by: Mariann Szabo

Job Title: Head of Curriculum Development

Date Adopted: December 2010

Status: Statutory

Last Reviewed: January 2016

Ratified by Governors:

Next Review: January 2018





TABLE OF CONTENTS

1	The Policy.....	4-5
2	Policy Aims	5-6
3.	Curriculum Aims.....	6
4.	Rationale	7-8
5.	Implementation and Related Procedures	8
5.1	Teaching Approach.....	8
5.2	Ethos.....	8
5.3	Organisation of the Curriculum	8-9
5.4	Resources for Learning.....	9
5.5	Planning for Learning.....	99-11
5.6	Class Organisation.....	11
5.7	Homework.....	11
5.8	Language.....	11
5.9	Extra-Curricular Opportunities.....	11-12
6	Quality Assurance	12
6.1	Assessment & Recording Arrangements.....	122
6.2	Summative Assessment.....	12
6.2.1	C-PIRK.....	13
6.2.2	B Squared.....	14
6.3	Formative assessment	14
6.3.1	The Learn Unit	14-15
6.3.2	The Decision Protocol.....	15
6.3.3	Summary Learn Unit Graphs	15-16
6.3.4	Evaluations of Planning.....	16
7.	Reporting Progress & Target Setting.....	16
8.	Involvement of parents, carers and other professionals.....	16-17
9.	Framework for Learning	17
9.1	CABAS® Board Certification of professional expertise in teaching	177
10.	Monitoring the Quality of Teaching and Learning.....	Error! Bookmark not defined. 8
10.1	TPRA.....	18
10.2	Teaching & Learning Observations	18-20
11.	Monitoring the Implementation and Effectiveness of this Policy.....	20
12	APPENDICES	21
13	Related Documents	211
14	Glossary of Terms	221
15	INTERIM AMENDMENTS	22



Mission Statement

The Jigsaw School is committed to providing a safe and caring environment where all our learners will be given an education of the highest standard and every opportunity to achieve their full potential



1. The Policy

The Jigsaw CABAS® School is an independent day school for children with an autism spectrum disorder (ASD) aged between 4 and 19 years, offering a structured programme of intensive intervention based on the principles of Applied Behaviour Analysis (ABA). Teaching at Jigsaw is for children and young adults with long-term, substantial and specific educational needs.

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

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

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

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

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

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

- use the National Curriculum statutory guidelines to inform planning across key stages 1 – 4;
- use pupil need and previous learning to provide post-16 curriculum;
- use pupil need and Early Years Foundation Stage guidelines to provide curriculum for pupils in reception year;
- provide accreditation at Key Stage 4 and post-16;



- seek to offer appropriate choices beyond statutory requirements which reflect the needs and interests of the pupils, including preparation for living in a setting away from family & skills linked to work related learning;
- incorporate regular assessment and reporting, including monitoring teaching to ensure learning is occurring optimally at every level;
- offer extended services that help pupils engage and achieve, and build stronger relationships with parents and the wider community.

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

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

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

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

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

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

2. Policy Aims

- To offer intensive intervention for primary, secondary and 6th Form pupils.
- To offer an approach to learning based on the principles of Applied Behaviour Analysis (ABA).
- To provide a whole school approach where all staff have knowledge and understanding of autism spectrum disorders (ASDs).
- To provide a curriculum that meets each pupil's individual education needs.
- To provide a broad and balanced curriculum that includes the subjects of the National Curriculum.
- To enable pupils, where possible, to integrate into mainstream schools and other special schools.
- To provide parent education and build partnerships between parents and staff.
- To provide a safe, caring and enjoyable environment where pupils can thrive and grow towards independence.
- To provide a professional development programme for teaching staff.
- To provide a training programme for continued personal development.



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

3. Curriculum Aims

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

- Enable pupils to interact and communicate with a wide variety of people, working towards communicating confidently in speech and language.
- Enable pupils to express preferences, communicate needs, makes choices, make decisions and choose options that other people act on and respect.
- Increase pupils' awareness and understanding of their environment and of the world.
- Work towards reading fluently, with understanding, expression, discrimination and enjoyment of a variety of material written in different ways for different purposes.
- Work towards writing legibly and with a satisfactory standard of spelling, syntax, punctuation and usage.
- Work towards communicating clearly and confidently in speech and writing in ways appropriate for various occasions and purposes.
- Encourage the pupil to listen attentively.
- Encourage pupils to explore, to question and to challenge.
- Work towards applying computational skills with speed and accuracy and develop understanding of mathematical language and concepts.
- Work towards mastering basic scientific ideas and methods.
- Encourage development of knowledge about geographical, historical and social aspects of the wider environment.
- Work towards being able to use various art forms, craft and design skills as means of expression using a variety of materials and methods.
- Develop agility and physical co-ordination, confidence in and through appropriate physical activity, the ability to express feeling through movement, drama and dance, to swim, where possible to spend some time in a physically challenging outdoor environment.
- Encourage appreciation of music by experiencing it through listening, performing and composing, through practical means.
- Provide a wide range of learning experiences for pupils in each key stage, suitable for their age.
- Provide opportunities to acquire, develop, practice, apply and extend their skills in a range of contexts across the curriculum.



4. Rationale

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

- know what they are aiming to achieve;
- can work in a variety of ways as independent learners, in pairs or groups;
- are encouraged to ask questions and/or report their findings to others;
- experience work appropriate to their ability that challenges but is not beyond reach;
- experience a range of tasks;
- are supported through identification of skills, concepts, research, vocabulary, technical language needed to complete the task;
- know the criteria for assessing their work and how they can achieve maximum success;
- enjoy and are interested in what they are doing;
- can transfer learning skills to other learning situations;
- are encouraged to use subject specific vocabulary when developing their knowledge and understanding;
- make decisions about the outcome of their work;
- reflect on the work they have done and are involved in identifying how to improve;
- can test and refine their own ideas;
- feel valued and have their successes (achievements) celebrated;
- are able to work in a secure, attractive learning environment.

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

- teachers have consistently high expectations of all pupils' behaviour and attainment;
- there is evidence of learning;
- pupils understand the lesson's aims and objectives, what they should learn, and how this fits in with the scheme of work;
- pupils are on-task in an orderly atmosphere conducive to learning;
- classroom management is appropriate to the teaching situation;
- pupils have opportunities to be proactive and involved;
- clear targets are set for pupils and they receive feedback on the strengths and areas for improvement in their work based on regular and appropriate assessment;
- verifiable progress is being made and pupils are aware of this;
- the scheme of work is appropriate with differentiation by task/resources/outcome so that all pupils can participate and feel valued;



- Tasks are appropriate, relevant and challenging to the age and ability of the pupils;
- Teachers are well prepared and use a variety of teaching strategies to motivate, create interest and develop a range of skills amongst learners;
- Teachers use questioning to challenge and deepen understanding;
- Teacher/pupil relationships are effective, praise and positive reinforcement are used and the teacher is enthusiastic, motivating and achievement is celebrated;
- The learning environment is attractive and appropriate to the subject and activity.

5. Implementation & Related Procedures

5.1 Teaching Approach

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

CABAS® is a specific applied behaviour analysis programme designed for the school environment offering a proven teaching system designed around the individual that promotes effective learning and teaching.

5.2 Ethos

The CABAS® system is designed to approve desired behaviours rather than disapprove undesired behaviours. The curriculum is designed to emphasise teaching through positive reinforcement by identifying effective forms of reinforcement and by the manipulation of intermittent and other schedules of reinforcement. The creation of learner motivation through the use of establishing operations are essential to the implementation of the principles of positive reinforcement within the CABAS® system and provides an ethos within each classroom so that pupils are given the opportunity and encouragement to succeed and to have access to programmes of learning which match their stage of development. Pupils need to feel secure and comfortable in their learning environment. For that reason, classroom procedures need to be clearly understood and consistently applied.

5.3 Organisation of the Curriculum

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

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

- setting suitable learning challenges;



- responding to pupils diverse learning needs, including areas written in each pupil's statements of SEN or EHCP;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

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

- non-verbal and verbal communication,
- social understanding and social behaviour,
- thinking and behaving flexibly according to the situation,
- independence,
- sensory perception and responses.

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

5.4 Resources for Learning

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

Pupils have access to a variety of resources linked to all areas of the curriculum as reinforcers e.g. sensory room, soft play room, library, various and toys and games throughout the school day. Pupils are encouraged to interact and engage with these resources purposefully to promote and enhance their learning.

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

5.5 Planning for Learning

All pupils receive an individualised curriculum described in their Individual Learning Plans (ILPs). ILPs are informed by the individual needs of pupils, relevant assessment data and information, pupils' prior learning and the school curriculum. Learning objectives are linked directly with the programmes of study and expectations of the National Curriculum, P-Scales and learning outcomes of awards and qualifications offered by the School. They are organised by subject and cross-referenced to the CABAS® International Curriculum and Inventory of Repertoires for Children from Pre-School through Kindergarten (C-PIRK) repertoires. The completion of learning objectives is monitored closely by class teachers, lead teachers and supervisors. ILPs are reviewed regularly by supervisors and updated in line with Annual Reviews or as necessary.



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

The School curriculum is described in long-term plans and schemes of work. Individualised curriculum for pupils is written in terms of long-term objectives (LTOs) which draw from the programmes of study from the National Curriculum, the C-PIRK and the offered qualifications' learning outcomes.

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

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

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

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

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

- Short-term Objectives (STOs) for each pupil as part of their curriculum file
- Daily lesson plans for classes where the pupils are taught in a group and the curriculum content requires it

Topic Work

Geography, History, Science, PSHE, Art and DT will be taught as topics with music and RE focus each half term.

Accreditation in Key Stage 4 and 6th Form



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

5.6 Class Organisation

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

5.7 Homework

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

5.8 Language

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

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

Pupils for whom English is an additional language have diverse needs for support in English language learning. Individual curriculum planning will take account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages. There is careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding.

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

5.9 Extra-Curricular Opportunities

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



for pupils to participate in local and wider community life and to support the generalisation and transfer of skills to real life situations.

6. Quality Assurance

6.1 Assessment & Recording Arrangements

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

- Diagnostic assessment to identify where learning is failing to take place.
- Formative assessment to provide ongoing teacher assessment so that next steps can be planned.
- Summative assessment to provide a record of what has been achieved.

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

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

6.2 Summative assessment

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

- Weekly Learn Units Presented and Responses Correct
- Weekly Learn Units to Criterion
- Cumulative Criteria
- End of year summary of LTOs met
- C-PIRK Summary graphs
- B Squared pupil and level summary data
- Annual Review Report
- Speech and Language and Occupational Therapy reports
- Evaluations of planning
- ASDAN Transition Challenge & Towards Independence Record of Activities for 14-19 pupils



6.2.1 Inventory of Behavioural Repertoires (C-PIRK)

Each repertoire in the inventory links directly to subject areas within the National Curriculum. The C-PIRK provides a comprehensive assessment of the pupil's repertoires and is updated throughout the year as repertoires are learned. The C-PIRK assessment tool and curriculum is divided into the following areas:

- Academic literacy repertoire

This repertoire includes most of the core subjects of the EYFS & National Curriculum at each Key Stage. It is divided into two main areas; academic equivalence relations and communication. Examples include targets for communication, reading, writing, maths and science. More specifically components include: "to textually respond to numbers 1-20," "to emit words which rhyme with *ball*, *cat*, *bad* across vowel sounds" and "to tell stories based on a picture sequence."

- Community of reinforcers repertoire

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

- Self-management repertoire

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

- Physical development repertoire

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

To identify existing and missing verbal developmental repertoires and strategies/protocols to induce these missing repertoires, the Verbal Behaviour Development Assessment – Revised (VBDA-R) is used by senior staff.



6.2.2 B Squared

To evidence pupil progress the School makes use of B Squared, which is an assessment tool that breaks down the Early Years Foundation Stage (EYFS), National Curriculum and P-levels into small steps. Supervisors update assessment data for each pupil in line with their Progress and Annual Reviews and at the end of each school year in July.

6.3 Formative assessment

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

- The Learn Unit
- The Decision protocol
- Summary Learn Unit Graphs
- Evaluations of topic and food technology planning for Key Stages 1-3
- Evaluations of PE planning for Key Stages 1-4
- Evaluations of ASDAN Transition Challenge & Towards Independence Planning for 14-19 pupils
- Evaluations of individual subject planning for each class where applicable

6.3.1 The Learn Unit

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

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

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

If the pupil responded incorrectly or did not respond at all then the teacher consequence would be a correction. The teacher would say "apple" and the pupil would then repeat this.



The learn unit would not be complete until the pupil had taken part in the correction and emitted an independent correct response.

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

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

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

6.3.2 The Decision Protocol

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

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

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

6.3.3 Summary Learn Unit Graphs

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

- Daily Learn Units Presented and Responses Correct
- Weekly Learn Units Presented and Responses Correct



- Weekly Learn Units to Criterion
- Cumulative Criteria

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

6.4 Evaluations of Planning

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

7. Reporting Progress & Target Setting

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

All pupils have a statement of Special Educational Needs or Education Health Care Plan (EHCP) that is reviewed annually. A report of progress over the year, summary of LTOs met, B Squared pupil summary data, Speech and Language Therapy & Occupational Therapy reports, and other reports from professionals are distributed as part of the Annual Review process.

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

8. Involvement of parents, carers and other professionals

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

- Daily communication books
- Termly reports
- Annual review documentation
- Progress review meeting minutes
- Parent Education Meetings
- Individual Parent Meetings
- Outreach
- Open Days



- Sibling Workshops
- Memos
- Newsletters
- School website
- Social media

9. Framework for Learning

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

The quality of teaching is supported in the following ways:

- CABAS® Board Certification of professional expertise in teaching;
- Regular Teaching and Learning (*see Appendix A and B*) and Teacher Performance Rate and Accuracy (TPRA) observations (*see Appendix C*);
- Post-graduate university distance-learning programme;
- Structured internal learning and development opportunities, and external courses and conferences;
- Structured induction programme for new teachers;
- Continuing Professional Development Profiles;
- Visits from consultants and external professionals;
- Regular line management meetings;
- Performance review meetings.

9.1 CABAS® Board Certification of professional expertise in teaching

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

- CABAS® Teacher I
- CABAS® Teacher II
- CABAS® Master Teacher

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

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

1. Verbal behaviour about the science (concepts, principles and terminology).
2. Contingency-shaped teaching skills (accurate and fluent teaching practices).
3. Verbally-mediated scientific repertoire (strategic and analytic problem-solving).



10. Monitoring the Quality of Teaching and Learning

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

10.1 TPRA

This is an observational procedure to collect data on pupil and teacher responding and to convert responses to rates of teacher and pupil behaviour. TPRA observations are conducted on all class teachers on a regular basis using a standardised observation form. TPRA's are conducted by Lead Teachers, Supervisors, members of the Senior Teachers Team and CABAS® consultants. Feedback (immediate or delayed, verbal and/or written) is provided to teachers and data are collected and reported as the percentage of correct observations each month for each class teacher and as a whole school. Data are publicly displayed in the school and regularly reviewed by line managers and the School Management Team.

10.2 Teaching and Learning Observations

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

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

- observe and evaluate the quality of the educational provision;
- identify good practice that can be shared; and
- identify areas of educational provision that can be improved.

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

Before Observations

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

During Observations

Observers must conduct themselves discreetly so as to have minimal impact on the natural course of the lesson/session. Questions should, if possible, be saved for the end of the lesson. Observers should situate themselves in such a way as to have unrestricted visual and audible access to the teacher and pupil(s) but without physical imposition. Observers should not interfere in the actions of the teacher except in the event of a serious



contravention of school policy e.g. ignoring a health and safety risk. In this event, the observer must immediately cease the observation and intervene. The reason for the cessation of observation will be recorded on the form.

After Observations

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

Grading

Seven areas will be graded as part of the observation including:

- teacher expectations;
- pupil progress;
- subject and curriculum knowledge;
- planning, preparation and delivering instruction;
- adapting teaching, differentiation;
- use of assessment;
- behaviour management.

One of the following grades will be awarded for each area: 'excellent', 'good', 'requires development' or 'significant development required'. An overall grade will not be given for the observation.

Outcomes

It is the responsibility of each supervisor to ensure that actions and recommendations from each observation are added to the relevant action plans. Arrangements should be made for the Director of Education or senior staff to observe specific areas of teaching or learning that were graded 'significant development required' during an observation. In the event of an observation where multiple areas were graded 'significant development required', it is the responsibility of the Director of Education to instigate an immediate support and training programme for the staff member, and initiate extra observation sessions. Supervisors should produce a summary of the observation outcomes to share with the Director of Education and other supervisors to ensure that any school wide training issues are being identified and addressed.

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

Confidentiality

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



Moderation

To ensure consistency across staff who conduct T&L observations, a number of observations will be carried out as joint observations. The senior team will review a random sample of observation forms throughout the school year and may perform joint observations at least once per year. Completed observation forms will be analysed to determine whether there are significant differences in results. If there are found to be significant differences this will dictate the need for additional training.

11. Monitoring the Implementation and Effectiveness of this Policy

The practical application of this policy will be reviewed annually or when the need arises by the School Management Team and the nominated governor/s.



12. APPENDICES

Appendix A – TPRA observation form

Appendix B – T&L observation form

13. Related Documents

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



14. Glossary of Terms

Term	Definition

15. INTERIM AMENDMENTS

- Section/Page
- Amendment

